### Executive Summary

#### Request for Authorization to Implement Undergraduate Minor in Recreation and Sport in Communities, Parks and Schools

<table>
<thead>
<tr>
<th>Requested by</th>
<th>Department of Teaching, Learning &amp; Sociocultural Studies, College of Education</th>
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</thead>
<tbody>
<tr>
<td>CIP Code</td>
<td>31.9999 Parks, Recreation, Leisure, and Fitness Studies, Other</td>
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#### Purpose of Program

Students in the Recreation and Sport in Communities, Parks and Schools minor will learn important theory and socio-cultural context, as well as gain applied skills in programming and administration. This will prepare students to provide quality, inclusive, accessible, recreation experiences and services in a wide-variety of public and nonprofit settings, such as municipal parks and recreation agencies, middle and high school athletic departments, after-school and out-of-school youth mentoring programs, university campus recreation, community sports, youth camps, and state and national parks.

The proposed minor provides necessary foundational knowledge and skills in the minor core, while providing flexibility for students to tailor their curriculum to fit their professional and academic interests and goals.

The minor requires 18 units.

Students who have completed the Recreation and Sport in Communities, Parks and Schools minor will demonstrate success in meeting the following learning outcomes:

1. Develop a personal philosophy of recreation that integrates the philosophical, ethical, historical, social, and cultural foundations of leisure as they pertain to personal and professional interests.
2. Examine important administration, leadership and management principles and practices for public and non-profit agencies providing recreation facilities, programs, and services.
3. Apply knowledge about event planning and recreation programming theories and techniques through the development and execution of a unique event or program.
4. Reflect on the sociocultural context of sports in the United States and analyze the role of sport in school and community settings.
5. Justify social justice principles and considerations for underrepresented and underserved populations in recreation and sport contexts.
6. Demonstrate abilities to think critically, communicate effectively in written and oral formats, and work in groups successfully.
<table>
<thead>
<tr>
<th>Source(s) of Funding</th>
<th>5-year projected annual enrollment</th>
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<td>-Institutional Strategic Investment</td>
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<td>-No additional support staff anticipated</td>
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Approvals:
- ABOR: N/A
- Undergraduate Council: 10/9/18
- Graduate Council: N/A
- CAAC: 8/25/18
- Provost’s Council
- Faculty Senate
New Academic Program Workflow Form

General

Proposed Name: Recreation and Sport
Transaction Nbr: 00000000000006
Plan Type: Minor
Academic Career: Undergraduate
Degree Offered:
Do you want to offer a minor? N
Anticipated 1st Admission Term: Sprg 2019

Details

Department(s):

EDUC

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<tr>
<td>3222</td>
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Campus(es):

MAIN

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ONLN

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Admission application terms for this plan: Spring: Y Summer: Y Fall: Y

Plan admission types:
Freshman: Y Transfer: Y Readmit: Y Graduate: N
Non Degree Certificate (UCRT only): N
Other (For Community Campus specifics): N

**Plan Taxonomy:** 31.9999, Parks, Recreation, Leisure, and Fitness Studies, Other.

  - Program Length Type: Program Length Value: 0.00
  - Report as NSC Program:
  - SULA Special Program:

**Print Option:**

  - Diploma: Y  Minor: Recreation and Sport in Communities, Parks and Schools
  - Transcript: Y  Minor: Recreation and Sport in Communities, Parks and Schools

**Conditions for Admission/Declaration for this Major:**

None

**Requirements for Accreditation:**

N/A

**Program Comparisons**

**University Appropriateness**

This program clearly meets the current Mission Statement of the University of Arizona which is: "To improve life and economic impact for the people of Arizona and beyond through education, research, creative expression, and community engagement."

The program of study also compliments the following components of the College of Education mission statement as well:

- Prepare persons for professional roles in education and education-related fields.
- Provide service and support to local, state, national, and international educational agencies.

This program will help the College of Education achieve one of it's goals to "partner with colleagues across campus, in the education and business sectors, and government and nonprofit agencies to leverage resources to make a difference."

As mentioned in the purpose and nature of the program: It is widely documented and understood that students in the U.S. educational system routinely receive vastly different learning opportunities based on their socio-economic status.
There are well-known disparities in funding, teacher quality, curriculum, and class sizes. These inequities are often exacerbated by unequal access to high quality after-school programming, extracurriculars, and summer activities. This out-of-school issue may receive less attention from education advocates, but research shows some of our most powerful learning and developmental experiences happen while playing a sport, when exploring in nature, and at the theater or museum (to name a few). In fact, regular and prolonged engagement in high quality extracurricular activities has been strongly correlated with academic and professional achievement, as well as positive physical and mental health outcomes.

Despite some obvious connections to education, academic Recreation Departments are housed in varying university Colleges across the country, because of the interdisciplinary nature and wide foci of curricula. This includes schools of Business, Social Sciences, and Public Health, among others. However, many (if not, most) recreation-related departments and programs are housed within Colleges of Education. Some examples nation-wide include:

- Chicago State University: Recreation Program
- Ohio University: Recreation Studies, Coaching Education, Recreation & Sport Pedagogy
- Radford University: Recreation, Parks & Tourism Department
- University of Arkansas: Recreation and Sport Management
- University of Idaho: Recreation, Sport and Tourism Management
- Western Carolina University: Parks and Recreation Management Program
- Central Michigan University: Recreation, Parks, and Leisure Administration
- East Tennessee State University: Park and Recreation Management concentration
- Pittsburgh State University: Health, Human Performance and Recreation
- State University of New York (various locations): Recreation, Parks and Leisure Studies
- California State Chico: Recreation, Hospitality and Parks Management

Lastly, it is worth mentioning the extensive iCourse options for on-campus students will allow for flexible scheduling. This is particularly important and attractive for student-athletes, as well as students who are working, have families, etc.

### Arizona University System

<table>
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<tr>
<th>NBR</th>
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Peer Comparison

The proposed UA program will be comparable to, albeit less business-oriented than, the existing programs at Penn State University and the University of Iowa. Students will still learn broad knowledge and skills necessary to move into entry-level positions in the recreation and sport field. Additionally, students will be able to tailor their minor curriculum to more specific professional and academic areas of interest, including athletics, physical activity, and/or the outdoors.

The proposed UA program will be comparable to the Parks and Recreation Management minor Northern Arizona University, but offer more flexibility with electives, rather than all required courses. The proposed minor will also be comparable to two minors at Arizona State University: (1) Recreation Management and (2) Community Sports Management. However, the UA minor will be flexible enough to capture both of these foci into one program.

As the attached peer institution comparison chart shows, the proposed core courses are quite similar to Penn State’s Recreation, Park, and Tourism Management minor curriculum (with the exception of a required marketing course). This includes content that covers leisure and society, leadership/administration, as well as programming and event planning. The University of Iowa’s minor in Recreation and Sport Management allows students to choose all their courses from their department’s offerings (many of which are similar to the proposed courses at UA). This proposed UA minor will provide necessary foundational knowledge and skills in the core, while still providing some flexibility for students to tailor their curriculum to fit their professional and academic interests and goals.

The second attached comparison chart that looks at the Northern Arizona and Arizona State programs shows the proposed core curriculum is similar in that it includes a foundations and theory course, leadership or administration course, and programming course. However, the proposed UA program also provides more flexibility for students who are interested in recreational sport and outdoor recreation/education.

Faculty & Resources

Faculty

Current Faculty:

<table>
<thead>
<tr>
<th>INSTR ID</th>
<th>NAME</th>
<th>DEPT</th>
<th>RANK</th>
<th>DEGREE</th>
<th>FCLTY/%</th>
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<tr>
<td>06901736</td>
<td>Howard Gimblett</td>
<td>1239</td>
<td>Professor</td>
<td>Doctor of Philosophy</td>
<td>.01</td>
</tr>
<tr>
<td>INSTR ID</td>
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<td>DEPT</td>
<td>RANK</td>
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<tr>
<td>08009940</td>
<td>Lehman Benson</td>
<td>3004</td>
<td>Assoc. Prof</td>
<td>Doctor of Philosophy</td>
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<tr>
<td>12109401</td>
<td>Mark Jenks</td>
<td>3222</td>
<td>Assoc. Prof. Pract.</td>
<td>Master of Education</td>
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<tr>
<td>22057157</td>
<td>Derek Martin</td>
<td>0418</td>
<td>Lecturer</td>
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<td>.02</td>
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<tr>
<td>22063580</td>
<td>Jill Williams</td>
<td>3008</td>
<td>Assit. Prof</td>
<td>Doctor of Philosophy</td>
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<tr>
<td>22067142</td>
<td>Matthew Ostermeyer</td>
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<tr>
<td>22078679</td>
<td>Brandon Harris</td>
<td>3222</td>
<td>Assit. Prof. Pract.</td>
<td>Doctor of Philosophy</td>
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Additional Faculty:
None. Existing faculty will be utilized.

Current Student & Faculty FTE

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Projected Student & Faculty FTE

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<td>235 237 238</td>
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Library

Acquisitions Needed:
None

Physical Facilities & Equipment

Existing Physical Facilities:
Facilities and equipment are adequate at this time. Additionally, many of these courses will be online and not require physical space.

Additional Facilities Required & Anticipated:
None

Other Support

Other Support Currently Available:
There are support staff in the main department of Teaching, Learning and Sociocultural Studies who are available when needed.
Other Support Needed over the Next Three Years:

None anticipated at this time.

**Comments During Approval Process**

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<th>Date</th>
<th>Time</th>
<th>Author</th>
<th>Comments</th>
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<td>9:35 AM</td>
<td>OSTERMEYER</td>
<td>Full minor title: Recreation and Sport in Communities, Parks and Schools</td>
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<td>5/10/2018</td>
<td>4:35 PM</td>
<td>WDOYLE</td>
<td>Approved.</td>
</tr>
<tr>
<td>6/5/2018</td>
<td>9:27 AM</td>
<td>MARTINMARQUEZ</td>
<td>Uploaded updated additional information doc with the survey questions and results attached to end. Deleted prior comparison charts leaving the 6_4_18 version that included the double dipping restriction requested by the dept.</td>
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<td>Uploaded campus rec letter of support.</td>
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<td>Uploaded letter of support from City of Tucson Parks and Rec Dept.</td>
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NEW ACADEMIC PROGRAM  
(MAJORS AND MINORS ONLY) –ADDITIONAL INFORMATION FORM

I. PURPOSE AND NATURE OF PROGRAM

Well-documented educational inequities in the United States are often exacerbated by unequal access to high quality after-school programming, extracurriculars, and summer activities. This “out-of-school” issue may receive less attention from education advocates, but research shows some of our most powerful learning and developmental experiences happen while playing a sport, when exploring nature and parks, as well as at the theater or museum (to name just a few alternative settings). In fact, regular and prolonged engagement in meaningful extracurricular activities has been strongly correlated with academic and professional achievement.

Recreation activities and sport participation do not just offer opportunities for informal learning and healthy development. They also enhance the quality of life for individuals of all ages, providing countless personal and social benefits. Additionally, recreation and sport have the potential to instill pro-social values and environmental consciousness.

Students in the Recreation and Sport in Communities, Parks and Schools minor will learn important theory and socio-cultural context, as well as gain applied skills in programming and administration. This will prepare students to provide quality, inclusive, accessible, recreation experiences and services in a wide-variety of public and nonprofit settings, such as:

- Municipal parks and recreation agencies
- Middle and high school athletic departments
- After-school and out-of-school youth mentoring programs
- University campus recreation
- Community sports
- Youth camps
- State and national parks

The employment outlook in the field of recreation and sport is very bright. Job opportunities within the recreation and recreational/amateur sport fields continue to be strong, as the Department of Labor projects these professions will be some of the fastest growing job opportunities in the near future.

