George Mason University
College of Education and Human Development
Recreation Management

PRLS 323 (DL1) – Program Leadership and Evaluation
3 Credits, Spring 2018
Distance Education Blackboard on NET

Faculty
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Prerequisite
PRLS 310

University Catalog Course Description
Covers leadership and evaluation of health, fitness, and recreation programs. Uses computer technology to study evaluative aspects of program planning and administration.

Course Overview
This course will focus on leadership, implementation, and evaluation techniques among health education, fitness, sport management, tourism, and recreation programs. Course will cover various program evaluation and leadership topics. Students will learn basic program evaluation skills as well as have the opportunity to exercise learned leadership skills. The course will be delivered online using Blackboard learning system. You will log into Blackboard using your Mason ID and password.

Course Delivery Method
This course will be delivered online (76% or more) using [select either a synchronous or an asynchronous] format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 26th.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player:
    - https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week: [Include only the sentence below that is appropriate for the course. Delete the sentence that is not applicable.]

Because asynchronous courses do not have a "fixed" meeting day, our week will start on [Wednesdays], and finish on [Tuesdays before midnight].

Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [2] times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Objectives

This course is designed to enable students to do the following:

   Complete a plan and design for a recreation, sport management or tourism program
   Determine schedules for those programs
   Create promotional materials for programs
   Set up and analyze a budget and determine pricing for programs
   Implement programs, including appropriate qualitative and quantitative evaluation
   Critically analyze your own and other programs
   Demonstrate effective leadership and group processing skills

Professional Standards

Further, upon completion of this course, students will meet the following professional accreditation standards from the 2013 Council on Accreditation of Parks, Recreation, and Tourism Related Professions (COAPRT) standards met:

7.02   Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

Required Texts

   Jordan, D. J. (2007). *Leadership In Leisure Services: Making a Difference (3rd ed.)*. State College, PA: Venture Publishing, Inc.

   Henderson, K. A., & Bialeschki, M. (2010). *Evaluating Leisure Services: Making Enlightened Decisions (3rd ed.)*. State College, PA: Venture Publishing, Inc.

Additional articles may be posted on Blackboard.

Course Performance Evaluation	Points
Evaluation Questionnaire Development	5
Evaluation Questionnaire Distribution	15
Evaluation Questionnaire Assessment	15

Leadership Meeting Visit and Evaluation Matrix   10
Discussion Board Participation   15
Test 1 (Leadership in Leisure Services)   20
Test 2 (Evaluating Leisure Services)   <u>20</u>
        100

Students are expected to access and complete all examinations as scheduled on Blackboard.

Course Performance Evaluation
Evaluation Questionnaire Development: Create a questionnaire appropriate for distribution to a Burke Lake spring event. Participants will be asked to assess on one page their satisfaction to the event.

Evaluation Questionnaire Distribution (Face to Face): Students will come to Burke Lake Park (http://www.fairfaxcounty.gov/parks/burkelakepark/) on Saturday, March 31 for three hours to help collect satisfaction data from the community at this annual event. The face to face time will be three hours either approximately 11:00a.m. to 2:00p.m. or 1:00p.m. to 4:00p.m.

Evaluation Questionnaire Assessment: Help assess questionnaires to gain data for distribution to Fairfax County Park Authority officials.

Leadership Meeting Visit and Evaluation: Identify a local community meeting (off campus) then receive permission from the instructor prior to attending. Evaluate the meeting using the rubric provided by the instructor.

Discussion Board Participation: Added weekly.

Exam 1 on the (*Leadership in Leisure Services)* text
Exam 2 on the (*Evaluating Leisure Services*) text

Grading Policies
GRADING
94 -100 A
90 - 93 A-
88 - 89 B+
84 - 87 B
80 - 83 B-
78 - 79 C+
74 - 77 C
70 - 73 C-
60 - 69 D
 0 - 59 F

Professional Dispositions and Integrity
Students are expected to exhibit professional behaviors and dispositions at all times.

 Class Schedule

TENTATIVE COURSE SCHEDULE

DATE	TOPIC	READINGS/ASSIGNMENT DUE
Week of Jan. 22	Introduction to PRLS 323	
Week of Jan. 29	Understanding Leadership	LLS CH 1
Week of Feb. 5	Leadership Theories & Styles	LLS CH 2
Week of Feb. 12	Leadership and Human Development Group Dynamics	LLS CH 3 LLS CH 4
Week of Feb. 19	Communication Skills for Leaders	LLS CH 5
Week of Feb. 26	Managing and Motivating Participant Behaviors	LLS CH 8 **Burke Lake Evaluation Questionnaire Development**
Week of Mar. 5	Diversity and Leisure Services Leadership **Make sure you have obtained the second text:** Henderson, K. A., & Bialeschki, M. (2010). *Evaluating Leisure Services: Making Enlightened Decisions (3rd ed.).* State College, PA: Venture Publishing, Inc.	LLS CH 9
Week of Mar. 12	Spring Break	
Week of Mar. 19	Exam 1 - (*Leadership in Leisure Services)* Introduction to Foundations for Evaluation	EVAL 1.1 - 1.6
Week of Mar. 26 Sat. Mar. 31	Evaluation: Why, How, and When Models	EVAL 1.7, 1.8, 1.9, 1.10 Saturday **Burke Lake Event Questionnaire Distribution**
Week of Apr. 2	Developing a Plan Quantitative vs. Qualitative data	EVAL 2.1, 2.4, 2.5, 2.6, 2.7, 2.8

DATE	TOPIC	READINGS/ASSIGNMENT DUE
Week of Apr. 9	Survey Instruments	EVAL 2.9, 2.10, 2.11, 2.12, 2.16
Week of Apr. 16	Observations	EVAL 3.2, 3.7 **Evaluation Questionnaire Assessment**
Week of Apr. 23	Data Reporting	EVAL 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
Week of Apr 30	Exam 2 - (*Evaluating Leisure Services*)	**Leadership Visit and Evaluation Matrix Completed**

Note: Faculty reserve the right to alter the schedule as necessary, with notification to students.

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

Community Meeting Visit Evaluation Rubric

Category	Qualities of Leadership	Points 1 (Lowest) to 5 (Highest)	Comments to further explain points
Preparations	Handed out ahead of time Focus questions		
Content	Explanations clear Topics of general interest to audience Keeping topics relevant to agenda		
Discussion/Debate Methods	Engaging participants Variety of methods used All voices heard Guiding but not dominating Summarize points Discussion of different viewpoints		
Questions from audience	Encouraging participation		
Communication Skills	Eye contact Active listening Paraphrasing Summarizing Redirecting questions Voice Stance		

Summary of pluses and minuses regarding the Meeting

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