

## New Academic Program Workflow Form

### General

**Proposed Name: Sport & Recreation Leadership**

Transaction Nbr: 00000000000185

Plan Type: Major

Academic Career: Graduate

Degree Offered: Master of Arts

Do you want to offer a minor? N

Anticipated 1st Admission Term: Fall 2024

### Details

Department(s):

#### EDUC

DEPTMNT ID	DEPARTMENT NAME	HOST
3222	Teaching, Learning and Sociocultural Studies	Y

Campus(es):

#### MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

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

**Plan admission types:**

Freshman: N Transfer: N Readmit: N Graduate: Y

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

**Plan Taxonomy:** 31.0508, Sports Studies.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

**Print Option:**

Diploma: Y Master of Arts in Sport & Recreation Leadership

Transcript: Y Master of Arts in Sport & Recreation Leadership

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

BA or BS in related field or other undergraduate degree and prior experience in the field.

Meets admission requirements to the University of Arizona Graduate College.

**Requirements for Accreditation:**

NA

**Program Comparisons**

**University Appropriateness**

This program will provide continued educational opportunities for undergraduates at the University of Arizona coming from a wide variety of undergraduate degrees, including the Sports and Society (Interdisciplinary Studies) major, housed in the College of Humanities, as well as the Recreation and Sport in Communities, Parks, and Schools minor offered in the College of Education.

It will serve an important on-campus need in both Arizona Athletics and Campus Recreation, for their staff members, graduate student assistants, and transfer students.

NCAA changes that allow graduate transfers to compete immediately upon transfer has led to many more student athletes needing graduate level courses and programs.

This degree fits explicitly into three main commitments that are a part of the College of Education strategic plan, including: "strong partnerships and collaborations", "innovative teaching and educational technologies that enhance all student experiences", as well as "diversity and inclusion."

**Arizona University System**

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
1	Parks & Recreation Management	MS	0	Northern Arizona University	N

## **Peer Comparison**

This degree fits into a growing number of programs across the country that offer opportunities for students to develop/further leadership skills in the sport and recreation industries. Specifically, major NCAA changes that allow graduate transfers to compete immediately upon transfer has led to many more student athletes needing graduate level courses and related programs in areas that match their personal/professional interests and aspirations. Additionally, Graduate Assistants and coaches in University Athletics are looking for academic degrees like these across the country, and this will allow the University of Arizona to be competitive with other programs across the country who are trying to help individuals further their sport and recreation careers. Our proposed curriculum has similarities with all three peer programs, with overlapping types of courses, desired outcomes, and audiences.

The unique nature of our proposed degree offers the versatility, utility, and flexibility to include a focus in both sport and recreation. This is due in part to the diverse expertise of the existing faculty here at UA, but it also will benefit students who may aspire to work in professional or collegiate sport careers but will also be exposed to the broader range of opportunities in youth coaching, as well as community and campus recreational sports as a part of this program. We are lucky to have faculty in TLS with backgrounds in leisure and community recreation, collegiate athletics and coaching, as well as adaptive sport and physical education, so this proposed curriculum will leverage all those strengths.

As mentioned above, this degree will be more versatile than one in sport leadership OR recreation administration. It really complements our existing Recreation and Sport in Communities, Parks, and Schools minor, as well as the Sport and Society concentration in the Interdisciplinary Studies undergraduate program. In this way, it provides a natural next step for students in either of those existing curriculums. It also will expand the knowledge and skills of students coming from other universities who graduated with undergraduate majors in either sport marketing/management OR recreation administration. The flexibility of the curriculum and online modality will be compatible with the demanding schedules of working professionals, as well as student athletes.

## **Resources**

### **Library**

Acquisitions Needed:

Request will be made as new courses are developed.

### **Physical Facilities & Equipment**

Existing Physical Facilities:

The focus of this degree is online courses. Existing facilities and

equipment in the College of Education will be utilized.

Additional Facilities Required & Anticipated:

NA

**Other Support**

Other Support Currently Available:

Existing TLS and College of Education support staff.

Other Support Needed over the Next Three Years:

Search committee has been formed to hire a new full time Program Coordinator for Sport & Recreation Leadership.

**Comments During Approval Process**

10/18/2023 11:24 AM

OSTERMEYER

**Comments**

I look forward to working through this approval process and am happy to help answer questions or provide more information as needed. Thanks for getting this loaded, Elizabeth!

10/18/2023 11:24 AM

OSTERMEYER

**Comments**

Approved.



NEW ACADEMIC PROGRAM – MAJOR  
Preliminary Proposal Form

I. Program Details

- a. Name (and Degree Type) of Proposed Academic Program: M.A. in Sport and Recreation Leadership
  - i. Emphases (if applicable):
- b. Academic Unit(s)/College(s): Teaching, Learning, and Sociocultural Studies / College of Education
- c. Campus/Location(s): Tucson-Main  
*Note: if UA Online is a desired option, please complete the form to begin their review process. Listing it here does not guarantee it will be an approved program for the ONLN campus.*
- d. First Admission Term (i.e., Fall 2022): Fall 2024
- e. Primary Contact and Email: Matthew Ostermeyer, ostermeyer@arizona.edu

II. Executive Summary (please provide no more than 5 bullets/sentences that sum up the rationale, demand, and uniqueness of your proposed major):

- This program will provide continued educational opportunities for undergraduates at the University of Arizona coming from a wide variety of undergraduate degrees, including the Sports and Society (Interdisciplinary Studies) major, housed in the College of Humanities, as well as the Recreation and Sport in Communities, Parks, and Schools minor offered in the College of Education.
- It will serve an important on-campus need in both Arizona Athletics and Campus Recreation, for their staff members, graduate student assistants, and transfer students.
- NCAA changes that allow graduate transfers to compete immediately upon transfer has led to many more student athletes needing graduate level courses and programs.
- You will find a letter of support from Marisol Quiroz, Director and Assistant Athletic Director at C.A.T.S. Academics explaining this in more detail. Additionally, the Director of Campus Recreation, Troy Vaughn, has also provided a letter of support that outlines their desire to move back to a Graduate Student Assistant model for personnel needs. They have been limited in creating these opportunities because there is not a pertinent graduate degree on campus that would attract a typical campus recreation GA.
- A core group of faculty who teach in the existing Recreation and Sport minor in the College of Education are excited to develop this degree program and have created a curriculum/plan.