This curriculum will compliment a variety of related majors, including:
• Literacy, Learning & Leadership
• Business Administration or Business Management
• Family Studies and Human Development
• Public Management and Policy
• Care, Health & Society
• Natural Resources and Geosciences
• Other social science and humanities majors

II. PROGRAM REQUIREMENTS

Required Core (9 credits):
• TLS 353 - Recreation and Leisure in Contemporary Society (3)
• TLS 354 – Leadership and Supervision in Recreation, Sport, & Community Organizations (3)
• TLS 355 - Planning Community Events and Recreation Programs (3)

Core Elective choose (at least) ONE of the following (3 credits):
• TLS 356 - Sport, Adolescents and School (3)
• TLS 358 – Theory and Practice of Coaching (3)

Plus, choose at least TWO of the following elective courses (6 credits minimum):
• TLS 200 - Sustainability and Education (3)
• TLS 201 - Using Physical Activity to Explore the Human Body (3)
• TLS 352 - Developing Adolescent Personal and Social Responsibility (3)
• TLS 356 - Sport, Adolescents and School (3)
• TLS 358 - Theory and Practice of Coaching (3)
• TLS 360 - Functional Kinesiology (3)
• TLS 373 - Inclusive Physical Activity Programming for Diverse & Special Populations (3)
• TLS 393 - Internship (1-6)
  o Students may complete multiple internships worth varying amount of credit. Up to 6 internship credits may be used toward the completion of the minor.
• TLS 431 - Environmental Learning (3)
• TLS 460 - Education & Sustainability (3)
• EDP 314 – Learning in Informal Settings
• RNR 448 - Conservation Planning & Wildland Recreation (3)
• ENV 497F - Community and School Garden Workshop (3)
• MGMT 351 - Sports Administration and Planning (3)
• SOC 302 - Sports and Society (3)
• SOC 304 - Race, Class, Gender and Sports (3)

Note: no double-dipping permitted between students pursuing the proposed Recreation
and Sport in Communities, Parks and Schools minor and 1) BS in Literacy, Learning, & Leadership (LLBS) or 2) Minor in Adolescents, Community, and Education (ACEMINU).

As the attached peer institution comparison chart shows, the proposed core courses are quite similar to Penn State’s Recreation, Park, and Tourism Management minor curriculum (with the exception of a required marketing course). This includes content that covers leisure and society, leadership/administration, as well as programming and event planning. The University of Iowa’s minor in Recreation and Sport Management allows students to choose all their courses from their department’s offerings (many of which are similar to the proposed courses at UA). This proposed UA minor will provide necessary foundational knowledge and skills in the core, while still providing some flexibility for students to tailor their curriculum to fit their professional and academic interests and goals.

The second attached comparison chart that looks at the Northern Arizona and Arizona State programs shows the proposed core curriculum is similar in that it includes a foundations and theory course, leadership or administration course, and programming course. However, the proposed UA program also provides more flexibility for students who are interested in recreational sport and outdoor recreation/education.

A. CURRENT COURSES AND EXISTING PROGRAMS

- TLS 200 – Sustainability and Education (3 credits)
  - This course explores the complex web of relationships between environmental, economic, and social systems. It studies the causes, consequences, and alternatives related to the exploitation of natural resources, the distribution of wealth, the consumption of goods and services in society, and its relationship to formal and non-formal education.

- TLS 201 – Using Physical Activity to Explore the Human Body (3 credits)
  - This course uses physical activity to understand human biological functioning. Topics include benefits of physical activity in improving human biological functioning from the cellular to systems level. An emphasis will be placed on physiological experiments that influence students’ lives.

- TLS 352 - Developing Adolescent Personal and Social Responsibility (3 credits)
  - This course will provide a model for developing positive social skill development in adolescent youth utilizing a variety of strategies and physical activities, with an emphasis on team building. An appreciation of the multi-cultural aspects of our community and how these cultures contribute to the community will be addressed. Practical application in diverse school and community settings will be offered.

- TLS 355 - Planning Community Events and Recreation Programs (3 credits)
  - This course will examine event planning and programming techniques that broadly apply to a variety of fields (including recreation, sport, education, non-profit and community sectors) and students will develop related “real-world”
skills through the development and execution of their own unique recreational events.

- **TLS 356 - Sport, Adolescents and School (3 credits)**
  - This course will encourage students to think critically about sport in school settings. It explores a) the economic, political, and socio-cultural forces that affect sport in schools; b) how sport in schools shapes individual and collective values; c) how participation in sport during adolescence influences the development of identity along the lines of gender, class, and race.

- **TLS 360 - Functional Kinesiology (3 credits)**
  - This course explores anatomical and mechanical factors affecting human movement, particularly in sport and exercise situations.

- **TLS 373 - Inclusive Physical Activity Programming for Diverse and Special Populations (3 credits)**
  - Theory and methods of inclusive physical activity programming for diverse and special populations. This course will provide the necessary information, knowledge and strategies to ensure successful participation on the part of individuals with disabilities, in a variety of physical activity environments. Emphasis will be placed on developing a deeper understanding of the disabilities identified in the Individuals with Disabilities Act (IDEA) and in providing students with the most appropriate methods of making modifications to a variety of physical activities in order to ensure successful inclusion, as well as, to meet the abilities, skills and needs of diverse and special populations.

- **TLS 393 - Internship (1-6 credits)**
  - Specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment.

- **TLS 431 – Environmental Learning (3 credits)**
  - Environmental learning helps people better understand, appreciate and live with the natural world. This course explores approaches to environmental learning, including earth education, environmental education and ecological literacy, in schools and informal education settings.

- **TLS 460 – Education and Sustainability (3 credits)**
  - This course provides an overview of the theory and practice of environmental sustainability as it relates to PK-16 schooling. It will explore the ecological design and construction of educational facilities, landscaping, food services, consumerism, and the importance of vernacular knowledge. The course will include a service learning component.

- **EDP 314 – Learning in Informal Settings (3 credits)**
  - Learning opportunities are organized in schools and non-school settings such as museums, after-school clubs, community art centers, theater groups, aquariums, sports teams, various outdoor settings and new media contexts. Sociocultural theories of development, as well as place-based & person-centered learning
theories, will serve as a conceptual framework for exploring these settings and experiences. Enrolled students will spend 20 hours outside the classroom over the course of the semester, observing and volunteering in an informal learning environment that interests them.

- **RNR 448 - Conservation Planning & Wildland Recreation (3 credits)**
  - This course will introduce the concepts and techniques used in the growing field of conservation planning and human use management in wildland recreation settings with a focus on the sociological dimensions of the recreation experience and an understanding of the principles, practices, and dilemmas of outdoor recreation management in natural areas.

- **ENVS 497F - Community and School Garden Workshop (3 credits)**
  - This workshop-based course is designed to enable UA undergraduates and graduates students to work in Tucson-area schools helping students and teachers to undertake the design, construction, planting, harvesting and preparation of foods from a local school garden. The workshop also involves preparing or assembling curriculum materials to enable teachers and students to teach and learn about food production, food histories and geographies, and food politics.

- **MGMT 351 - Sports Administration and Planning (3 credits)**
  - This course covers issues related to the administrative tasks of planning, managing, budgeting and operating various types of sports programs. Topics covered include the administration and planning of college and professional sports programs and the use of budgeting as a management tool. The course will also include a discussion of the financial, ethical, and safety issues relevant to operating sports facilities.

- **SOC 302 - Sports and Society (3 credits)**
  - This course explores relevant sociological literature and empirical research on sports as social and cultural phenomena. This class will survey issues on participation in sports, the meaning of sports, and social inequality.

- **SOC 304 - Race, Class, Gender and Sports (3 credits)**
  - This class explores inequality in sports based on race, class and gender. Key topics include Title IX, sexuality, sports inequality, race/ethnic relations, social mobility, accessibility and social change.

At the University of Arizona, there is an existing *Sports Nutrition* minor (CALS), as well as a *Sports Management* minor (Eller). The proposed new minor would be distinct from these programs in that the curriculum will be focused on recreational sporting contexts for youth and in communities; not athletic performance and health (Sports Nutrition) OR professional and big money sports (Sports Management).
Another UA minor in *Natural Resources* has focus areas in Conservation Biology, Fisheries Conservation and Management, Rangeland Ecology and Management, Watershed Management and Ecohydrology, or Wildlife Conservation and Management. The proposed new minor will have coursework options that focus more on human dimensions related to outdoor recreation/education.

**B. NEW COURSES NEEDED —**

1. **TLS 353 - *Recreation and Leisure in Contemporary Society* (3 credits)**
   - This course will comprehensively explore the conceptual foundations of leisure, recreation, sport and play and the relationships of these ideas to contemporary professional, environmental, and social problems.

2. **TLS 354 - *Leadership and Supervision in Recreation, Sport, & Community Organizations* (3 credits)**
   - This course will survey key administration, leadership and management principles and practices in public and non-profit agencies providing recreation programs and services.

3. **TLS 358 - *Theory and Practice of Coaching* (3 credits)**
   - This course will explore the sociocultural context of coaching in the United States and look at trends in coaching across time. Other topics to be covered include: (a) coach/athlete relationships, (b) motivational factors, (c) leadership styles, (d) “off-the-field” matters, (e) preparation, planning and organization, (f) inclusivity and issues related to diversity, (g) risk management, (h) discipline, and (i) team captains and team dynamics. Students will develop personal coaching philosophies and a comprehensive handbook by the end of the semester.

**III. STUDENT LEARNING OUTCOMES AND ASSESSMENT —**

**A. STUDENT OUTCOMES —**

1. Develop a personal philosophy of recreation that integrates the philosophical, ethical, historical, social, and cultural foundations of leisure as they pertain to personal and professional interests.
2. Examine important administration, leadership and management principles and practices for public and non-profit agencies providing recreation facilities, programs, and services.
3. Apply knowledge about event planning and recreation programming theories and techniques through the development and execution of a unique event or program.
4. Reflect on the sociocultural context of sports in the United States and analyze the role of sport in school and community settings.
5. Justify social justice principles and considerations for underrepresented and underserved populations in recreation and sport contexts.
6. Demonstrate abilities to think critically, communicate effectively in written and oral formats, and work in groups successfully.
B. STUDENT ASSESSMENT –

Key assessment items within the core courses will be identified to measure and reflect each student outcome. Grading data will be aggregated for these key assessment items and used to demonstrate student success (80% or above, as well as passing) within the program. See the table on the next page for further details.

| 1. Develop a personal philosophy of recreation that integrates the philosophical, ethical, historical, social, and cultural foundations of leisure as they pertain to personal and professional interests. | TLS 353 | Personal philosophy assignment | Exit Survey |
| 2. Examine important administration, leadership and management principles and practices for public and non-profit agencies providing recreation facilities, programs, and services. | TLS 354 | Written assignments and Quizzes | Exit Survey |
| 3. Apply knowledge about event planning and recreation programming theories and techniques through the development and execution of a unique event or program. | TLS 355 | Group Program Plans and Personal Reflections | Exit Survey |
| 4. Reflect on the sociocultural context of sports in the United States and analyze the role of sport in school and community settings. | TLS 356 TLS 358 | Reflection Papers and Coaching Philosophies | Exit Survey |
| 5. Justify social justice principles and considerations for underrepresented and underserved populations in recreation and sport contexts. | TLS 353 TLS 354 TLS 355 TLS 356 TLS 358 | Writing assignments | Exit Survey |
| 6. Demonstrate abilities to think critically, communicate effectively in written and oral formats, and work in groups successfully. | TLS 355 | Group Program Plans and Presentations | Exit Survey |

Student TCE scores and comments within the courses in the minor will also be monitored. After students have completed the degree, electronic surveys will be administered to measure perceptions about the program outcomes, satisfaction levels, as well as post-graduation plans. Students will also be requested to join a professional development network using Handshake.

