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

RMGT 323 (DL1) – Program Leadership and Evaluation
3 Credits, Fall 2022
Distance Education Blackboard on NET

Faculty
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Prerequisite
RMGT 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 **Thursday**, and finish on **Wednesday by 11:59 P.M.** All items listed in the 'Readings' and 'Assignment Due' columns of the course schedule are due the Wednesday of that week 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 ensure 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/Zoom Participation	10
Military Resilience; community leadership certification and paper	10
Test 1 (Leadership in Leisure Services) text	15
Test 2 (Evaluating Leisure Services) text	15
	100

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

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy). **No late work will be accepted without prior approval.**

Collect Data (*Face to Face*): Students will distribute surveys at The Ghost Town which will be held at Burke Lake Park on Saturday 10/29 and Sunday 10/30. Students will be required to participate on either Saturday or Sunday for four hours.

Evaluation of Collected Data: Assess data in the form of a 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.

Zoom Meetings: Added any given week.

Military Resilience, Community Leadership: The George Mason University College of Education and Human Development has created two modules to train upcoming teachers and community and recreation leaders. After viewing the modules, you will receive a certificate of completion. You will be required to submit a copy of your certificate along with a three-to-five-page paper (no cover sheet). The paper should be in APA format, using 12pt. font, double spaced, and include APA citations for the modules. The paper should summarize the content of both modules and explain the importance of this information and how the information will help you as a leader in the Parks, Recreation, and Leisure field.

You will need to make an account to access the modules. The directions are below. This assignment will be **due by Wednesday, November 17, at 11:59PM.**

The national capital region has one of the highest concentrations of military-connected P-12 students in the country, including those who have family members on active duty, reserve, national guard, and military veterans. Many of our region's public schools have received Virginia Purple Star Designation, awarded to military-friendly schools that have demonstrated a major commitment to students and families connected to our nation's military. We believe that it is essential that every educator-in-training in CEHD acquire a fuller understanding of this population.

The digital learning modules Supporting our Military Connected Children in School Settings: Moving them from Risk to Resilience were specially developed by our college to educate aspiring and practicing school personnel about the culture of the military, challenges frequently faced by military families, and strategies school personnel can use to meet the diverse needs of this special population.

To access and view the modules, you will first need to create an account on TTAC Online: https://ttaconline.org/Account/Register. Once you login, you will be able to access modules via the following links:

Module 1 - https://ttaconline.org/Online-Training/MLbTE3FyBnHqoY94Q5CIogeWNtaMn-Du/Online-Training-supporting-our-militaryconnected-children-in-school-settings-moving-them-from-risk-to-resilience--

Module 2 - https://ttaconline.org/Online-Training/MLbTE3FyBnHqoY94Q5CIohoVbMMIlwUD/Online-Training-supporting-our-militaryconnected-children-in-school-settings-moving-them-from-risk-to-resilience--

Exam 1 on the (*Evaluating Leisure Services*) text

Exam 2 on the (*Leadership in 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.

Fall 2022 Course Calendar

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

TENTATIVE COURSE SCHEDULE:

DATE			TOPIC	READING	ASSIGNMENT DUE (11:59PM Wed)
R	Aug	25	Welcome, Overview of Syllabus		
R	Sept	1	Evaluation/Data	ELS Ch. 1.7-1.10 ELS Ch 2-2.4 **Zoom Meeting**	Evaluation Forum 1
R		8	Quantitative Design/Other Designs	ELS Ch 2.5-2.10 ELS Ch 2.11-2.16	Evaluation Forum 2
R		15	Program Life Cycle & Marketing, Aspects of Program Design/Data Analysis	ELS Ch 1.0-1.5 ELS Ch 3.0-3.7	Evaluation Forum 3
R		22	Data Reporting/Anticipating Social Change	ELS Ch 4.0-4.4 ELS Ch 4.5-4.6	Evaluation Forum 4

R		29	The Five Ps of Evaluation/ Political, Legal, Ethical, Moral Issues	ELS Ch 1.6 ELS Ch 1.11	Evaluation Forum 5
R	Oct	6	Evaluation Review and **Test Release**	**Zoom Meeting**	Evaluation Forum 6
R		13	Understanding Leadership Leadership Theories and Styles	LLS Chaps 1, 2	**Test 1**
R		20	Leadership and Development/ Group Dynamics	LLS Chaps 3, 4	Leadership Forum 1
R		27	Communication Skills/ Nonverbal Communication **GHOST TOWN 10/29 and 10/30 ***Data Collection****	LLS Chaps 5, 6 **Zoom Meeting**	Leadership Forum 2
R	Nov	3	Managing Difficulties/ Managing Participant Behaviors	LLS Chaps 7, 8	Leadership Forum 3
R		10	Diversity and Leisure Services Leadership/ Values and Ethics in Leisure Services Leadership	Leadership Wrap Up LLS Chaps 9, 10	Leadership Forum 4
R		17	Risk Management and Direct Leadership/ Direct Leadership Techniques/ Social and Professional Issues	LLS Chaps 11, 12, 13	Leadership Forum 5 **Military Resilience Paper**
R		24	Thanksgiving		
R	Dec	1	Leadership Review and **Test Release**	**Zoom Meeting**	Leadership Forum 6 **Community Meeting Eval.**
R	Dec	8	**Evaluation Survey Presentations**	**Zoom Meeting**	Leadership Forum 7 **Survey Presentations Test 2**

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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. 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)