III. Brief Program Description:

The Sport and Recreation Leadership master's program will prepare dynamic leaders in sport and recreation fields. Students will focus on issues of equity and justice in sport and recreation, policy analysis and implementation, coaching, administrative functions related to human resources,

finance, and marketing, as well as general best practices in the field. Graduates will be ready for impactful leadership positions across diverse sport and recreation settings from K-12 and youth sports, collegiate athletics, adaptive athletics, campus recreation, as well as community organizations that offer a variety of recreation services.

- IV. **Program Rationale:** *In consultation with proposing unit's college-level administration, describe how the proposed academic program fits within the mix of programs currently offered by the college, and how it advances the overall mission of the college and university. To support the proposed program, does the college envision sharing resources used by other programs, redeploying internal resources, etc.?*

In the College of Education, we have been successfully developing and offering courses for both our Recreation and Sport in Communities, Parks, and Schools minor, as well as the Sport and Society Interdisciplinary Studies major for more than six years. We have a core group of faculty with the expertise to provide this related graduate degree and certificate in Sport and Recreation Leadership. These faculty members in TLS will continue to be supported by that department (staff, leadership, etc.). A new "SRL" (Sport and Recreation Leadership) prefix will be created to more appropriately match the content of this degree and the faculty affiliated with SRL courses (both graduate and undergraduate) will continue to work as a cohort/team under the larger TLS umbrella for now. A focus on leadership certainly fits within the College of Education broadly, with other existing leadership undergraduate and graduate degrees that focus on formal and informal education settings.

- V. **Projected Enrollment for the First Three Years:**

Year 1	Year 2	Year 3
25	40	60

These projections are based on conversations primarily with leadership and staff with CATS Academics and Arizona Athletics, but also in casual talks with Campus Recreation, Adaptive Athletic Program, and administration as well. In addition, as of January 2023, UCLA has 58 enrolled students (90% are student athletes) in a similar graduate degree program, so it seems like we could grow beyond these initial projections.

- VI. **Evidence of Market Demand:** *Please provide an estimate of the future state-wide and national demand for graduates of the proposed academic program. Please specify the source (e.g., Burning Glass; Jobs EQ; US Department of Labor) of workforce demand data and detail the assumptions that underpin these projections. Curricular Affairs can provide a job posting/demand report (from Burning Glass) by skills obtained/CIP code of the proposed major; contact the [Curricular Affairs](#) to request the report if needed for your proposal. If job market data is unavailable or not applicable, please explain why and elaborate another justification for the proposed program.*

According to Lightcast, graduate degree programs in *Sports Administration*, as well as *Parks, Recreation and Leisure Studies* awarded 57% more degrees in 2021 (2,813) than in 2012 (1,792). This includes a 158.9% increase in distance programs offering degrees (732 in 2012 and 1,895 in 2021).

Also, according to data from Lightcast, the target occupations related to this degree are projected to grow 12% from 2022-2027. This includes:

- Coaches and Scouts
- Agents and Business Managers of Artists, Performers, and Athletes
- Umpires, Referees, and Other Sports Officials
- Athletes and Sports Competitors
- Exercise Trainers and Group Fitness Instructors
- Education Administrators

According to the U.S. Bureau of Labor Statistics:

- Employment of **recreation workers** is projected to grow 16 percent from 2020 to 2030, much faster than the average for all occupations.
- About 64,600 openings for recreation workers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.
- Employment of entertainment and **sports occupations** is projected to grow 22 percent from 2020 to 2030, much faster than the average for all occupations. Employment is projected to increase by about 160,600.
- Employment of coaches and scouts is projected to grow 26% from 2020 to 2030 (much faster than average). Employment is projected to increase by about 63,900.

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.” ( [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.

VII. **Similar Programs Offered at Arizona Public Universities:** *List existing programs at Arizona Public Universities, including affiliated programs at The University of Arizona, which deliver similar concepts and competencies to the proposed new program.*

While Arizona State University has several recreation-related undergraduate programs (*Parks and Recreation Management, Recreation Therapy, Tourism and Recreation Management, etc.*) they do not offer a master’s level degree in recreation. They also do not have any graduate programs related to sport leadership or administration (only *Sports Journalism and Strength and Conditioning*). There is a Sport Law and Business master’s degree in the Law School at ASU as well, but it has a more legal focus.

Northern Arizona University offers a Master of Science degree in *Parks and Recreation Management*, which would have some overlapping concepts and competencies related to recreation. However, they do not have graduate programs with any emphasis on sport (MS in *Athletic Training* is the only tangentially related degree).

#### VIII. Resources

- a. **Summarize new resources required to offer the program:** Existing TLS faculty will be shifted from teaching undergraduates to course design (.1 FTE per new course with 10 new courses = \$106,241). One faculty member will take up the role of Director of Graduate Studies for the degree program and receive one-course buyout per year (\$10,624 including EREs). One faculty member will serve in the role of Director of Sports and Recreation Leadership. One of the course buyouts for this person will go to support this program (\$10,624 including EREs). One new staff person will be hired starting in January (\$58,950 including EREs for full year, \$29,475 for half year). \$10,000 will be invested in marketing before the program starts. (Total startup cost = \$166,964)
- b. **Estimate total expected cost: We anticipate that students will be able to complete this program in one year, including summer. Thus the costs are estimated on a yearly basis.**
  - i. **Instructional Faculty**  
The program will offer 3 courses fall and 3 courses spring and 4 courses during the summer. Each course is .1 FTE. FTE and ERE is anticipated at \$10,624 per course. Total instructional costs across the year is \$106,241 per cohort of 20-25 students.
  - ii. **Director of Graduate Studies for the degree (One faculty course release per year):**  
We will allocate .1 FTE from the teaching load of the Director of Graduate Studies. Total cost included ERE is \$10,624.
  - iii. **Director of SRL**  
The Director of the Sports and Recreation Leadership will have one course release a year dedicated to support for this MA program. Total cost including ERE is \$10,624.
  - iv. **Staff per year: 1.0 FTE of a program coordinator**  
We will hire a program coordinator to support the program. Salary of \$45,000 and \$13,950 in ERE. Total is \$58,950.
  - v. **Miscellaneous**  
Costs for teaching materials and other operational supplies \$5000
  - vi. **Marketing:** We will work with the College's Marketing and Communications team on recruiting and advertising materials. We anticipate a \$10,000 budget each year.

