

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

RMGT 323 (001) – Program Leadership and Evaluation
3 Credits, Spring 2024
Tuesdays 1:30 PM – 4:10 PM Krug Hall 209 Fairfax Campus

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 using a lecture format. Students are expected to attend class each week and come prepared to discuss the assigned chapters and subject matter indicated on the class syllabus. If the instructor cannot make the class, they will email the participants via Blackboard. If the instructor is not present, please check emails and allow for at least 15 minutes before leaving.

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 (Evaluating Leisure Services) text	15
Test 2 (Leadership in Leisure Services) text	<u>15</u>
	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 Baskets and Bunnies which will be held at **Burke Lake Park on Saturday 3/30**. Students will be required to participate for a

minimum of 4 hours at this event. An alternative assignment will be available for students who cannot attend the 3/30 event.

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. **Due Tuesday, April, 30 at 1:29 P.M.**

Discussion Board Participation: Added any given week.

Zoom Meetings: As needed.

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 Tuesday, April 23, at 1:29 P.M.**

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://ttaonline.org/Account/Register>. Once you login, you will be able to access modules via the following links:

Module 1 - <https://ttaonline.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

Other Requirements:

Class participation is mandatory. Any absence not discussed prior to the start of class or being the result of sickness or other emergency will be recorded as an unexcused absence. Upon the occurrence of a third unexcused absence a student will be docked on letter grade which will be applied to their final overall grade for the class. Letter grades will be negatively adjusted for each additional three unexcused absences.

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 2024 Course Calendar

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

TENTATIVE COURSE SCHEDULE:

DATE			TOPIC	READING COMPLETED	ASSIGNMENT DUE
T	Jan	16	Welcome, Overview of Syllabus	ELS Ch. 1.7-1.10	N/A
T		23	Evaluation/Data	ELS Ch 2-2.4	Evaluation Forum 1
T		30	Quantitative Design/Other Designs	ELS Ch 2.5-2.10 ELS Ch 2.11-2.16	Evaluation Forum 2
T	Feb	6	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
T		20	Data Reporting/Anticipating Social Change	ELS Ch 4.0-4.4 ELS Ch 4.5-4.6	Evaluation Forum 4
T		27	The Five Ps of Evaluation/ Political, Legal, Ethical, Moral Issues	ELS Ch 1.6 ELS Ch 1.11	Evaluation Forum 5
T	Mar	5	Spring Recess		
T		12	Test Review and Test Release (due 3/19) Understanding Leadership Leadership Theories and Styles	LLS Chaps 1, 2	Evaluation Forum 6
T		19	Leadership and Development/ Group Dynamics	LLS Chaps 3, 4	Test 1 Leadership Forum 1
T		26	Communication Skills/ Nonverbal Communication Baskets and Bunnies 3/30	LLS Chaps 5, 6	Leadership Forum 2
T	Apr	2	Managing Difficulties/ Managing Participant Behaviors	LLS Chaps 7, 8	Leadership Forum 3
T		9	Diversity and Leisure Services Leadership/ Values and Ethics in Leisure Services Leadership	LLS Chaps 9, 10	Leadership Forum 4 Military Resilience Paper
T		16	Risk Management and Direct Leadership/ Direct Leadership Techniques/ Social and Professional Issues Test Review and Test Release (due 4/23)	LLS Chaps 11, 12, 13	Leadership Forum 5 Community Meeting Eval.

T		23	Evaluation Survey Presentations Leadership and Evaluation Wrap Up		Leadership Forum 6 Survey Presentations Test 2
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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)