IV. STATE’S NEED FOR THE PROGRAM

A. HOW DOES THIS PROGRAM FULFILL THE NEEDS OF THE STATE OF ARIZONA AND THE REGION? Include an explanation of the process or source for arriving at all numbers used in this section
1. Is there sufficient demand for the program? Provide student data indicating demand.

- We currently have 240 Literacy, Learning and Leadership Majors and 168 Adolescents, Community and Education Minors.
- Relevant existing courses related to sport, physical activity, etc. are consistently full every semester, even with multiple sections (TLS 352, 356, 373).
- Approximately 140 students (both online and main campus) in the Bachelor of General Studies program that use Sports and Society as one of their themes.
- According to CATS Academics, there are currently 496 student athletes at the University of Arizona. CATS Academic administrators and advisors have repeatedly made it clear there is a demand for a program like this among student athletes.
- We have also garnered support from relevant stakeholders across campus that agree upon the value of this program, including:
  - Amy C. Kimme Hea (kimmehea@email.arizona.edu) - Associate Dean, Academic Affairs & Student Success College of Social and Behavioral Sciences
  - Al Bergesen (albert@email.arizona.edu) - Professor and Head, School of Sociology (and, by courtesy, Professor of Government and Public Policy, and Professor of Sociology in the McGuire Center for Entrepreneurship, Eller School of Management, at the University of Arizona)
  - Lehman Benson (lehmanb@email.arizona.edu) - Associate Professor of Management and Organizations; Executive Director, Sports Management Program
  - Ricardo Valerdi (rvalerdi@email.arizona.edu) - Associate Professor of Systems + Industrial Engineering; Director, Sports Management Program; Pac-12 Faculty Athletics Representative
  - Jill Williams (jillmwilliams@email.arizona.edu) - Assistant Research Social Scientist & Director of the Women in Science and Engineering Program, Southwest Institute for Research on Women
  - Sallie Marston (marston@email.arizona.edu) - Director of the Community and School Garden Program; Professor in the School of Geography and Development
  - Randy Gimblett (gimblett@email.arizona.edu) – Professor in the School of Natural Resources and the Environment
  - Bobbi McKean (bmckean@email.arizona.edu) - Faculty Director, General Studies; BGS Faculty Liaison, Arts, Media, and Entertainment; Associate Professor, Theatre; Associate Director, Theatre
- Letters of support from many of these individuals are included as attachments to this proposal.
• An electronic Qualtrics survey was sent to all **L3 majors** (n=240), **ACE minors** (n=160) and students currently enrolled in the general education course, **TLS 150B** (n=190) to gauge interest in the proposed new minor. Some general information about the program, including coursework requirements, was included in the survey to provide context for students. The survey was emailed to **590 students total** with **187 responding** for a **32% response rate**. The results demonstrate a strong interest in this proposed program.

- **Overall results:**
  - **76 students** (40.6%) responded: “Definitely! It sounds like something I would want to do.”
  - **76 students** (40.6%) responded: “Perhaps. I would consider it after looking into it more.”
  - **33 students** (18.7%) responded: “No. It would not be the right fit for me.”

- **35 out of the 67** (52%) responding L3 majors said they “definitely” would be interested in the new minor and another **20 (30%)** said they would “perhaps” be interested.

- **68 out of 86** (79%) responding TLS 150B students said they would “definitely” or “perhaps” be interested in the new minor.

• An unsolicited email response from a student is also copied here for some qualitative context (after receiving the Qualtrics survey request and proposed program information):

  **Professor Ostermeyer,**

  *My name is Maggie and I took your TLS 356 class last semester and it was one of my favorite courses at the U of A. I just completed the survey for the new proposed minor. It sounds AMAZING!!!! I wish I wasn’t graduating because I would have added this as my minor in a heartbeat (in addition to ACE). Your class opened my eyes and broadened my perspective on sport and education, and how important sports are in learning and developing. I really hope that this minor is accepted, because it sounds super informative, interesting and worthwhile, not to mention its importance in the field of education. Please let me know if you need any other input regarding this minor; I would be delighted to share my thoughts on it. I wish you the best of luck! Again, thank you for being such an amazing professor and for teaching me new and important topics. I wish I had the opportunity to take more classes with you.*

  *All the best,*
2. What is the anticipated student enrollment for this program? Complete the following table. How did you arrive at these numbers?

<table>
<thead>
<tr>
<th>Number of minors</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25</td>
<td>50</td>
<td>75</td>
<td>100</td>
<td>125</td>
</tr>
</tbody>
</table>

3. What is the local, regional and national need for this program? Provide market analysis data or other tangible evidence of the need for and interest in the proposed program. This might include results from surveys of current students, alumni, and/or employers or reference to student enrollments in similar programs in the state or region. Include an assessment of the employment opportunities for graduates of the program during the next three years.


- “Employment of **recreation workers** is projected to **grow 9 percent** from 2016 to 2026, about as fast as the average for all occupations. As more emphasis is placed on the importance of lifelong well-being, more recreation workers will be needed to work with children and adults in a variety of settings.”
- Employment of **coaches and scouts** is projected to **grow 13 percent** from 2016 to 2026, faster than the average for all occupations. Increasing participation in high school and college sports may boost demand for coaches and scouts.
- Employment of **umpires, referees, and other sports officials** is projected to **grow 8 percent** from 2016 to 2026, about as fast as the average for all occupations. Job prospects are expected to be good at the youth and high school levels.

The 2017 Arizona Outdoor Recreation Economy reported that “more jobs in Arizona depend on outdoor recreation (201,000) than on the aerospace, defense and tech sectors combined (184,000). It also found that outdoor recreation generated $21.2 billion in consumer spending in Arizona.” (https://outdoorindustry.org/resource/arizona-outdoor-recreation-economy-report/)

In Pima County and Tucson, there is an obvious need for high quality recreation professionals to serve organizations like Pima County Parks and Recreation, Tucson Parks and Recreation, area middle and high school athletic departments, UA and Pima Community College campus recreation, as well as club sport organizations, youth camp providers, among many others.
4. Beginning with the first year in which degrees will be awarded, what is the anticipated number of degrees that will be awarded each year for the first five years? Complete the following table. Explain anticipated attrition rates.

<table>
<thead>
<tr>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of minors</td>
<td>10</td>
<td>30</td>
<td>55</td>
<td>80</td>
</tr>
</tbody>
</table>

V. DIVERSITY AND INCLUSION-how will you recruit diverse students and faculty to this program?

Our current student enrollment is diverse and we expect that this will continue and grow as the program grows. One place we will specifically recruit students is from Arizona Athletics, which has a very diverse group of student-athletes. We also think this minor will attract students from a very wide variety of programs across campus.
# BUDGET PROJECTION FORM

## Name of Proposed Program or Unit:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Net increase in annual college enrollment UG</td>
<td>25</td>
<td>55</td>
<td>90</td>
</tr>
<tr>
<td>Net increase in college SCH UG</td>
<td>150</td>
<td>330</td>
<td>540</td>
</tr>
<tr>
<td>Net increase in annual college enrollment Grad</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net increase in college SCH Grad</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of enrollments being charged a Program Fee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Sponsored Activity (MTDC)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Faculty FTE</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## FUNDING SOURCES

<table>
<thead>
<tr>
<th>Continuing Sources</th>
<th>SCH RCM</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG RCM Revenue (net of cost allocation)</td>
<td>29,161</td>
</tr>
<tr>
<td>Grad RCM Revenue (net of cost allocation)</td>
<td>64,154</td>
</tr>
<tr>
<td>Program Fee RCM Revenue (net of cost allocation)</td>
<td>104,979</td>
</tr>
<tr>
<td>F and A Revenues (net of cost allocations)</td>
<td>194 to COE</td>
</tr>
<tr>
<td>UA Online Revenues</td>
<td>6,000</td>
</tr>
<tr>
<td>Distance Learning Revenues</td>
<td>12,000</td>
</tr>
<tr>
<td>Reallocation from existing College funds (attach description)</td>
<td>18,000</td>
</tr>
<tr>
<td>Other Items (attach description)</td>
<td>same as RCM</td>
</tr>
<tr>
<td>Total Continuing</td>
<td>$35,161</td>
</tr>
</tbody>
</table>

### One-time Sources

| College fund balances                                                  | $66,000               |
| Institutional Strategic Investment                                      |                       |
| Gift Funding                                                           |                       |
| Other Items (attach description)                                       |                       |
| Total One-time                                                         | $66,000               |

### TOTAL SOURCES

| Total                                              | $101,161               |
| Total One-time                                      | $66,000               |

## EXPENDITURE ITEMS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty (75% dedicated to minor)</td>
<td>12,540</td>
<td>58,431</td>
<td>59,599</td>
</tr>
<tr>
<td>Other Personnel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee Related Expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistantships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Graduate Aid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operations (materials, supplies, phones, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Space Cost</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Items (attach description)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Continuing</td>
<td>$12,540</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### One-time Expenditures

| Construction or Renovation                                            | $                       |
| Start-up Equipment                                                    | $                       |
| Replace Equipment                                                     | $                       |
| Library Resources                                                     | $                       |
| Other Items (attach description)                                      | $                       |
| Total One-time                                                        | $                       |

### TOTAL EXPENDITURES

| Total Expenditures                                                     | $12,540                |
| Total One-time                                                        | $                       |

## Net Projected Fiscal Effect

| Net Projected Fiscal Effect                                            | $88,621                |
|                                                                       | $17,723                |
|                                                                       | $63,379                |
## Comparison Chart – Peer Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Proposed UA Program:</th>
<th>Northern Arizona University</th>
<th>Arizona State University</th>
<th>Arizona State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program name, certificate or minor, institution</td>
<td>Recreation &amp; Sport in Communities, Parks &amp; Schools</td>
<td>Parks &amp; Recreation Management</td>
<td>Recreation Management</td>
<td>Community Sports Management</td>
</tr>
</tbody>
</table>
| Minor/certificate program description | Well-documented educational inequities in the United States are often exacerbated by unequal access to high quality after-school programming, extracurriculars, and summer activities. This “out-of-school” issue may receive less attention from education advocates, but research shows some of our most powerful learning and developmental experiences happen while playing a sport, when exploring nature and parks, as well as at the theater or museum (to name just a few alternative settings). In fact, regular and prolonged engagement in meaningful extracurricular activities has been strongly correlated with academic and professional achievement. 

Recreation activities and sport participation do not just offer opportunities for informal learning and healthy development. They also enhance the quality of life for individuals of all ages, providing countless personal and social benefits. Additionally, recreation and sport have the potential to instill pro-social values and environmental consciousness. 

Students in the Recreation and Sport in Communities, Parks and Schools minor will understand important theory and socio-cultural context, as well as gain applied skills in programming and administration. This will prepare students to provide quality, inclusive, accessible, | A minor is available to students who are not majoring in Parks and Recreation Management. The minor is designed to provide an overview of the fundamental skills and knowledge necessary in Parks and Recreation Management to complement a variety of related majors. These majors may include Physical Education, Secondary Education, Communication, Hotel Administration and Business. 