Total cost for a year for a cohort of 20-25: \$196,439. For each additional cohort, the additional cost is in instructional faculty. Thus each new cohort of 20-25 students is an additional \$106,241.




c. Estimate total expected revenue of the program:

Note: Net Tuition Revenue via AIB per student to the college is \$19,265 (Assumes 9 units in Fall and Spring and 12 units in the Summer)

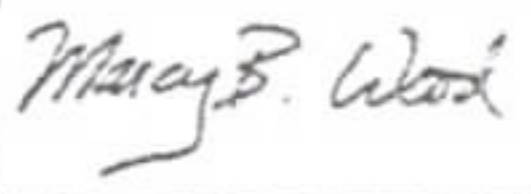
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
i. Annual enrollment (students)	25	40	60
ii. Increase in college SCH Grad	750	1200	1800
iii. Net Tuition Revenue	\$481,627	\$770,603	\$1,155,905
iv. Cost of program	\$373,403	\$307,680	\$413,921
v. Net college revenue	\$108,224	\$462,923	\$741,984

IX. Required Signatures (*the following should be included in the notification memo to campus after ABOR approval*):


a. Program Director/Main Proposer:

- i. Signature: 
- ii. Name and Title: Matthew Ostermeyer, Associate Professor of Practice
- iii. Date: 10/4/2023

b. Managing Unit/Department Head:

- i. Signature: 
- ii. Name and Title: Marcy B. Wood, Professor, Department Head TLS
- iii. Date: 10/4/2023

c. College Dean/Associate Dean:

- i. Signature: 
- ii. Name and Title: Illiana Reyes, Professor, Associate Dean
- iii. Date: 10/4/2023

Created:	2023-10-04
By:	Marcy Wood (mbwood@arizona.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAZqUeL_1axCb6Qg8FJoLANger3NRLioah

## "Preliminary Proposal - Sport and Recreation Leadership 10-4-23" History

Document created by Marcy Wood (mbwood@arizona.edu)  
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Document emailed to ireyes@arizona.edu for signature  
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Email viewed by ireyes@arizona.edu  
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Signer ireyes@arizona.edu entered name at signing as Iliana Reyes  
2023-10-05 - 9:32:50 PM GMT

Document e-signed by Iliana Reyes (ireyes@arizona.edu)  
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Agreement completed.  
2023-10-05 - 9:32:52 PM GMT

**To:** Matthew Ostermeyer, Associate Professor of Practice, College of Education

**From:** Greg Heileman, Vice Provost for Undergraduate Education 

**Date:** November 16, 2023


**Subject:** Approval of Preliminary Proposal for MA Degree in Sport and Recreation Leadership

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Thank you for submitting the preliminary review proposal for a Master of Arts in Sport and Recreation Leadership. The proposed academic program will prepare dynamic leaders in sport and recreation fields. Students will focus on issues of equity and justice in sport and recreation, policy analysis and implementation, coaching, administrative functions related to human resources, finance, and marketing, as well as general best practices in the field. Graduates will be ready for impactful leadership positions across diverse sport and recreation settings from K-12 and youth sports, collegiate athletics, adaptive athletics, campus recreation, as well as community organizations that offer a variety of recreation services. We believe your ideas are sufficiently well developed that it now makes sense to advance through the stages of the formal academic program approval process.

Please proceed to the development of a full proposal, and do not hesitate to reach out to the Curricular Affairs Office for assistance with this process.

**CC:** Ron Marx, Interim Senior Vice President for Academic Affairs and Provost  
Liz Sandoval, Director, Curricular Affairs





ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

I. MAJOR REQUIREMENTS

**GRADUATE: M.A. in Sport and Recreation Leadership**

Total units required to complete the degree	30
Pre-admissions expectations (i.e., academic training to be completed prior to admission)	Earned bachelor’s degree
Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis*. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	<p>Complete 21 units of core coursework (24 units if completing a thesis):  <i>NEW</i> - SRL 501 (3): Modern Perspectives on Recreation and Sport  <i>NEW</i> - TLS 575 (3): Organizational Leadership in Sport and Recreation  <i>NEW</i> - TLS 588 (3): Equity and Justice in Recreation and Sport  <i>NEW</i> - SRL 504 (3): Inclusive Coaching and Physical Activity Programming  <i>NEW</i> – TLS 589 (3): Measuring Policy Impacts in Sport and Recreation Settings  <i>NEW</i> - SRL 506 (3): Finance and Promotion in Sport and Recreation Organizations            SRL 909 (3): Master’s Report <u>OR</u> SRL 910 (6): Master’s Thesis</p> <p>Complete elective courses (choose 9 credits if completing a Master’s Report or 6 credits if completing a Master’s Thesis):            SRL 593 (1-6): Internship            SRL 599 (3): Independent Study            Research methods: various COE and campus options            Statistics: various COE and campus options            EDL 567 (3): School, Family, and Community Relations            EDL 602 (3): Culturally Responsive Leadership and Policy</p>
Research methods, data analysis, and methodology requirements (Yes/No). If yes, provide description.	No (elective options)
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	No (elective options)
Master thesis or dissertation required (Yes/No). If yes, provide description.	No: Thesis is optional. Students who might consider pursuing a more advanced degree in the future may be encouraged to choose to complete a thesis. Otherwise,



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

	students oriented toward industry will likely choose to complete a more applied and relevant capstone project/report.
<b>Additional requirements (provide description)</b>	None
<b>Minor options (as relevant)</b>	N/A

II. **CURRENT COURSES**—using the table below, list all existing courses included in the proposed major. You can find information to complete the table using the [UA course catalog](#) or [UAnalytics](#) (Catalog and Schedule Dashboard> “Printable Course Descriptions by Department” On Demand Report; right side of screen). If the courses listed belong to a department that is not a signed party to this implementation request, upload the department head’s permission to include the courses in the proposed program and information regarding accessibility to and frequency of offerings for the course(s). Upload letters of support/emails from department heads to the “Letter(s) of Support” field on the UAccess workflow form. Add or remove rows to the table, as needed.

