

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

PRLS 323 (001) – Program Leadership and Evaluation
3 Credits, Spring 2022
Thursday(s) 1:30 PM – 4:10 PM Horizon Hall 4001

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 face to face in a classroom setting and utilizing the Blackboard learning system. You will log into Blackboard using your Mason ID and password.

Course Delivery Method

Face to face

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 of the Council on Accreditation of Parks, Recreation, and Tourism Related Professions (COAPRT):

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* (4thed.). Urbana, IL: Sagamore Venture Publishing LLC.

Henderson, K. A., Bialeschki, M., & Browne, L. (2017). *Evaluating recreation services: Making enlightened decisions* (4thed.). 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 | 15 |
| Leadership Meeting Visit and Evaluation Matrix | 10 |
| Discussion Board Participation | 10 |
| Leadership in Practice | 10 |
| Military Resilience Paper | 10 |
| Exam 1 (Leadership in Leisure Services) text | 15 |
| Exam 2 (Evaluating Leisure Services) text | <u>15</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 fall 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.

Leadership In Practice Activity

Each student will choose one Individual Program Design Form from their PRLS 310 project that can be reproduced in class. During your assigned time, you will lead the entire class in the activity.

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 Thursday, March 24, at 1:30PM.**

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 (*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

See <https://cehd.gmu.edu/students/policies-procedures/>

Spring 2021 Course Calendar

| DATE | | | TOPIC | READING | ASSIGNMENT DUE Thursday 1:30PM |
|------|-----|----|--|--|--------------------------------------|
| Th | Jan | 27 | Introduction & Syllabus Understanding Leadership/ Leadership Theories and Styles | LLS Chaps 1, 2 | |
| Th | Feb | 3 | Leadership and Development/ Group Dynamics | LLS Chaps 3, 4 | Discussion Board 1 |
| Th | | 10 | Communication Skills/ Nonverbal Communication | LLS Chaps 5, 6 | Discussion Board 2 |
| Th | | 17 | Managing Difficulties/ Managing Participant Behaviors | LLS Chaps 7, 8 | Discussion Board 3 |
| Th | | 24 | Diversity and Leisure Services Leadership/ Values and Ethics in Leisure Services Leadership | Leadership Wrap Up LLS Chaps 9, 10 | Discussion Board 4 |
| Th | Mar | 3 | Risk Management and Direct Leadership/ Direct Leadership Techniques/ Social and Professional Issues | LLS Chaps 11, 12, 13 | Discussion Board 5 |

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|----|-----|----|---|-------------------------------------|--|
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| Th | | 17 | Spring Break | | |
| Th | | 24 | Trilogy of Evaluation and Research Evaluation Project: Survey Questions Test Review Midterm Exam Released | ELS Ch.1.3 | Military Resilience certification and paper |
| Th | | 31 | Evaluation/Data | ELS Ch. 1.7-1.10 ELS Ch 2-2.4 | Midterm Evaluation Due |
| Th | Apr | 7 | Quantitative Design/Other Designs ***Data Collection*** | ELS Ch 2.5-2.10 ELS Ch 2.11-2.16 | Discussion Board 6 |
| Th | | 14 | Program Life Cycle & Marketing, Aspects of Program Design/Data Analysis ***Data Collection*** | ELS Ch 1.0-1.5 ELS Ch 3.0-3.7 | Survey BLP Rabbit-Hole-In-One 4/16 Discussion Board 7 |
| Th | | 21 | Data Reporting/Anticipating Social Change | ELS Ch 4.0-4.4 ELS Ch 4.5-4.6 | Discussion Board 8 |
| Th | | 28 | The Five Ps of Evaluation/ Political, Legal, Ethical, Moral Issues | ELS Ch 1.6 ELS Ch 1.11 | Discussion Board 9 |
| Th | May | 5 | Test Review Work on Final Project Final Exam Released | | Discussion Board 10 Leadership Meeting Evaluation Matrix Due |
| Th | | 12 | | | Final Project Presentations Final Exam Due |

Faculty reserves 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 <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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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)