This minor is intended to open the door to the richness of America’s (and the world’s) parks, wildlands, and outdoor recreation settings. The program includes leadership, supervision, program planning, and relevant computer applications. | The minor program in recreation management introduces students to community recreation programming and planning for a variety of populations. The minor allows students enrolled in other undergraduate programs at ASU to broaden their educational experiences. Students from such various disciplines as business, education, nursing, public affairs, social work and many others might find this program a beneficial supplement to their existing program. Students interested in the recreation management minor may also be interested in the school's therapeutic recreation program. | The community sports management minor focuses on the roles that amateur and recreational sports play in a community. Emphasis is on the role of sports across the life span provided through sports organizations and programs that also support community development. |
recreation experiences and services in a wide-variety of public and nonprofit settings, such as:

- Municipal parks and recreation agencies
- Middle and high school athletics
- After-school and out-of-school youth mentoring programs
- University campus recreation
- Community sports
- Youth camps
- State and national parks

This curriculum will compliment a variety of majors, including: Literacy, Learning & Leadership, Business Administration or Business Management, Family Studies and Human Development, Public Management and Policy, Care, Health & Society, Natural Resources and Geosciences, as well as other social science and humanities majors.

<table>
<thead>
<tr>
<th>Target careers</th>
<th>Description above all that is available.</th>
<th>Description above all that is available.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Municipal parks and recreation agencies</td>
<td>Forest/Park service</td>
<td>Forest/Park service</td>
</tr>
<tr>
<td>Middle and high school athletics</td>
<td>Recreation planning</td>
<td>Recreation planning</td>
</tr>
<tr>
<td>After-school and out-of-school youth mentoring programs</td>
<td>Urban planning</td>
<td>Urban planning</td>
</tr>
<tr>
<td>University campus recreation</td>
<td>Leisure travel industry</td>
<td>Leisure travel industry</td>
</tr>
<tr>
<td>Community sports</td>
<td>Land management</td>
<td>Land management</td>
</tr>
<tr>
<td>Youth camps</td>
<td>Nonprofit organizations</td>
<td>Nonprofit organizations</td>
</tr>
<tr>
<td>State and national parks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total units required to complete certificate/minor | 18 | 18 | 15 | 18 |
| Upper-division units required | 15 | 6 | 9 | 15 |
| Total transfer units that may | 6 | 6 | 9 | 6 |
## Comparison Chart – Peer Institutions

<table>
<thead>
<tr>
<th>List any special requirements to declare or gain admission to this minor/certificate (completion of specific coursework, minimum GPA, interview, application, etc.)</th>
<th>None.</th>
<th>None.</th>
<th>Current ASU undergraduate students may pursue a minor and have it recognized on their ASU transcript at graduation. Students interested in pursuing a minor should consult their academic advisor to declare the minor and to ensure that an appropriate set of courses is taken. Minor requirements appear on the degree audit once the minor is added. Certain major and minor combinations may be deemed inappropriate by the college or department of either the major program or the minor. Courses taken for the minor may not count toward both the major and the minor. Students should contact their academic advisor for more information.</th>
<th>Students interested in pursuing a minor should consult their academic advisor to declare the minor and to ensure that an appropriate set of courses is taken.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minor/ certificate requirements (list all required coursework including core and electives). Courses listed must include course prefix, number, units, and title. Mark new coursework (New).</strong></td>
<td><strong>Core courses (9 credits):</strong> TLS 353 - Recreation and Leisure in Contemporary Society (3) TLS 354 – Leadership and Supervision in Recreation, Sport &amp; Community Organizations (3) TLS 355 - Planning Community Events and Recreation Programs (3) <strong>Core Elective (3 credits):</strong> TLS 356 - Sports, Adolescents and School (3) TLS 358 - Theory and Practice of Coaching (3) Plus, choose at least TWO of the following elective courses (6 credits minimum): TLS 360 - Sports, Adolescents and School (3) TLS 200 - Sustainability and Education (3) TLS 201 - Using Physical Activity to Explore the Human Body (3) TLS 352 - Developing Adolescent Personal and Social Responsibility (3) <strong>Required Courses (18 credits):</strong> PRM 205 – Happiness (3) PRM 220 - Introduction To Parks And Recreation (3) PRM 252 - Recreation Leadership And Supervision (3) PRM 275 - Program Planning (3) PRM 308 - Practicum In Parks And Recreation Management (3) PRM 326 - Inclusive Recreation (3) <strong>Required Core Courses -- 6 credit hours</strong> PRM 120: Leisure and the Quality of Life (3) PRM 203: Program Planning (3) <strong>Electives (select three courses) -- 9 credit hours</strong> CRD 302: Inclusive Community Development (3) PRM 304: Recreation Planning and Facility Development (3) PRM 315: Community Recreation Systems (3) PRM 335: Sports and Recreation for Youth Development (3) PRM 364: Foundations of Recreation Therapy (3) PRM 475: Entrepreneurial Recreation and Tourism (3) PRM 486: Special Events Management (3) PRM 494: Special Topics (3)</td>
<td><strong>Core Courses -- 12 credit hours</strong> CSM 201: Introduction to Community Sports (3) CSM 305: Sports Facility Operations and Management (3) CSM 407: Ethics and Legal Issues in Sports (3) PRM 315: Community Recreation Systems (3) <strong>Electives -- 6 credit hours</strong> CSM 335: Sports and Recreation for Youth Development (3) CSM 483: Sports Tourism (3) CSM 485: Sports Events (3) NLM 220: Introduction to Nonprofit Organizations (3) NLM 310: Volunteer Management (3) PRM 364: Foundations of Recreation Therapy (3)</td>
<td></td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<td></td>
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<tr>
<td>TLS 356</td>
<td>Sport, Adolescents and School (3)</td>
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<tr>
<td>TLS 358</td>
<td>Theory and Practice of Coaching (3)</td>
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<tr>
<td>TLS 360</td>
<td>Functional Kinesiology (3)</td>
<td></td>
<td></td>
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<tr>
<td>TLS 373</td>
<td>Inclusive Physical Activity Programming for Diverse &amp; Special Populations (3)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>TLS 393</td>
<td>Internship (3-6)</td>
<td></td>
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<tr>
<td>TLS 431</td>
<td>Environmental Learning (3)</td>
<td></td>
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<tr>
<td>TLS 460</td>
<td>Education &amp; Sustainability (3)</td>
<td></td>
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<tr>
<td>EDP 314</td>
<td>Learning in Informal Settings (3)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>RNR 448</td>
<td>Conservation Planning &amp; Wildland Recreation (3)</td>
<td></td>
<td></td>
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<tr>
<td>ENVS 497F</td>
<td>Community and School Garden Workshop (3)</td>
<td></td>
<td></td>
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<tr>
<td>MGMT 351</td>
<td>Sports Administration and Planning (3)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>SOC 302</td>
<td>Sports and Society (3)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>SOC 304</td>
<td>Race, Class, Gender and Sports (3)</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Internship, practicum, applied course requirements (yes/no). If yes, provide description.**

- None (but an internship option)
- None for minor (12-hour internship for majors)

**Additional requirements (provide description)**

- A grade of C or better is required for all courses in the minor.
- To receive a minor (18 to 24 units) at Northern Arizona University, you must complete a planned group of courses from one or more subject matter areas with a cumulative grade point average of at least 2.0. At least 12 units of the minor must be unique to that minor and not applied to any other minor.

1. 15 hours of graded classroom course work
2. minimum "C" (2.00 on a 4.00 scale) grade required for all classes in the minor
3. minimum GPA of 2.00 for those pursuing the minor, a major or premajor, other than parks and recreation management
4. should be a junior to take 400-level courses
5. no double counting of courses for a major and the minor

**GPA Requirement: 2.00**
Comparison Chart – Peer Institutions

Note: no double-dipping permitted between students pursuing the proposed Recreation and Sport in Communities, Parks and Schools minor and 1) BS in Literacy, Learning, & Leadership (LLBS) or 2) Minor in Adolescents, Community, and Education (ACEMINU).
## Comparison Chart – Peer Institutions

<table>
<thead>
<tr>
<th>Program name, certificate or minor, institution</th>
<th>Proposed UA Program:</th>
<th>Peer 1: Penn State University</th>
<th>Peer 2: University of Iowa</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current# of enrolled students</strong></td>
<td>45 minors; 350 majors</td>
<td>142 minors; 529 majors</td>
<td></td>
</tr>
<tr>
<td><strong>Minor/certificate program description</strong></td>
<td>Well-documented educational inequities in the United States are often exacerbated by unequal access to high quality after-school programming, extracurriculars, and summer activities. This “out-of-school” issue may receive less attention from education advocates, but research shows some of our most powerful learning and developmental experiences happen while playing a sport, when exploring nature and parks, as well as at the theater or museum (to name just a few alternative settings). In fact, regular and prolonged engagement in meaningful extracurricular activities has been strongly correlated with academic and professional achievement. Recreation activities and sport participation do not just offer opportunities for informal learning and healthy development. They also enhance the quality of life for individuals of all ages, providing countless personal and social benefits. Additionally, recreation and sport have the potential to instill prosocial values and environmental consciousness. Students in the Recreation and Sport in Communities, Parks and Schools minor will understand important theory and socio-cultural context, as well as gain applied skills in programming and administration. This will prepare students to provide quality, inclusive, accessible, recreation experiences and services in a wide-variety of public and nonprofit settings, such as: Municipal parks and recreation agencies Middle and high school athletics After-school and out-of-school youth mentoring programs University campus recreation Community sports Youth camps State and national parks This curriculum will compliment a variety of majors, including: Literacy, Learning &amp; Leadership, Business Administration or Business</td>
<td>The minor in Recreation, Park, and Tourism Management provides an introduction to recreation/leisure services and emphasizes professional skills essential for successful delivery of these services. Examples of settings offering recreation/leisure services include: - Resorts - Theme parks - Nonprofit agencies - Armed services - Correctional facilities - Camps - Public parks - Hospitals/health care agencies Students who minor in Recreation, Park, and Tourism Management gain knowledge and competencies in recreation leadership, program development and implementation, and administration of recreation services. In addition, students explore the relevance of recreation and leisure in their own lives. Support courses enable the student to focus on specialized services, such as commercial recreation and tourism, community recreation, park management, environmental interpretation, or therapeutic recreation.</td>
<td>Students who earn a Bachelor of Science degree with a major in sport and recreation management may not earn the minor in sport and recreation management. The degree offers a comprehensive curriculum with a unique integrative business approach. The curriculum is designed to meet North American Society for Sport Management and National Recreation and Parks Association competencies. These standards are based on an understanding of business principles such as finance, sales, risk management, administration, marketing, and promotion. Core courses will focus on the contemporary nature of recreation and sport enterprises as well as analyzing and resolving challenges in the business and culture of sports. The foundation courses will comprise a range of upper-level courses that develop a breadth of understanding and skills to meet job competencies in sport and recreation management areas. The program is appropriate for students who want to work with professional sport and club teams, intercollegiate and high school athletic programs, international sport organizations, national and international amateur sport organizations, facility operations, customer service, corporate partnership sales, as account executives, and in firms specializing in sport marketing, sport sponsorship, and commercial fitness businesses. It also provides a foundation for graduate study in sport or recreation management and related graduate degree programs.</td>
</tr>
</tbody>
</table>
Management, Family Studies and Human Development, Public Management and Policy, Care, Health & Society, Natural Resources and Geosciences, as well as other social science and humanities majors.

**Target careers**
- Municipal parks and recreation agencies
- Middle and high school athletics
- After-school and out-of-school youth programs
- University campus recreation
- Community sports
- Youth camps
- State and national parks
- Resorts
- Theme parks
- Nonprofit agencies
- Armed services
- Correctional facilities
- Camps
- Public parks
- Hospitals/health care agencies
- Professional sport and club teams
- Intercollegiate and high school athletic programs
- International sport organizations
- National and international amateur sport organizations, facility operations
- Customer service
- Corporate partnership sales
- Account executives
- In firms specializing in sport marketing, sport sponsorship, and commercial fitness businesses.