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)
EDL 567	3	School, Family, and Community Relations	n/a	in-person	F / Sp	Yes
EDL 602	3	Culturally Responsive Leadership and Policy	n/a	online, in-person	F / Sp	Yes



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

*To be used once the preliminary proposal has been approved.*

V. **NEW COURSES NEEDED** – using the table below, list any new courses that must be created for the proposed program. If the specific course number is undetermined, please provide level (i.e., CHEM 4XX). Add rows as needed. Is a new prefix needed? If yes, see below table.

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Status*	Anticipated first term offered	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)	Faculty members available to teach the courses
SRL 501	3	Modern Perspectives on Recreation and Sport	none	Online	S	Fall 2024	Sp	Yes	Ostermeyer, Stipek, Jenks, new hire
TLS 575 (SRL 502)	3	Organizational Leadership in Sport and Recreation	none	Online	S	Spring 2024	F	Yes	Ostermeyer, new hire
TLS 588 (SRL 503)	3	Equity and Justice in Recreation and Sport	none	Online	S	Spring 2024	Sp	Yes	Ostermeyer, Stipek
SRL 504	3	Inclusive Coaching and Physical Activity Programming	none	Online	D	Fall 2024	Sp	Yes	Jenks, Crain
TLS 589 (SRL 505)	3	Measuring Policy Impacts in Sport and Recreation Settings	none	Online	S	Spring 2024	F	Yes	Ostermeyer, Stipek, new hire
SRL 506	3	Finance and Promotion in Sport and Recreation Organizations	none	Online	D	Fall 2024	F	Yes	New hire, Ostermeyer
SRL 909	3	Master's Report	At least 12 units in core (501-506)	Online		Fall 2024	F, Sp, Su	Yes	Ostermeyer, Jenks, Stipek, Crain, new hire
SRL 910	6	Master's Thesis	At least 12 units in core	Online		Fall 2024	F, Sp, Su	Yes	Ostermeyer, Jenks, Stipek, Crain, new hire



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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			(501-506)						
SRL 593	1-6	Internship in Recreation and Sport Leadership	none	Online		Spring 2024	F, Sp, Su	Yes	Ostermeyer, Jenks, Stipek, Crain, new hire
SRL 599	1-3	Independent Study	none	Online		Spring 2024	F, Sp, Su	Yes	Ostermeyer, Jenks, Stipek, Crain, new hire

\*In development (D); submitted for approval (S); approved (A)

- a. Subject description for new prefix (if requested). Include your requested/preferred prefix, if any:

The SRL (Sport and Recreation Leadership) prefix will be utilized for this new masters program. Additionally, current undergraduate courses in the existing Recreation and Sport in Communities, Parks and Schools minor program could be reclassified with “SRL” to better reflect the nature of that curriculum rather than the current TLS (Teaching, Learning and Sociocultural Studies) prefix.

VI. **FACULTY INFORMATION-** complete the table below. If UA Vitae link is not provided/available, add CVs to a Box folder and provide that link. UA Vitae profiles can be found in the [UA directory/phonebook](#). Add rows as needed. Delete the EXAMPLE rows before submitting/uploading. **NOTE: full proposals are distributed campus-wide, posted on committee agendas and should be considered “publicly visible”.** Contact [Office of Curricular Affairs](#) if you have concerns about CV information being “publicly visible”.

Faculty Member	Involvement	UA Vitae link or Box folder link
Matthew Ostermeyer	Director of SRL, teach SRL 501 (+ 502, 503 & 505 as needed), supervise projects/theses, internships, and independent study (as needed); serve as a faculty advisor	<a href="https://arizona.box.com/s/qxxh0ym2hr61xr98iw75am4n8ikov6nn">https://arizona.box.com/s/qxxh0ym2hr61xr98iw75am4n8ikov6nn</a>
Xingxing Wu (new hire – contract starts in August 2023)	Teach SRL 502 & 506 (+501, 502, 505 as needed), supervise projects/theses, internships, and independent study (as needed); serve as a faculty advisor	<a href="https://arizona.box.com/s/qxxh0ym2hr61xr98iw75am4n8ikov6nn">https://arizona.box.com/s/qxxh0ym2hr61xr98iw75am4n8ikov6nn</a>



## ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

*To be used once the preliminary proposal has been approved.*

Jesse Stipek	Director of Graduate Studies, Teach TLS 503 & 505 (+501 & 502 as needed), supervise projects/theses, internships, and independent study (as needed); serve as a faculty advisor	<a href="https://arizona.box.com/s/qxxh0ym2hr61xr98iw75am4n8ikov6nn">https://arizona.box.com/s/qxxh0ym2hr61xr98iw75am4n8ikov6nn</a>
Mark Jenks	Teach SRL 504, supervise projects/theses, internships, and independent study (as needed); serve as a faculty advisor	<a href="https://arizona.box.com/s/qxxh0ym2hr61xr98iw75am4n8ikov6nn">https://arizona.box.com/s/qxxh0ym2hr61xr98iw75am4n8ikov6nn</a>
Lydia Crain	Supervise projects/theses, internships, and independent study (as needed); serve as a faculty advisor if needed.	<a href="https://arizona.box.com/s/qxxh0ym2hr61xr98iw75am4n8ikov6nn">https://arizona.box.com/s/qxxh0ym2hr61xr98iw75am4n8ikov6nn</a>





ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

VII. **GRADUATION PLAN** – provide a sample degree plan, based on your program that includes all requirements to graduate with this major and takes into consideration course offerings and sequencing. *Undergraduate programs: please complete [Addendum D: 4-Year Plan for Degree Search](#). Use generic title/placeholder for requirements with more than one course option (e.g., Upper Division Major Elective, Minor Course, Second Language, GE Tier 1, GE Tier 2). Add rows as needed.*

Semester 1		Semester 2		Semester 3		Semester 4	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
SRL 501	3	SRL 502	3	SRL 909 (if doing project and trying to graduate in 3 terms, which could include summer)	3	SRL 909 (if doing project and planning to graduate in 4 semesters)	3
SRL 504	3	SRL 503	3	SRL 910 (if doing thesis, could also include summer credits)	3-6	SRL 910 (if doing thesis and planning to graduate in 4 semesters)	3
SRL 506	3	SRL 505	3	Elective (if desired)	3	Elective (if desired)	3
Elective (if desired)	3	Elective (if desired)	3				
<b>Total</b>	9-12	<b>Total</b>	9-12	<b>Total</b>	6-12	<b>Total</b>	6-9

Semester 5		Semester 6		Semester 7		Semester 8	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
<b>Total</b>		<b>Total</b>		<b>Total</b>		<b>Total</b>	



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

*To be used once the preliminary proposal has been approved.*

VIII. **Curriculum Map and Assessment Map** - Complete this table as a summary of your learning outcomes and assessment plan, using these examples as a model. If you need assistance completing this table and/or the Curriculum Map, please contact the [Office of Instruction and Assessment](#). Attach your Curriculum Map here.

**Program:** Sport and Recreation Leadership

Learning Outcome #1: Synthesize and critique academic theories and research related to sport and recreation leadership.
Concepts: Sport and recreation leadership theories and research
Competencies: Critique academic theories and research; distinguish between types of leadership theories
Assessment Methods: This outcome will be assessed in a final paper in the Modern Perspectives on Recreation and Sport course (direct) and the program exit survey (indirect)
Measures: An analytic rubric will be used to evaluate the outcomes in a final paper (evaluating conceptual understanding, synthesis, comparing/contrasting, and critiquing of pertinent theory and research), as well as the exit survey responses
Learning Outcome #2: Explain sport and recreation leadership in historical, cultural, and applied contexts.
Concepts: Relevant leadership principles and approaches in various sport and recreation contexts
Competencies: Increased awareness of the necessary leadership skills in sport and recreation fields.
Assessment Methods: This outcome will be assessed in an applied leadership project in the Organizational Leadership in Sport and Recreation course
Measures: An analytic rubric will be used to evaluate the outcomes in the applied leadership project (evaluating pertinent application of leadership principles in specific sport and recreation contexts), as well as the exit survey responses
Learning Outcome #3: By critiquing injustices and inequities, students will identify solutions to disparities in sport and recreation contexts.
Concepts: Disparities in recreation and sport by race, gender, ability, sexuality, religion, language, and other markers of diversity
Competencies: Critiquing injustices/inequities and positing possible solutions to disparities in sport and recreation contexts
Assessment Methods: This outcome will be assessed in final projects in the Equity and Justice in Recreation and Sport course, as well as in the Inclusive Coaching and Physical Activity Programming course
Measures: An analytic rubric will be used to evaluate this outcome in a research study (specifically evaluating reflected values and tangible actions that support diversity, equality, and justice in sport and recreation settings), as well as the exit survey responses
Learning Outcome #4: Utilize and analyze credible information and data needed to persuasively answer questions, appropriately address challenges, and formulate effective policies in the fields of sport and recreation.
Concepts: various types of information and data needed to answer questions, address issues, and propose policies in sport and recreation agencies
Competencies: Applying evaluation techniques to understand policy impacts in recreation and sport
Assessment Methods: This outcome will be assessed through a case study project in the Measuring Policy Impacts in Sport and Recreation Settings course.



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

*To be used once the preliminary proposal has been approved.*

Measures: An analytic rubric will be used to evaluate this outcome in a case study project (evaluating the effective use of data to answer specific questions and propose appropriate policies), as well as the exit survey responses
<b>Learning Outcome #5: Apply professional best practices to effectively lead in sport and recreation contexts.</b>
Concepts: best practices related to leadership (managerial, fiscal, marketing, diversity, etc.) in sport and recreation agencies
Competencies: Leading with best practices in various sport and recreation contexts and roles
Assessment Methods: This outcome will be assessed through a business plan portfolio in the Finance and Promotion in Sport and Recreation Organizations course
Measures: An analytic rubric will be used to evaluate this outcome in a business plan portfolio project (evaluating the choices and quality of work to determine if industry standards are being utilized effectively)
<b>Learning Outcome #6: Develop and align professional goals with personal values rooted in compassion, equality, and health and wellness.</b>
Concepts: the value and importance of compassion, equality, and wellness in sport and recreation contexts
Competencies: prioritizing the humanity of everyone involved in the fields of sport and recreation
Assessment Methods: This outcome will be assessed through a capstone project or thesis experience.
Measures: An analytic rubric will be used to evaluate this outcome in a reflective writing assignment (evaluating the integration of the values of compassion, equality, and health/wellness into a personalized professional philosophy).

**Curriculum Map**

*Key: "I"=Introduced; "P"=opportunity to practice; "A"=assessment evidence collected*



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

*To be used once the preliminary proposal has been approved.*

Course Number and Title	SLO #1	SLO #2	SLO #3	SLO #4	SLO #5	SLO #6
SRL 501	A	P	P	P		P
SRL 502	P	A	P	P	P	P
SRL 503	P	P	A	P	P	P
SRL 504	P	P	P	P	P	P
SRL 505	P	P	P	A	P	P
SRL 506		P	P	P	A	
SRL 909 (or 910)	P	P	P	P	P	A

IX. **PROGRAM ASSESSMENT PLAN**- using the table below, provide a schedule for program evaluation 1) while students are in the program and 2) after completion of the major. Add rows as needed. Delete **EXAMPLE** rows.

