

George Mason University
College of Education and Human Development
School of Sport, Recreation, and Tourism Management

PRLS 323 (DL1) – Program Leadership and Evaluation
3 Credits, Spring 2021
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 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.

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.
- 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:

Because asynchronous courses do not have a “fixed” meeting day, our week will start on **Wednesday**, and finish on **Tuesday by 11:59 P.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* (4th ed.). Urbana, IL: Sagamore Venture Publishing LLC.

Henderson, K. A., Bialeschki, M., & Browne, L. (2017). *Evaluating Recreation Services: Making Enlightened Decisions* (4th ed.). Urbana, IL: Sagamore Venture Publishing.

Additional articles may be posted on Blackboard.

Course Performance Evaluation

Points

Collect Data at an instructor-approved event or facility	15
Evaluation of Collected Data in form of Power Point	25
Leadership Meeting Visit and Evaluation Matrix	10
Discussion Board Participation	10
Test 1 (Leadership in Leisure Services) text	20
Test 2 (Evaluating Leisure Services) text	<u>20</u>
	100

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

Course Performance Evaluation

Collect Data (*Face to Face*): Due to Covid-19 and the cancellation of many traditional spring events an event will be identified at a later time for the class to evaluate. Once an event has been selected it will be shared with the class and if you are out of the area another event will be identified.

Evaluation of Collected Data: Assess data in the form of a ten slide Power Point presentation that can be presented to event officials regarding achieved outcomes.

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 any given week.

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.

Spring 2021 Course Calendar

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

TENTATIVE COURSE SCHEDULE:

DATE			TOPIC	READING	ASSIGNMENT DUE
W	Jan	27	Introduction & Syllabus Understanding Leadership/ Leadership Theories and Styles	Zoom Meeting LLS Chaps 1, 2	Introductions
W	Feb	3	Leadership and Development/ Group Dynamics	LLS Chaps 3, 4	Forum Chaps 2-3
W		10	Communication Skills/ Nonverbal Communication	LLS Chaps 5, 6	Forum Chaps 3-4
W		17	Managing Difficulties/ Managing Participant Behaviors	LLS Chaps 7, 8	Forum Chaps 5-6
W		24	Diversity and Leisure Services Leadership/ Values and Ethics in Leisure Services Leadership	Zoom Meeting Leadership Wrap Up LLS Chaps 9, 10	Forum Chaps 7-8
W	Mar	3	Risk Management and Direct Leadership/ Direct Leadership Techniques/ Social and Professional Issues	LLS Chaps 11, 12, 13	Forum Chaps 9-10
W		10	Midterm Exam Released Evaluation Project: Survey Questions		Forum Chaps 11, 12, 13
W		17	Evaluation/Data	ELS Ch. 1.7-1.10 ELS Ch 2-2.4	Midterm Evaluation Due
W		24	Quantitative Design/Other Designs	Zoom Meeting ELS Ch 2.5-2.10	Forum Chaps

			Data Collection	ELS Ch 2.11-2.16	1.7-1.10, 2-2.4
W		31	Program Life Cycle & Marketing, Aspects of Program Design/Data Analysis ***Data Collection***	ELS Ch 1.0-1.5 ELS Ch 3.0-3.7	Forum Chaps 2.5-2.10, 2.11-2.16
W	Apr	7	Data Reporting/Anticipating Social Change	ELS Ch 4.0-4.4 ELS Ch 4.5-4.6	Forum Chaps 1.0-1.5, 3.0-3.7
W		14	The Five Ps of Evaluation/ Political, Legal, Ethical, Moral Issues	ELS Ch 1.6 ELS Ch 1.11	Forum Chaps 4.0-4.4, 4.5-4.6
W		21	Work on Evaluation Project	Zoom Meeting Evaluation Wrap Up	Forum Chap 1.6, 1.11
W		28	Work on Evaluation Project Final Exam Released	Zoom Meeting/ Presentation	Evaluation Project Due 12/2/20 11:59PM Leadership Meeting Evaluation Matrix Due
W	May	5	Backup Evaluation Project Due Date (If needed)		Final Exam Due

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 <https://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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Printable copy on Blackboard with further instructions

Name of Assessor: _____

Name of Community Meeting: _____

Date *and* Time Attended: _____

Preparations Hand out ahead of time Focus questions

Category	Qualities of Leadership	Points 1 (Lowest) to 5 (Highest)	Comments to further explain points
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 (at least three each)