<table>
<thead>
<tr>
<th>Total units required to complete certificate/minor</th>
<th>18</th>
<th>20</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-division units required</td>
<td>15</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Total transfer units that may apply to minor/certificate</td>
<td>6</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>List any special requirements to declare or gain admission to this minor/certificate (completion of specific coursework, minimum GPA, interview, application, etc.)</td>
<td>None.</td>
<td>None.</td>
<td>None.</td>
</tr>
</tbody>
</table>

**Minor/ certificate requirements (list all required coursework including core and electives). Courses listed must include course prefix, number, units, and title. Mark new coursework (New).**

**Core courses (9 credits):**
- TLS 353 - Recreation and Leisure in Contemporary Society (3)
- TLS 354 – Leadership and Supervision in Recreation, Sport & Community Organizations (3)
- TLS 355 - Planning Community Events and Recreation Programs (3)

**Core Elective (3 credits):**
- TLS 356 - Sports, Adolescents and School (3)
- TLS 358 - Theory and Practice of Coaching (3)

*Plus, choose at least TWO of the following elective courses (6 credits minimum):*

**Required Courses (14 credits):**
- RPTM 101 – Introduction to Recreation Services (2)
- RPTM 120 – Leisure and Human Behavior (3)
- RPTM 236 – Leadership and Group Dynamics in Recreation Services (3)
- RPTM 356 – Programming in Recreation Services (3)
- RPTM 410 - Marketing of Recreation Services (3)

Select 6 additional credits, three of which must be from 400-level RPTM courses.

Students take 15 s.h., with at least 12 s.h. in course work numbered 3000 or above, from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRM:1060</td>
<td>Contemporary Issues in Sports (3)</td>
</tr>
<tr>
<td>SRM:1085</td>
<td>Introduction to Travel and Tourism (3)</td>
</tr>
<tr>
<td>SRM:2065</td>
<td>The Experience Economy (3)</td>
</tr>
<tr>
<td>SRM:3147</td>
<td>Sport Event Management (3)</td>
</tr>
<tr>
<td>SRM:3148</td>
<td>Interscholastic Activities and Athletics Administration (3)</td>
</tr>
<tr>
<td>SRM:3149</td>
<td>Coaching Theory, Body Structure, and Human Development (3)</td>
</tr>
<tr>
<td>TLS 200 - Sustainability and Education (3)</td>
<td>SRM:3151 - Liability in Sport and Recreation (3)</td>
</tr>
<tr>
<td>TLS 201 - Using Physical Activity to Explore the Human Body (3)</td>
<td>SRM:3152 - Design and Management of Sport and Recreation Facilities (3)</td>
</tr>
<tr>
<td>TLS 352 - Developing Adolescent Personal and Social Responsibility (3)</td>
<td>SRM:3153 - Sport Business Practices (3)</td>
</tr>
<tr>
<td>TLS 356 - Sport, Adolescents and School (3)</td>
<td>SRM:3154 - Foundations of Event Management (3)</td>
</tr>
<tr>
<td>TLS 358 - Theory and Practice of Coaching (3)</td>
<td>SRM:3155 - Prevention and Care of Athletic Injuries for Coaches (3)</td>
</tr>
<tr>
<td>TLS 360 - Functional Kinesiology (3)</td>
<td>SRM:3157 - Managerial Operations in Sport and Recreation (3)</td>
</tr>
<tr>
<td>TLS 373 - Inclusive Physical Activity Programming for Diverse &amp; Special Populations (3)</td>
<td>SRM:3158 - Sport and Recreation Promotion (3)</td>
</tr>
<tr>
<td>TLS 393 - Internship (3-6)</td>
<td>SRM:3172 - Finance in Sport and Recreation (3)</td>
</tr>
<tr>
<td>TLS 431 - Environmental Learning (3)</td>
<td>SRM:3175 - Sales in Sport (3)</td>
</tr>
<tr>
<td>TLS 460 - Education &amp; Sustainability (3)</td>
<td>SRM:3176 - Sports Analytics for Coaches, Managers, and Other Decision Makers (3)</td>
</tr>
<tr>
<td>EDP 314 – Learning in Informal Settings (3)</td>
<td>SRM:3178 - Communications and Public Relations in Sports (3)</td>
</tr>
<tr>
<td>RNR 448 - Conservation Planning &amp; Wildland Recreation (3)</td>
<td>SRM:3300 - Writing for Sport and Recreation Managers (3)</td>
</tr>
<tr>
<td>ENV 497F - Community and School Garden Workshop (3)</td>
<td>SRM:3700 - Ethics in Sport (3)</td>
</tr>
<tr>
<td>MGMT 351 - Sports Administration and Planning (3)</td>
<td>SRM:3800 - Sport Law for Interscholastic Athletic Directors (3)</td>
</tr>
<tr>
<td>SOC 302 - Sports and Society (3)</td>
<td>SRM:4197 - Sport and Recreation Field Experience (arr)</td>
</tr>
<tr>
<td>SOC 304 - Race, Class, Gender and Sports (3)</td>
<td>SRM:4198 - NCAA Rules Compliance and Enforcement (3)</td>
</tr>
</tbody>
</table>

**Internship, practicum, applied course requirements (yes/no). If yes, provide description.**

None (but an internship option) | None for minor (12-hour internship for majors) | None for minor (9 hours field experience for major)

**Additional requirements (provide description)**

A grade of C or better is required for all courses in the minor. | A grade of C or better is required for all courses in the minor. | Students must maintain a GPA of at least 2.00 in all courses for the minor and in all UI courses for the minor.

*Note: no double-dipping permitted between students pursuing the proposed Recreation and Sport in Communities, Parks and Schools minor and 1) BS in Literacy, Learning, & Leadership (LLBS) or 2) Minor in Adolescents, Community, and Education (ACEMINU).”*
Date: March 28, 2018

To: Renée T. Clift, Associate Dean, College of Education

From: Amy C. Kimme Hea, Associate Dean for Academic Affairs and Student Success

Re: Support for Minor in Recreation and Sport in Communities, Parks and Schools

This memo is in support of the new minor in recreation and sport in communities, parks and schools. We agree to offer SBS courses as part of this minor, including the following:

• ENVS 497F - Community and School Garden Workshop (2-6 units)
• SOC 302 - Sport and Society (3 units)
• SOC 304 - Race, Class, Gender and Sports (3 units)

We also are open to continued collaboration with College of Education in the development of its minor.

Cc: JP Jones, Dean of SBS and Professors Matthew Ostemeyer and Francesca Lopez
July 20, 2018

Matt Ostermeyer, Ph.D.
Assistant Professor of Practice
Department of Teaching, Learning and Sociocultural Studies
College of Education, University of Arizona

Dear Dr. Ostermeyer,

As Director of the Tucson Parks and Recreation Department, I could not be more pleased or encouraged by the prospect of the University of Arizona developing and offering a Minor in Recreation and Sport in Communities, Parks and Schools. With the growing importance of access to parks and quality recreation programs in a community’s quality of life, I clearly see the immense relevance and value in such a program.

The opportunities for student internship experience within the City of Tucson and our Parks and Recreation Department would be significant. We would be able to offer real world, career-aligned intern experiences in all of the program focus areas you have shared with our executive management team.

On behalf of the Tucson Parks and Recreation Department, I would endorse the proposed University of Arizona’s Minor in Recreation and Sport in Communities, Parks and Schools program.

I look forward to working closely with you in the coming years to help make this program a success. The future of Parks and Recreation across the United States can only benefit by such a program.

Best regards,

Brent Dennis, Director
Tucson Parks and Recreation
April 25, 2018

Matt Ostermeter, Ph.D.
Assistant Professor of Practice
College of Education

Dear Matt:

As we discussed, I am approving the use of MGMT 351, *Sports Administration and Planning*, as a potential elective for the College of Education minor in Sport in Communities, Parks, and Schools. Please note that MGMT 351 requires two pre-requisites: ECON 200 and ACCT 200 or 250. Regardless of major, a student must take these two courses before enrolling in MGMT 351.

Sincerely,

Jerel Slaughter, Department Head
Management and Organizations
April 3, 2018

To Whom it May Concern:

As the instructors of Community and School Garden Program Workshop (GEOG 497F/597F; ENVS 497F, HPS 497F, LAS 497F/597F, NSC 497F/597F, PLS 497F/597F, STCH 497F/597F, TLS 497F/597F), we are writing to support the establishment of the “Recreation and Sport in Communities, Parks and Schools” minor in the College of Education. If this minor is approved, we agree to have The Community and School Garden Program Workshop offered as an elective. The course is offered in both the fall and spring semesters and it is open to students in all stages of their academic careers (from first year undergraduates through graduate students).

Yours truly,

Sallie A. Marston
Professor, School of Geography & Development
Director, UA Community and School Garden Program

Dr. Jill M. Williams

Jill M. Williams
Associate Research Social Scientist, Southwest Institute for Research on Women
Lecturer, College of Social and Behavioral Sciences
Dear Matt,

Campus Recreation enthusiastically supports the proposed College of Education new minor, *Recreation and Sport in Communities, Parks and Schools*.

Rarely do students enter college with the goal of becoming a recreation professional. Most of the UA Campus Recreation professional staff discovered their passion as a student campus recreation participant or student employee. It has been unfortunate that when students at the UA, either participants or employees, develop enthusiasm and passion for recreation, they do not have the opportunity to pursue relevant classwork leading to opportunities in the field of recreation.

As one of the largest student employers on UA campus, the proposed opportunity for developing student interest in the field of recreation is quite exciting. While most students do not consider recreation as a career path when they apply for a job within Campus Recreation, interest in the field is often sparked within the first 6 months of employment.

With the addition of the proposed minor, *Recreation and Sport in Communities, Parks and Schools*, and a strong partnership with the department of Campus Recreation, enrolled students will have the opportunity for engagement, internships and employment while pursuing their education and gain valuable professional experience in the globally growing field of recreation.

I look forward to hearing more about this exciting proposal!

Enthusiastically,

Michele Schwitzky
Campus Recreation Interim Director
Date: March 27, 2018

Dear Matt:

I am writing this letter of support for the new minor in the College of Education entitled “Recreation and Sport in Communities, Parks and Schools”. I think this is a fantastic new minor and will provide many students the opportunity to learn more about recreation and sport. In addition, I am willing and look forward to cross-listing my RNR 448 - 548 Conservation Planning & Wildland Recreation course with this new minor. This course is offered both Spring and Fall semesters.

I am excited about the opportunity to see this new minor flourish on campus and whole heartedly lend my support. If you need further information, please feel free to contact me at 520-621-6360 or email Gimblett@ag.arizona.edu.

Sincerely,

Dr. Randy Gimblett
Professor
School of Natural Resources and Environment
Sincerely,

Dr. Randy Gimblett
Professor
School of Natural Resources and Environment
University of Arizona
Hello ACE minors! For those of you who I have not had in class before (which isn’t too many!), my name is Matt Ostermeyer. I am a faculty member in the Department, Learning, and Sociocultural Studies Department which teaches courses in the L3 major and ACE minor. My background is in the world of recreation and sport, so I am excited to share that the College of Education is preparing to propose a new minor called, **Sport and Recreation in Communities, Parks and Schools**.

As a part of the formal university review process, it is necessary to reach out to students to gauge interest in any possible new program. **SO... I am asking/begging you to take literally one minute or less of your time to click on the survey link below and answer just three quick multiple choice questions.** Even if you are near graduation (congrats!) and would not have time to be a part of any new minor, your perspective on whether you “would have”, “might have”, or “would not have” been interested in it, is greatly appreciated.

**Date:**

proposed new minor: Sport and Recreation in Communities, Parks and Schools (please help!)