Assessment Measure	Source(s) of Evidence	Data Collection Point(s)
Student Satisfaction with Coursework	Student Course Surveys	At the end of every course
Student Progress		One-on-one between student and advisor after the first year
Student Progress and Satisfaction with Curriculum Overall	Informal discussions with faculty advisors	At the end of every semester during the final faculty meeting
Job Placement Statistics	Student/Alumni Survey	At graduation and as part of alumni survey
Academic Program Review	Reviewers' responses	Every 7 years



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

X. ANTICIPATED STUDENT ENROLLMENT-complete the table below. What concrete evidence/data was used to arrive at the numbers?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Number of Students	25	40	60	60	60

Data/evidence used to determine projected enrollment numbers:

These projections are based on conversations primarily with leadership and staff with CATS Academics and Arizona Athletics, but also in talks with Campus Recreation, Adaptive Athletic Program, administration as well.

XI. ANTICIPATED DEGREES AWARDED- complete the table below, beginning with the first year in which degrees will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates. Use [National Center for Education Statistics College Navigator](#) to find program completion information of peer institutions offering the same or a similar program.

PROJECTED DEGREES AWARDED ANNUALLY					
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Number of Degrees	0	10	20	35	35

Data/evidence used to determine number of anticipated degrees awarded annually: *Projections based on average graduation rates at the master’s level nationally.*

XII. PROGRAM DEVELOPMENT TIMELINE- describe plans and timelines for 1) marketing the major and 2) student recruitment activities.

The first cohort of students will be eligible to begin in Spring 2024. All the necessary new courses will be approved prior to them being offered. We will work with COE marketing, athletics, and campus recreation to target potential students. Both UA Athletics and Campus Recreation have provided letters of support and demonstrated a need for their students and staff.



## New Academic Program PEER COMPARISON

Select three peers (if possible/applicable) for completing the comparison chart from [ABOR-approved institutions](#), [AAU members](#), and/or other relevant institutions recognized in the field. The comparison programs are not required to have the same degree type and/or title as the proposed UA program. Information for the proposed UA program must be consistent throughout the proposal documents. Minors and Certificates may opt to include only 2 peer comparisons.

Program name, degree, and institution	Proposed UA Program	Sports Leadership (M.S.) @ University of Wisconsin Madison	Parks, Recreation and Tourism Management master's (M.S.) @ Clemson University	Transformative Coaching and Leadership (Master's of Education) @ UCLA
Current number of students enrolled		<i>Emailed with inquiry to coordinator</i>	<i>Emailed with inquiry to coordinator</i>	<i>Winter 2023 has 58 students. About 90% of the program is student athletes with about 10% non-student athletes.</i>
Program Description	The Sport and Recreation Leadership master's program will prepare dynamic leaders in sport and recreation fields. Students will focus on issues of equity and justice in sport and recreation, policy analysis and implementation, coaching,	The Master of Science degree in Sports Leadership (MSL) in the Department of Educational Leadership and Policy Analysis (ELPA) draws from the UW-Madison's world-leading academic and athletic resources to prepare dynamic sports leaders. MSL	Clemson University is among the nation's top universities in graduate education in the fields of parks, recreation, tourism and related disciplines.  The M.S. (online, non-thesis) is offered as an entirely online graduate degree	The degree program is informed by an ethic of social justice, where teaching and coaching in various contexts—collegiate sports, professional sports, K-12 schools, Boys and Girls Clubs and other community sports programs—are analyzed through the lens of equity, access,

	<p>administrative functions related to human resources, finance, and marketing, as well as general best practices in the field. Graduates will be ready for impactful leadership positions across diverse sport and recreation settings from K-12 and youth sports, collegiate athletics, adaptive athletics, campus recreation, as well as community organizations that offer a variety of recreation services.</p>	<p>students study in areas including athletic administration, coaching, justice in sport, legal and financial issues, and sports psychology. Graduates will be prepared for impactful leadership positions across diverse sports settings spanning K-12 and youth programs, colleges and universities, and professional teams. The MSL is an online degree program, accommodating students with busy lives throughout Wisconsin and beyond. The program exposes students to top professors, innovative sports leaders, and highest-level sports experiences at UW-Madison.</p>	<p>program with an emphasis on the student who is already a practitioner in the field. The degree is focused on giving the student a solid foundation of the theoretical underpinnings of the field, while also developing the student's practical administrative, management and leadership skills.</p>	<p>diversity, and human dignity.</p> <p>We aim to contribute to the creation of a more just, equitable and humane society through enlightened and socially conscious sports education and leadership.</p> <p>The program is undergirded by an understanding that "teaching" and "coaching" are sister disciplines born of a common parentage whose goals are nothing other than educational excellence and execution, in the classroom and on the court. Faculty of the program consists of experts and practitioners in the field of sports including legendary coaches and seasoned athletic directors as well as renowned</p>
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				faculty from the field of Education.
Target Careers		Sports Industry		Coaching and Education
Emphases? (Yes/No) List, if applicable	No	No	Yes: 1. <b>community recreation and sport management concentration</b> , 2. park and conservation area management, 3. tourism and event management	No
Minimum # of units required	30	30	30	30
Level of Math required (if applicable)	n/a	n/a	n/a	n/a
Level of Second Language required (if applicable)	n/a	n/a	n/a	n/a
Pre-Major? (Yes/No) If yes, provide requirements.	No	No	No	No
Special requirements to declare/gain admission? (i.e. pre-requisites, GPA, application, etc.)	No	Supporting document if the undergraduate GPA is below 3.00. The statement will include: an explanation regarding why the applicant's GPA does not accurately reflect potential, documentation of high potential for	Undergraduate transcripts demonstrating a successful bachelor's degree from an accredited institution, and including: GPA, last two years of undergraduate studies with a minimum of 3.0* out of 4.0	No



		leadership, and a description of relevant experiences that affect abilities to serve in leadership roles.		
Internship, practicum, or applied/experiential requirements? If yes, describe.	No; option to take internship credits	No; option to take "Field Experience" credits.	No	No

Additional questions:

1. How does the proposed program align with peer programs? Briefly summarize the similarities between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.

