

**George Mason University**  
**College of Education and Human Development**  
Recreation Management

PRLS 323 (DL1) – Program Leadership and Evaluation  
3 Credits, Spring 2019  
Distance Education Blackboard on NET

**Faculty**

Name: Brenda P. Wiggins, Ph.D.  
Office hours: By phone or Facetime  
Office location: Remote  
Office phone: 703 993-2068 voicemail  
Email address: bwiggins@gmu.edu

**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 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 22**.

**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/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week:

Because asynchronous courses do not have a “fixed” meeting day, our week will start on [Tuesday], and finish on [Monday by 11:59p.m.].

- 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.

- 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., & Ramsing, R. (2017). *Leadership in Leisure Services: Making a Difference* (4<sup>th</sup> ed.). Urbana, IL: Sagamore Venture Publishing LLC.

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

Additional articles may be posted on Blackboard.

<b>Course Performance Evaluation</b>	<b>Points</b>
Collect Data at Baskets and Bunnies (Burke Lake)	20
<b>Survey:</b> Saturday, April 20	
Evaluation of Collected Date	20
Leadership Meeting Visit and Evaluation Matrix	10
Discussion Board Participation	10
Test 1 (Leadership in Leisure Services)	20
Test 2 (Evaluating Leisure Services)	<u>20</u>
	<b>100</b>

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

## **Course Performance Evaluation**

**Collect Data (*Face to Face*):** Students will come to Burke Lake Park (<https://www.fairfaxcounty.gov/parks/burkelakepark/>) the day on **Saturday, April 20** for three hours to collect data at this annual event.

**Evaluation of Collected Data:** Assess data in the form of a presentation that can be distributed to Fairfax County Park Authority officials.

**Community Meeting Visit and Evaluation (See Rubric below at the end of the Syllabus)**  
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*)

**Exam 2** on the (*Evaluating Leisure Services*)

## **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.

## **Spring 2019**

*Faculty reserves the right to alter the schedule as necessary, with notification to students.*

		<b>TOPIC</b>	<b>READING</b>	<b>DUE</b>
January	Tues 22	<i>Leadership in Leisure Services</i> text	SYLLABUS Chapter One	Understanding Leadership
January	Tues 29		Chapter Two	Leadership Theories
February	Tues 5		Chapter Three	Mon Feb. 11 Leadership and Cultural Adaptability

	Tues 12		Chapter Four	Mon Feb. 18 Communication Skills for Leaders
	Tues 19		Chapter Seven	Mon Feb. 25 Behavioral Management - Influencing and Inspiring Desired Behaviors
February	Tues 26		Test 1	Mon Mar. 4
March	Tues 5	<i>Evaluating Leisure Services</i> text Henderson, K. A., & Bialeschki, M. (2010). (3rd ed.). State College, PA: Venture Publishing, Inc.	Chapter One	Mon. Mar. 18 Introduction to Foundations for Evaluation
	Tues 19		Chapter One	Mon Mar. 25 EVAL 1.1, 1.8, 1.9, 1.10
	Tues 26	<b>Identify Community Meeting Visit and inform Dr. Wiggins (See Evaluation Rubric at the end of this syllabus)</b>		
April	Tues 2		Chapter Two	Mon Apr. 8 EVAL 2.1, 2.4, 2.5, 2.6, 2.7, 2.8
	Tues 9		Chapter Two	Mon Apr. 15 EVAL 2.9, 2.10, 2.11, 2.12, 2.16
	Tues 16		Chapter Three	Mon Apr. 22 EVAL 3.2, 3.7 <b>Evaluation Questionnaire Assessment</b>
	Sat 20	<b>Baskets and Bunnies -Burke Lake Park, NVRPA Event</b>		
	Tues 23		Chapter Four	Mon Apr. 29 EVAL 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 <b>Leadership Visit and Evaluation Matrix Completed</b>

April	Tues 30			Test 2 by May 6 at 11:59p.m.

**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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

*Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto: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**

Name of Community Meeting: \_\_\_\_\_  
 Date and Time Attended: \_\_\_\_\_

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

**Summary of pluses and minuses regarding the Meeting (at least three each)**