**Date:**

Tuesday, March 27, 2018 1:46:00 PM
appreciated. Some more details about the minor is included below my signature here for you to review briefly before participating. THANKS SO MUCH IN ADVANCE FOR YOUR HELP!

https://uarizona.co1.qualtrics.com/jfe/form/SV_8vScvaSVDnleTHv

Matt Ostermeyer, Ph.D.
Assistant Professor of Practice
College of Education, University of Arizona
ostermeyer@email.arizona.edu
(520)621-1531

Recreation and Sport in Communities, Parks and Schools: Minor Information

Well-documented educational inequities in the United States are often exacerbated by unequal access to high quality after-school programming, extracurriculars, and summer activities. This “out-of-school” issue may receive less attention from education advocates, but research shows some of our most powerful learning and developmental experiences happen while playing a sport, when exploring nature and parks, as well as at the theater or museum (to name just a few alternative settings). In fact, regular and prolonged engagement in meaningful extracurricular activities has been strongly correlated with academic and professional achievement.

Recreation activities and sport participation do not just offer opportunities for informal learning and healthy development. They also enhance the quality of life for individuals of all ages, providing countless personal and social benefits. Additionally, recreation and sport have the potential to instill pro-social values and environmental consciousness.

Students in the Recreation and Sport in Communities, Parks and Schools minor will learn important theory and socio-cultural context, as well as gain applied skills in programming and administration. This will prepare students to provide quality, inclusive, accessible, recreation experiences and services in a wide-variety of public and nonprofit settings, such as:

- Municipal parks and recreation agencies
- Middle and high school athletic departments
- After-school and out-of-school youth mentoring programs
- University campus recreation
- Community sports
- Youth camps
- State and national parks

The employment outlook in the field of recreation and sport is very bright. Job opportunities within the recreation and recreational/amateur sport fields continue to be strong, as the Department of Labor projects these professions will be some of the fastest growing job opportunities in the near future. This is especially true in a state like Arizona.
The *Recreation and Sport in Communities, Parks and Schools* minor would be an 18-credit hour program and include the following coursework:

**Required courses** *(12 credits total)*:
- TLS 353 - Recreation and Leisure in Contemporary Society
- TLS 354 - Leadership and Supervision in Recreation, Sport, & Community Organizations
- TLS 355 - Planning Community Events and Recreation Programs

**AND choose (at least) ONE of the following:**
- TLS 356 - Sports, Adolescents and School
- TLS 358 - Theory and Practice of Coaching

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- TLS 200 - Sustainability and Education
- TLS 201 - Using Physical Activity to Explore the Human Body
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- TLS 460 - Education & Sustainability
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Matt Ostermeyer, Ph.D.
Assistant Professor of Practice
College of Education, University of Arizona
ostermeyer@email.arizona.edu
(520)621-1531

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Community sports
Youth camps
State and national parks

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Recreation in Communities, Parks and Schools

share that the College of Education is preparing to propose a new minor called:

Hi TLS 150B! As you know, my background is in the world of recreation and sport, so I am excited to

asking/begging you to take literally

is necessary to reach out to students to gauge interest in any possible new program. SO…I am

graduation (congrats!) and would not have time to be a part of any new minor, your perspective on

Date:

help me AND earn a bonus point in TLS 150B! :-)

Bcc:

From:
Ostermeyer, Matthew - (ostermeyer)

Gauthier, Michaela Elizabeth - (michaelaeg)
Berduo, Andrew Steven - (aberdue)
Austin Charlie Blais - (goody)
Adrianna Monique - (adriannamond)
Ruiz, Adrian Michael - (adrian1)
Johnson, Amy E - (ajohnson6)
Khosraviani, Ali Rasheed - (akhosraviani)
Modin, Alex - (alexs)
Yard, Alanna - (allieyard)
Almitob - (alejandra)
Alma syllabaster - (almalison)
Melvick, Alex - (amalvick)
Pyle, Amanda Rose - (amandapyle)
Andre Michael Cotton - (amcotton)
Ferraro, Alexander Matthew - (amf)
Anaya Naya Bailey - (anaya)
Kouris, Andrew John - (andrewkouris)
Campbell, Tony - (anthonycampbell)
Padmanaban, Avinash - (apadmanaban)
Novotny, Alexandra Paige - (apnovotny)
Post, April Lynn - (apost223)
Prato, Alexander Michael - (aprato)
Balou, Ashley Rose - (ashleybalou)
Waigchel, Ashley - (awaigchel)
Barron Villalobos, Efren - (bebaron)
Belinski, Alexander Silver - (bebelinski)
Koenig, Brendan Patrick - (bekoenig)
Nunamaker, Brand - (bnunamaker)
Biron, Brandon Aaron - (brandonbiron)
Eastman, Brendan Kemal - (brendaneastman)
Holt, Brianna Dawn - (briannadawn)

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whether you “would have”, “might have”, “or would not have” been interested in it, is greatly appreciated. Some more details about the minor is included below my signature here for you to review briefly before participating. **As a small extra incentive, if (and only if) at least 100 of you participate, I will give everyone a bonus point in class**

[https://uarizona.co1.qualtrics.com/jfe/form/SV_8vScvaSVDnleTHv](https://uarizona.co1.qualtrics.com/jfe/form/SV_8vScvaSVDnleTHv)

Matt Ostermeyer, Ph.D.
Assistant Professor of Practice
College of Education, University of Arizona
ostermeyer@email.arizona.edu
(520)621-1531

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- MGMT 351 - Sports Administration and Planning
- SOC 302 - Sport and Society
- SOC 304 - Race, Class, Gender and Sports
Recreation and Sport Minor

Start of Block: Default Question Block

Q5 The College of Education is considering offering a new minor (18 credit hours) called: Recreation and Sport in Communities, Parks and Schools. Please indicate your potential interest level after reviewing some of the proposed program information in the email you received and also tell us a couple pieces of information about yourself as a student. Thank you!

Q1 If a new minor: Recreation and Sport in Communities, Parks and Schools was made available next year, would you be interested in completing this program? Or, if you are near graduation (or your program of study is already full), would you have been interested in this program had it been available previously?

☐ Definitely! It sounds like something I would want to do. (4)

☐ Perhaps. I would at least look into it more and consider it. (5)

☐ Nah. It would not be the right fit for me. (6)

Q7 What is your current class standing?

☐ Freshman (1)

☐ Sophomore (2)

☐ Junior (3)

☐ Senior (4)
Q6 Are you an L3 major, ACE minor, or TLS 150B student? (Click all that apply)

☐ L3 Major (1)

☐ ACE Minor (2)

☐ TLS 150B (Sport, Leisure & Consumer Culture) General Education student (3)

End of Block: Default Question Block
If a new minor: *Recreation and Sport in Communities, Parks and Schools* was made available next year, would you be interested in completing this program? Or, if you are near graduation (or your program of study is already full), *would you have been interested in this program had it been available previously*?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Definitely! It sounds like something I would want to do.</td>
<td></td>
<td>85</td>
<td>41.46%</td>
</tr>
<tr>
<td>5</td>
<td>Perhaps. I would at least look into it more and consider it.</td>
<td></td>
<td>84</td>
<td>40.98%</td>
</tr>
<tr>
<td>6</td>
<td>Nah. It would not be the right fit for me.</td>
<td></td>
<td>36</td>
<td>17.56%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>205</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Min Value</th>
<th>Max Value</th>
<th>Average Value</th>
<th>Variance</th>
<th>Standard Deviation</th>
<th>Total Responses</th>
<th>Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>6</td>
<td>4.76</td>
<td>0.54</td>
<td>0.73</td>
<td>205</td>
<td>205</td>
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</tbody>
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What is your current class standing?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Freshman</td>
<td></td>
<td>78</td>
<td>37.86%</td>
</tr>
<tr>
<td>2</td>
<td>Sophomore</td>
<td></td>
<td>45</td>
<td>21.84%</td>
</tr>
<tr>
<td>3</td>
<td>Junior</td>
<td></td>
<td>35</td>
<td>16.99%</td>
</tr>
<tr>
<td>4</td>
<td>Senior</td>
<td></td>
<td>48</td>
<td>23.30%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>206</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>2.26</td>
<td>1.42</td>
<td>1.19</td>
<td>206</td>
<td>206</td>
</tr>
</tbody>
</table>
Are you an L3 major, ACE minor, or TLS 150B student? (Click all that apply)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>L3 Major</td>
<td>71</td>
<td>35.32%</td>
</tr>
<tr>
<td>2</td>
<td>ACE Minor</td>
<td>44</td>
<td>21.89%</td>
</tr>
<tr>
<td>3</td>
<td>TLS 150B (Sport, Leisure &amp; Consumer Culture) General Education student</td>
<td>98</td>
<td>48.76%</td>
</tr>
</tbody>
</table>

Total Responses: 213
Total Respondents: 201
Faculty CV. Complete the table below by providing UA Vitae profile link or short CV for each faculty member participating in the proposed program. Add rows as needed. UA Vitae profiles can be found in the UA directory/phonebook.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>UA Vitae link or “CV attached”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Howard Gimblett</td>
<td><a href="https://profiles.arizona.edu/person/gimblett">https://profiles.arizona.edu/person/gimblett</a></td>
</tr>
<tr>
<td>Lehman Benson</td>
<td><a href="https://profiles.arizona.edu/person/lehmanb">https://profiles.arizona.edu/person/lehmanb</a></td>
</tr>
<tr>
<td>Mark Jenks</td>
<td><a href="https://profiles.arizona.edu/person/mjenks">https://profiles.arizona.edu/person/mjenks</a> and CV attached</td>
</tr>
<tr>
<td>Derek Martin</td>
<td><a href="https://profiles.arizona.edu/person/derekmartin">https://profiles.arizona.edu/person/derekmartin</a></td>
</tr>
<tr>
<td>Jill Williams</td>
<td>CV attached</td>
</tr>
<tr>
<td>Matthew Ostermeyer</td>
<td><a href="https://profiles.arizona.edu/person/ostermeyer">https://profiles.arizona.edu/person/ostermeyer</a></td>
</tr>
<tr>
<td>Brandon Harris</td>
<td>CV attached</td>
</tr>
</tbody>
</table>
Brandon S. Harris, PhD, MBA
326 N. Warren Ave. Tucson, AZ brandonharris@email.arizona.edu (386) 965.0799

Appointment

University of Arizona; Tucson, AZ
Assistant Professor of Practice, 2018-presenter

Education

Clemson University; Clemson, SC
PhD in Parks, Recreation, and Tourism Management, 2014-2018

University of North Carolina at Charlotte; Charlotte, NC
MBA; Concentration in Sports Marketing and Management, 2008-2010

Flagler College; St. Augustine, FL
BA; Business Administration, 2003-2006

Experience

Clemson University
Clemson, SC
Instructor of Record/Graduate Research Assistant/Teaching Assistant, September 2014-present
- Research focus on how urban parks affect crime and identity in urban neighborhoods, deviant behavior in recreation [specifically, party culture and its role in the perpetuation of sexual assaults], and the impacts of neighborhood stigma on recreational behaviors and perceptions in urban communities.
- Conducted multiple park and recreation impact assessments and strategic plans for the City of Summerville, SC; City of Spartanburg, SC; City of Roswell, GA, Greenville County, SC, Lancaster County, SC and Cherokee County, SC. These studies combined both quantitative and qualitative analysis to successfully allocate 20+ million dollars to recreation and community based improvement projects.
- Responsible for the design and delivery of in-depth analysis and dissemination of results to pertaining to the potential economic and community impacts from program and park projects to city councils throughout South Carolina and Georgia
- Instructor of Record for Clemson EDGE program. The program, which recently won an award for innovation and includes 150 students, is a full immersion program into the Parks, Recreation, and Tourism Management field. Teaching emphasis is placed around applied critical thinking skills, business and marketing implementation practices, and community management, and community policy.