This degree fits into a growing number of programs across the country that offer opportunities for students to develop/further leadership skills in the sport and recreation industries. Specifically, major NCAA changes that allow graduate transfers to compete immediately upon transfer has led to many more student athletes needing graduate level courses and related programs in areas that match their personal/professional interests and aspirations. Additionally, Graduate Assistants and coaches in University Athletics are looking for academic degrees like these across the country, and this will allow the University of Arizona to be competitive with other programs across the country who are trying to help individuals further their sport and recreation careers. Our proposed curriculum has similarities with all three peer programs, with overlapping types of courses, desired outcomes, and audiences.

2. How does the proposed program stand out or differ from peer programs? Briefly summarize the differences between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.

The unique nature of our proposed degree offers the versatility, utility, and flexibility to include a focus in both sport and recreation. This is due in part to the diverse expertise of the existing faculty here at UA, but it also will benefit students who may aspire to work in professional or collegiate sport careers but will also be exposed to the broader range of opportunities in youth coaching, as well as community and campus recreational sports as a part of this program. We are lucky to have faculty in TLS with backgrounds in leisure and community recreation, collegiate athletics and coaching, as well as adaptive sport and physical education, so this proposed curriculum will leverage all those strengths.

3. How do these differences make this program more applicable to the target student population and/or a better fit for the University of Arizona?

As mentioned above, this degree will be more versatile than one in sport leadership OR recreation administration. It really complements our existing *Recreation and Sport in Communities, Parks, and Schools* minor, as well as the *Sport and Society* concentration in the Interdisciplinary Studies undergraduate program. In this way, it provides a natural next step for students in either of those existing curriculums. It also will expand the knowledge and skills of students coming from other universities who graduated with undergraduate majors in either sport marketing/management OR recreation administration. The flexibility of the curriculum and online modality will be compatible with the demanding schedules of working professionals, as well as student athletes.




**BUDGET PROJECTION FORM**

**Name of Proposed Program or Unit:** Sport and Recreation Leadership MA

Budget Contact Person: Dawn Brown (dawnmbrown@arizona.edu)	Projected		
	1st Year 2024 - 2025	2nd Year 2025 - 2026	3rd Year 2026 - 2027
<b>METRICS</b>			
Net increase in annual college enrollment UG	-	-	-
Net increase in college SCH UG	-	-	-
Net increase in annual college enrollment Grad	25	40	60
Net increase in college SCH Grad	750	1,200	1,800
Number of enrollments being charged a Program Fee	-	-	-
New Sponsored Activity (MTDC)	-	-	-
Number of Faculty FTE	1	2	3
<b>FUNDING SOURCES</b>			
<u>Continuing Sources</u>			
UG AIB Revenue	-	-	-
Grad AIB Revenue	481,627	770,603	1,155,905
Program Fee Revenue (net of revenue sharing)	-	-	-
F and A AIB Revenues	-	-	-
Reallocation from existing College funds (attach description)	-	-	-
Other Items (attach description)	-	-	-
<b>Total Continuing</b>	\$ 481,627	\$ 770,603	\$ 1,155,905
<u>One-time Sources</u>			
College fund balances	-	-	-
Institutional Strategic Investment	-	-	-
Gift Funding	-	-	-
Other Items (attach description)	-	-	-
<b>Total One-time</b>	\$ -	\$ -	\$ -
<b>TOTAL SOURCES</b>	\$ 481,627	\$ 770,603	\$ 1,155,905
<b>EXPENDITURE ITEMS</b>			
<u>Continuing Expenditures</u>			
Faculty	\$ 97,320	\$ 178,420	\$ 259,520
Other Personnel	\$ 45,000	\$ 45,000	\$ 45,000
Employee Related Expense	\$ 44,119	\$ 69,260	\$ 94,401
Graduate Assistantships	-	-	-
Other Graduate Aid	-	-	-
Operations (materials, supplies, phones, etc.)	\$ 5,000	\$ 5,000	\$ 5,000
Additional Space Cost	-	-	-
Other Items (attach description) - marketing	\$ 10,000	\$ 10,000	\$ 10,000
<b>Total Continuing</b>	\$ 201,439	\$ 307,680	\$ 413,921
<u>One-time Expenditures</u>			
Construction or Renovation	-	-	-
Start-up Equipment	-	-	-
Replace Equipment	-	-	-
Library Resources	-	-	-
Other Items (attach description) course development & start up mar	171,964	-	-
<b>Total One-time</b>	\$ 171,964	\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	\$ 373,403	\$ 307,680	\$ 413,921
<b>Net Projected Fiscal Effect</b>	\$ 108,224	\$ 462,923	\$ 741,984



To: Dr. Matthew Ostermeyer  
From: Troy Vaughn   
Senior Director - Campus Recreation

Date: January 25, 2023

Re: Campus Recreation's support of College of Education's Proposed *Sport and Recreation Leadership Master's Degree* program

It is with great excitement and anticipation that I submit this letter of support for the opportunity to have my area, Campus Recreation (CREC) involved in the new Sport and Recreation Leadership Master's Degree program within the College of Education (CoE) at the University of Arizona. We would be honored to partner in any way possible with this program to bring opportunities for education and practical experiences to over 420 student employees within CREC.

We already have an excellent collaboration on many aspects between CREC and the CoE, so I foresee this relationship as mutually beneficial for both areas.

Years ago, graduate assistantships were plentiful within my department here at the university. Due to shifts and changes with the work force and administration and the fact it was difficult to recruit able students that had an interest in a recreation or sport program, we went away from such a model. A degree program like this could bring that model back in some aspect.

Additionally, The combination of opportunities and practical experiences that could be provided is endless. CREC is growing. With over 40-full time employees and well over 400 student employees, CREC can offer a number of opportunities for experiences specific in our field and can provide the needed spaces and opportunities for growth in a number of disciplines that include:

- Facilities management
- Intramural sports
- Sport clubs
- Athletic training services and administration
- Business administration
- Fitness and wellness opportunities
- Family recreational services
- Youth programs
- Outdoor recreation administration
- special event management
- Employment training and opportunities
- Instructor expertise
- and much more....

With three recreational facilities now managed by CREC and over 20+ acres of outdoor field and activity spaces, we have multiple opportunities to utilize these students and give them the practical experiences they need to grow within the profession. It also provides CREC and opportunity to spread knowledge

and growth of our program by getting students from all over the country with multiple undergraduate experiences to share expertise with CREC.

Needless to say, we are excited to collaborate with your program for the benefit of UA students in general. I look forward to working with you and your staff to develop one of the best programs in the country!

Please do not hesitate to reach out if you need additional support or have any questions.

CATS Academics

1 National Championship Drive  
Tucson, AZ 85721-0096  
Telephone: 520-621-0911  
Fax: 520-621-5337



January 30, 2023

To Whom It May Concern:

My name is Marisol Quiroz, and I am the Director/Assistant Athletic Director at C.A.T.S. Academics, the student-athlete academic support unit at The University of Arizona. I am writing this letter of affirmation on behalf of Dr. Matt Ostermeyer and the team from the College of Education that has moved forward with the proposal for the MA in Sport and Recreation Leadership.

Having worked in the field of student-athlete academic support for 20 years, I have first-hand experience witnessing the strong need for a program like this at The University of Arizona, not only with the student population that I work to support but also for various other units within the university community.

The field of intercollegiate athletics has been impacted over the last few years by significant NCAA legislation, and as professionals in the industry live and learn to understand what these impacts are in their daily work, the timing is ideal for a Masters such as the Sport and Recreation Leadership degree which would provide a framework for conversations around ethics, justice, and policy implementation analysis.

One significant NCAA decision specific to graduate transfers allows students who graduate from their original four-year institution to transfer immediately to another four-year institution and be eligible to compete upon transfer. This decision has prompted an increase in graduate transfers to our university over the last three to four years, and they have expressed interest in a program such as the Sport and Recreation Leadership MA, either because the institutions that they were transferring from had degrees similar to the Sport and Recreation Leadership MA or because their coaches were also familiar with similar degrees from institutions that they had also worked at prior to Arizona. Until now, with many of our student-athletes having the professional goal of continuing to work in sport, whether as an administrator or as a college coach, they have had to choose graduate programs that were not directly aligned with the profession because the university had not offered an MA like Sport and Recreation Leadership. Additionally, a degree offering like this is an exciting opportunity for not only graduate transfers to the university, but to our current undergraduate student-athlete population who may view this degree as a reason to remain a student-athlete at the university so that they can pursue their Master's degree in a field that they are interested in.



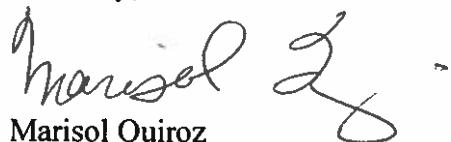
Finally, as coaches at the university recruit graduate assistants to work for their programs, this MA would also help them to build their staffs as well as a cohort of graduate students who are applying their work in the classroom to their work for their coaching staffs each day.

Throughout my years of working at C.A.T.S., I have also become aware of the different needs of additional units of the university community, such as the Disability Resource Center's Adaptive Athletics program and the different club sports. The Sport and Recreation degree would also help to attract and retain professional staff who work with their programs and students.

As the university continues to innovate and respond to the needs of the community, I believe that the degree is a critical component to how the College of Education can lead in this effort. Now more than ever does the field of intercollegiate athletics need professionals who have the background, education, and experience that the Sport and Recreation Leadership MA degree will provide. With professionals like Dr. Wood, Dr. Ostermeyer, and Dr. Stipek, I am confident in the high-quality educational experience that a degree like this requires.

Please reach out to me at [marisolq@arizona.edu](mailto:marisolq@arizona.edu) or (520)621-2734 should you have any questions. I am extremely grateful to the College of Education team for working on this on behalf of so many future students who will benefit from this education.

Sincerely,



Marisol Quiroz  
Director/Assistant Athletic Director  
C.A.T.S. Academics



January 27, 2023

Dear Dean Reyes and Curricular Affairs Office:

I am writing regarding the proposal of the MA in Sport and Recreation Leadership degree within the Teaching, Learning, and Sociocultural Studies Department of the College of Education.

Dr. Matt Ostermeyer approached the Educational Leadership & Policy unit within the Educational Policy Studies & Practice Department requesting that the two courses listed below be offered as electives in the proposed program:

EDL 602: Culturally Responsive Leadership and Policy  
EDL 567: School, Family, and Community Relations

I approve of the Main Campus iteration EDL 602, part of the MEd in Educational Leadership degree, as an elective in the proposed program. The AZ Online section of EDL 602, part of the EdD in Educational Leadership, cannot be offered as an elective at this time. I also approve of EDL 567 being offered as an elective in the proposed program. Currently this class is offered only via the Main Campus, as part of the MEd in Educational Leadership degree.

For both EDL 602 and EDL 567 (Main Campus, MEd in Educational Leadership sections), the current and ongoing enrollment cap is 25. Students in the MA in Sport and Recreation Leadership would be able to enroll as long as seats are available in these two courses, with the understanding that Educational Leadership & Policy students have priority enrollment.

In addition to these two Main Campus courses be offered as electives in the proposed program, there may be possibilities for future collaboration as related to the EdD program.

Sincerely,



Melanie Bertrand, Ph.D.  
Associate Professor  
Director, Educational Policy & Leadership  
College of Education  
University of Arizona