The Chicago Park District
Chicago, IL
Intern to the Chief Programming Officer, June 2015-August 2016
- Assisted the Chief Programming Officer in the design and implementation of the Public Sports League partnership. This partnership, between The Chicago Park District and Chicago Public Elementary Schools, is designed to bring recreational programs to all CPS Elementary students, regardless of neighborhood or background in an effort to combat violence and build a more unified community. Responsibilities included outreach across multiple platforms, the design of city wide communications, and the presentation of information to Chicago City Officials.
- Responsible for the entry and analysis of various program related data based upon GIS mapping.
- Worked with Chief Program Officer in the design of a sponsorship proposal for Nike encompassing local area CPS Elementary and High Schools.
- Responsible for a template and analytic methodology design for a sustainable park model. The overall goal of this model was to formulate a systemic measurement tool that could be used by park supervisors to efficiently allocate their resources, maximize revenue, and empower them to provide the most effective programs for their specific neighborhood.
- Worked in collaboration with multiple departments and partners on the writing of a grant proposal for a program targeting at-risk youth in the Hegewisch neighborhood in Chicago. This program, built around modern dance, is designed to allow high school students the opportunity to learn dances representing numerous cultures throughout Chicago and distributing it via social media to their peers, thus empowering the students to be co-constructors of program success.
- Assisted with the implementation of the 2015 NRPA Innovation Lab

Trader Joe’s
Chicago, IL
Assistant Store Manager/Marketing Coordinator, September 2012-September 2014
- Responsible for the oversight and direction of 70 store employees. This includes employee training and development, employee communication processes, new employee hiring, and employee review process.
- Researched consumer buying patterns and implement specific target strategies to increase overall store performance, grow sales, and increase inventory turnover. Overall weekly store sales of approx. $700,000.
- Merchandised store by designing and building visual displays that featured products for promotional representation on the store floor. Strategies were specifically designed to increase overall product awareness and directly influence customer purchasing decisions. Promotional strategies directly align with seasonal trends, consumer request, and outlying national and regional events (ex. Super Bowl). Average sales increase of items of over 400%.
- Implemented community focused events designed to grow customer awareness, inform customers of the benefits of a healthy lifestyle, and establish overall good will in the community.

Chicago Bears
Chicago, IL
Marketing and Fan Services Event Staff, July 2012-August 2014
- Responsible for the facilitation and direction of game day activities. Duties include fan event supervision, stadium policy implementation, and grass root consumer marketing.
- Worked with Chicago Bears’ front office and Soldier Field representatives in the communication of strategies across multiple stadium employee groups.
- Disseminated information regarding upcoming Bears’ games, stadium updates, and special events to season ticket holders, first-time stadium attendees, and special interest groups.

Belk Corporation
Charlotte, NC
Assistant Product Manager –Madison/Made, April 2011—August 2012
- Worked with domestic and international vendors in the conception, development, and branding of new products for the Madison private label. Responsibilities included analyzing samples for accurate construction and color, ensuring all products met design specifications, and monitoring product profitability after market introduction. Annual sales for the label exceeded $30 million dollars.
- Conducted in-depth analysis of current and potential shifts in the current consumer marketplace. Used market research in the formation of strategic initiatives that could be implemented to take advantage of variances in consumer preference and buying patterns.
- Used communication skills, product knowledge, and forecasting tools to identify key success factor throughout the product life cycle. Once identified, these factors were used to locate niche markets were consumer demand aligned with the Madison product offering.
- Used event design experience to help store managers and corporate partners design and implement promotional programs centered on increasing in-store traffic, driving sales, and increasing inventory turnover.

University of North Carolina at Charlotte
Charlotte, NC
Graduate Assistant & Athletic Foundation Coordinator, August 2008-December 2010
- Identified, cultivated and solicited individuals and businesses in the Charlotte community for donations used in the formation and funding of the Charlotte 49ers football program set to begin play in 2013. Donations directly contributed to the funding of the construction of the University’s new $40 million dollar football stadium.
- Directed cross-cultural simulations to undergraduate students to help provide understanding of barriers to entry in foreign markets.
- Worked with various departments in the facilitation and implementation of a Business Ethic’s Conference for UNC-Charlotte. Coordinated travel arrangements for clients, communicated with guest speakers, implemented marketing strategies, and assisted in set up and take down of event
- Designed and oversaw the events, promotions, and activities of the 400+ members of the Niner Nation Gold student organization. This organization focused on the support, fundraising, and grassroot marketing of all the University’s athletic teams.
- Worked with outside vendors in trade valuation, sponsorship activation, and in the coordination and management of promotional events designed to promote vendor products and brands. Sponsorships ranged from $500-$5000 in overall value.
- Coordinated and designed ticket packages for the Charlotte Athletics. Distributed tickets and managed student accounts on game days.

**Bank of America**
Charlotte, NC
**Global Sports Marketing Intern, January 2010-August 2010**
- Designed a tool used in the measurement of ROI for in-stadium signage of BOA sponsored MLB properties. Tool focused on BOA’s affinity products, brand recognition and image, and how the overall brand was perceived by fans that were exposed to signage both in the primary market (in-stadium) and secondary market (media). Contributed to BOA’s signage placement across sponsored properties.
- Worked within a cross-functional matrix in the development, coordination and implementation of hospitality events designed to increase revenues and product awareness. This included working with platform directors, senior managers, and marketing organizations in coordination and supervision of third party vendors to ensure zero defect execution from event conception to fulfillment.
- Worked onsite at events for Susan G. Komen, NASCAR, and the PGA Tour to help maintain BOA brand reputation and ensure brand was presented properly to clients, event guest and partner organizations. Client satisfaction level at the events worked was approx. 100%.
- Worked with the Carolina Panthers and the NFL Play 60 program in the design and implementation of a community youth day program designed to give underprivileged children a chance to participate in football related activities.

**Publications**

**Peer-Reviewed Manuscripts/Book Chapters**

**Peer-Reviewed Manuscripts under Review**
- Harris, B.S., Schmalz, D., Larson, L., Fernandez, M., & Griffin, S. (under review). ‘Arms together, hearts apart: An exploration of intimate segregation on Chicago’s 606 Trail’. Submitted to *City and Community*

**Peer-Reviewed Manuscripts in Development**
- Harris, B.S., Schmalz, D., Shipley, N., Sharp, J., Mazer, J. *(in development).* “To Connect or Disconnect? Emotional Response to a Threatened Place-dependent Social Identity”
- Stone, G., Harris, B.S., Duffy, L., Mowatt, R., Schmalz, D., Layland, E. *(in development).* Implicit Attitudes and the Challenge of Becoming a Reflexive Leisure Scholar.
- Harris, B.S., Fernandez, M., Rigolon, A., Stewart, W. *(in development).* Do You See What I See? Using Photovoice to Explore Latino Youth’s Experiences of Environmental Gentrification
Conference Presentations

- Harris, B.S. (2016). Cool” Party, Bro: The Fraternity Use of Party Structure as a Mechanism for Control over Social Status of Females on Campus. Accepted for roundtable panel at the 2016 Southern Sociological Society Conference

Teaching Experience

- Instructor of Record EDGE Program (2017)
- Instructor of Record for PRTM 6210: Graduate Recreation Financial Resource Management (2017)
- Instructor of Record for PRTM 4540: Trends in Sports Management, Clemson University (2016)
- Teaching Assistant PRTM 2260-Foundations of Management and Administration in Parks and Recreation-2 sections (2016)
- Teaching Assistant for PRTM 2270- Provision of Leisure Services Experiences-2 sections (2016)
- Teaching Assistant for PRTM 2290-Competency Integration in Parks, Recreation, and Tourism Management-2 sections (2016)
- Teaching Assistant for Creative Inquiry in Parks, Recreation , and Tourism Management-2 sections (2016)
- Teaching Assistant for PRTM 2000/2200: Foundations of Recreation and Leisure, Clemson University (2016)
- Teaching Assistant for PRTM 2270- Provision of Leisure Services Experiences-2 sections (2015)
- Teaching Assistant for PRTM 2290-Competency Integration in Parks, Recreation, and Tourism Management (2015)
- Instructor of Record for Creative Inquiry in Parks, Recreation , and Tourism Management (2015)
- Teaching Assistant for PRTM 2410: Introduction to Community Recreation, Sport and Camp Management, Clemson University (2015)
- Teaching Assistant for PRTM 3250: Global Perspectives in Recreation, Clemson University (2015)
- Teaching Assistant for PRTM 3540: Youth Development in Camp, Clemson University (2014)
- Teaching Assistant for PRTM 3530: Foundations of Camp Counseling, Clemson University (2014)
- Teaching Assistant PRTM 2260 - Foundations of Management and Administration in Parks and Recreation (2014)
- Teaching Assistant for PRTM 2270 - Provision of Leisure Services Experiences (2014)
- Teaching Assistant for PRTM 2290 - Competency Integration in Parks, Recreation, and Tourism Management (2014)
- Teaching Assistant for Creative Inquiry in Parks, Recreation, and Tourism Management (2014)

**Awards/Grants**

- Outstanding Graduate Award, Clemson University (2018)
- Most Outstanding Graduate Teaching Award, Clemson University (2018)
- Finalist for the K. Patricia Cross Future Leaders Award (2016)
- Guest Speaker/Expert/Leader for gentrification team at the 2016 ACC Leadership Symposium
- 2015 National Recreation and Parks Association Student Scholarship Award Recipient
- **Harris, B.S** (Co-Investigator), Bryant, V. (2015) “Teens in the Park: Chicago Vibes” Dizzy Feet Foundation Grant. Grant amount $20,000

**Additional Experience/Outreach**

- Researcher on Strategic Plan for Summerville, SC Parks and Recreation Department (2018)
- Member of Staff Excellence Award Committee, Clemson University (2018)
- Researcher on Strategic Plan for the City of Spartanburg, SC (2017)
- Researcher on Strategic Plan for Mount Pleasant, SC Parks and Recreation Department (2017)
- Member of Diversity Committee and Community for Clemson University (2016, 2017)
- Guest Lecturer at the University of St. Francis (2016)
- Researcher on Cherokee County and Lancaster County Recreation Needs Assessment (2015)
- Researcher for Greenville County Economic Impact Study (2015)
- Member, National Parks and Recreation Association (2014-potential)
- Member, Southern Sociological Society (2014-potential)
- Volunteer at Chicago Metro YMCA (2013-2014)
- Salutatorian for MBA class at The University of North Carolina at Charlotte (2010)
- Graduated Cum Laude from Flagler College (2006)
MARK F. JENKS
455 West Valoro Drive
Oro Valley, AZ. 85737

(520) 297-3326- Home
(520) 405-1638- Cell
(520) 626-8801- Office

EDUCATIONAL BACKGROUND

Graduated 8/87 State University of New York College at Brockport, Brockport, N.Y. 14420
Degree: Masters of Science in Education
Major: Physical Education
Concentration: Adapted Physical Education

Graduated 5/75 State University of New York College at Cortland, Cortland, N.Y. 13045
Degree: Bachelor of Science in Education
Major: Physical Education
Certification: Physical Education (K-12)

Graduated 6/71 Adirondack Central School, Boonville, N.Y. 13309
Regents Diploma

SYNTHESIS PROJECT "An Outdoor Education Program for Sensory Impaired, Mentally Handicapped Children"

TEACHING EXPERIENCES

Assistant Professor of Practice University of Arizona
August, 2008-present College of Education
Teach the following classes in the Teaching Learning and Sociocultural Studies Department: Educating Children To be Physically Active, Healthy & Well; Teaching Personal and Social Responsibility thru Physical Activity; Inclusive Physical Activity for Special Populations and Exploring the Human Body Using Physical Activity

Adapted Physical Educator Arizona Schools for the Deaf and the Blind
August, 1982-2008 Develop and implement adapted physical education programs for sensory impaired, multi-handicapped children ages 4-22

Adjunct Professor University of Arizona
August, 2000-2008 Taught PE 371, Special Physical Education, to University of Arizona physical education majors.
Responsibilities include: Class preparation, class lecture, reading assignments, practicum assignments, exam preparation and evaluation of students in class.

Cerebral Palsy Sports United Cerebral Palsy of Pima County
Coordinator Coordinated and ran sports programs for individuals with cerebral palsy. Organized and ran swim meets, bowling tournaments and track and field meets for cerebral palsy athletes.
August, 1984-1986

Summer Camp Director Tucson Parks and Recreation
June 1987-July 1987 Partnered in developing, organizing and running the first summer day camp for physically handicapped children in the city of Tucson.

United States Special Olympics Coach Special Olympics International
Olympics Coach Selected as the track and field coach of Arizona athletes representing the United States at the Belgian National Games held in Brussels, Belgium
<table>
<thead>
<tr>
<th>Role</th>
<th>Institution</th>
<th>Years</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapted Sports Coach</td>
<td>Arizona Schools for the Deaf and the Blind</td>
<td>1982-2008</td>
<td>Coached athletes competing in both Special Olympics and Cerebral Palsy Sports at the Arizona Schools for the Deaf and the Blind. Coached the following sports: swimming, bowling, track and field, weight lifting and gymnastics.</td>
</tr>
<tr>
<td>Swimming Instructor</td>
<td>El Conquistador Country Club</td>
<td>May 1994-present</td>
<td>Organize and teach swimming skills to children ages 2-14 in the summer at the El Conquistador Country Club.</td>
</tr>
<tr>
<td>Internship</td>
<td>Birth Defects Center, Strong Memorial Hospital, Rochester, New York</td>
<td>January, 1982</td>
<td>Consultant for area schools in which orthopedically impaired children from the Birth Defects Center at Strong Memorial Hospital were mainstreamed. Responsibilities included: Assessment, IEP development, program organization, development of prescriptive programs and long range curriculum goals for program development.</td>
</tr>
<tr>
<td>Internship</td>
<td>New York State School for the Blind, Batavia, New York</td>
<td>October 1981</td>
<td>Organized and taught physical education to elementary and secondary level blind, visually impaired, multihandicapped and deaf-blind students for eight weeks.</td>
</tr>
</tbody>
</table>

**PROFESSIONAL ACTIVITIES**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
</table>
| Academic Outreach                             | Wildcat School- Spring, 2013
Worked with the principal and staff to provide opportunities for developing personal and social responsibility through the involvement of students at the Wildcat School in team building and cooperative activities. Approximately sixty students were part of the programs presented at the University of Arizona. |
| All Sport Academy of Tucson- Fall, 2013      | In partnership with the Athletic Director and Principal, had students from the Teaching Personal and Social Responsibility Class go to the All Sport Academy and both observe and work with students on that campus. |
| Higher Ground of Tucson- Fall 2014           | In partnership with Rob Lester, program director at Higher Ground of Tucson, established opportunities for students from the Teaching Personal and Social Responsibility Class to both observe and work with students in the Higher Ground after school program. |
| Youth Bridging of Tucson- Fall 2014          | Formed a partnership with the Youth Bridging program to have students from the Teaching Personal and Social Responsibility Class, have the opportunity to both observe and work with “At risk” youth in the Youth Bridging Program. |
| Arizona Schools for the Deaf and the Blind 2008-present | In conjunction with Adapted Physical Education staff at the Arizona Schools for the Deaf and the Blind provided opportunities for students in the Inclusive Physical Activity for Special Populations and the Adapted Physical Education class to observe and receive “hands on experience” in both a physical education setting, as well as an Adapted Sports setting (i.e. Special Olympic competition). |
| Academic Collaboration                       | Cross Listing of Adapted Physical Education Class, 2011
Collaborated with Jane Erin in working to cross list the Adapted Physical Education class (PE 371A) with the Disability and Psychological Services department to provide greater access to students in the Special Education Program in the College of Education. |
Presenter
Southwest District AAHPERD Conference, Oahu, Hawaii
June 2012
Co-presented with Dr. Ingrid Johnson at the Southwest District AAHPERD convention. Making Learning Meaningful for Pre-Service Teachers

Presenter
Southwest District AAHPERD Conference
January 2009
Co-presented with Dr. Ingrid Johnson at the Southwest District AAHPERD convention on the use of Essential Elements of Instruction techniques in physical education settings

Chairperson
Adapted Physical Education Chairperson for the Arizona Alliance of Health, Physical Education, Recreation & Dance
June 1987-1990
Coordinated and organized the adapted physical education component of AZAHPERD
Presented at state conferences
Assisted in the organization of conference speakers

Supervisor
Undergraduate Thursday Evening Practicum in Adapted Physical Education at the State University
December 1981-May 1982
College of New York at Brockport. Supervised undergraduates while they worked with moderately to severely retarded, sensory and orthopedically handicapped adults in a one hour per week Motor Development and Rehabilitation Clinic.

ACHIEVEMENTS
Published
Wrote the manual, An Outdoor Education Program for Sensory Impaired Children by Communication Skill Builders of Tucson, Arizona

Teacher of the Year Award
Selected as the 1989 Arizona Secondary Teacher of the Year

Graduate Assistantship
Graduate Assistantship (in Adapted Physical Education) Professional Preparation, Division of Personnel Preparation: Bureau of Education for the Handicapped, United States Office of Education.
Dr. Jill M. Williams  
Southwest Institute for Research on Women  
University of Arizona  
925 N. Tyndall Ave  
Tucson, AZ 85719  
Phone: 314-479-4334  
Email: JillMWilliams@email.arizona.edu

**APPOINTMENTS**

**Assistant Research Social Scientist/ Director, Women in Science and Engineering Program**  
Southwest Institute for Research on Women  
University of Arizona, USA  
2014-present

**Affiliate Faculty**  
School of Geography & Development  
Department of Gender and Women’s Studies  
University of Arizona, USA  
2015-present

**Adjunct Assistant Professor**  
Department of Geography  
University of Hawai‘i at Mānoa, USA  
2014-present

**Visiting Assistant Professor**  
Department of Geography  
University of Hawai‘i at Mānoa, USA  
2013-2014

**EDUCATION**

2013  Ph.D., Geography, Clark University, Worcester, MA  
Dissertation: *When Arrest Becomes Rescue: Border Enforcement and the Politics of Humanitarianism at the US-Mexico Border*  
Committee: Deborah Martin (Chair), Jody Emel, Dianne Rocheleau, Ken MacLean

2008  MA, Women’s Studies, University of Cincinnati, Cincinnati, OH  
Master’s Project: *(In)Visibilities at the US-Mexico Border: A Feminist Analysis of Post-9/11 Border Protection Discourse*  
Committee: Dr. Amy Lind (Chair), Dr. Anne Sisson Runyan, Dr. Martha Rees

2003  Bates College, Lewiston, ME  
BA, *Departments of Women’s Studies and Political Science*

**PUBLICATIONS**

**Journal Articles**


Book Chapters


Book Reviews


Other Publications


2008 Amy Lind and Jill Williams. “Afianzando los derechos de las mujeres:
militarización fronteriza, seguridad nacional y violencia contra las mujeres en la frontera Mexico-Estados Unidos”. In Mujeres y Escenarios Ciudadanos. Mercedes Prieto, editor. Quito: FLACSO-Ecuador.


Manuscripts in Preparation


TEACHING EXPERIENCE

University of Hawai’i at Mānoa, Department of Geography

Geography 151: Geography and Contemporary Society (In-person and Online)
Geography 335: Politics, Nations, States
Geography 436: Geography of Peace and War (In-person and Online)
Geography 710: Special Topics: Feminist Geography: Race, Class, Nation

Clark University, Department of Geography

Introduction to Economic Geography (Teaching Assistant)
Gender and Environment (Teaching Assistant/Co-Instructor)
Introduction to Human Geography (Teaching Assistant)

University of Cincinnati, Department of Women’s Studies

Introduction to Women’s Studies (Instructor)

GRANTS AND FELLOWSHIPS

2012 Travel Grant, Political Geography Specialty Group of the Association of American Geographers, $200
2011 Pruser Dissertation Enhancement Award, Clark University, $750
2007 Friends of Women’s Studies Travel Grant, University of Cincinnati, $400
2007 University of Cincinnati International Studies Globalization Grant, $200
2007  The Robin Sheets Public Interest Internship Grant, University of Cincinnati, $600

ACADEMIC AWARDS AND HONORS

2013  Political Geography Specialty Group of the AAG doctoral student paper award, first place
2011  Susan Hanson Dissertation Proposal Award, Geographical Perspectives on Women specialty group of the AAG
2008-13 Clark University Graduate Fellowship, tuition remission and assistanship
2006-8  Graduate Student Fellowship, University of Cincinnati, tuition remission and assistanship

INVITED SPEAKING ENGAGEMENTS

2013  “When Arrest Becomes Rescue: Border Enforcement and the Politics of Humanitarianism.”  University of Hawai‘i, Department of Geography. 31 October.

PROFESSIONAL SERVICE

2013  Co-Guest Editor for a Special Issue of Geopolitics on Feminist Geopolitics in collaboration with Vanessa Massaro and Simon Dalby
2011-13  Student Representative, Geographical Perspectives on Women Specialty Group of the Association of American Geographers
2009-2011  Representative and Coordinator, Clark University Graduate Student Speakers Series

CONFERENCE ACTIVITY

Conference Organizing

2013-14  Conference co-organizer, Geographies of Identity and Difference: Feminist and Queer Perspectives, a sub-conference at the Association of American Geographers 2014 Annual Meeting
Conference Session Coordinator, Geographical Perspectives on Women Specialty Group of the Association of American Geographers

Sessions Organized


2011 “Feminist Challenges to Geopolitics in an Age of Crisis.” 18th Annual Critical Geography Conference, Clark University, Worcester, MA, Nov. 4-6.

2011 “(Un)Bordering the Nation-State.” 18th Annual Critical Geography Conference, Clark University, Worcester, MA, Nov. 4-6.

2011 “Feminism(s) and Marxism(s).” 18th Annual Critical Geography Conference, Clark University, Worcester, MA, Nov. 4-6.


Papers Presented


Panel and Roundtable Participation


OTHER EDUCATION

2007  Universidad de las Américas, Puebla, México, Summer Institute on Citizenship, Identity, and Human Rights in the North American Context

2002  School for International Training, Durban, South Africa

PROFESSIONAL ASSOCIATIONS
2009-Present Association of American Geographers
2009-Present Geographical Perspectives on Women Specialty Group of the AAG
2009-Present Ethics, Justice, and Human Rights Specialty Group of AAG
2009-Present Political Geography Specialty Group of AAG
2006-Present National Women’s Studies Association
2010-11 Latin American Studies Association

REFERENCES

Dr. Deborah G. Martin (PhD Dissertation advisor)
Associate Professor
Graduate School of Geography, Clark University
950 Main Street.
Worcester, MA, 01610, USA
demartin@clarku.edu
(508) 793-7104

Dr. Amy Lind (MA advisor)
Mary Ellen Heintz Endowed Chair and Associate Professor, Graduate Director
Women’s, Gender, and Sexuality Studies Department, University of Cincinnati
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