

Request to Establish New Academic Program in Arizona

Please complete all fields. Boxes may be expanded to accommodate longer responses. Clarifying field descriptions can be found below.

University: University of Arizona

Name of Proposed Academic Program: Master of Arts in Sport and Recreation Leadership
Academic Department: Teaching, Learning and Sociocultural Studies
Geographic Site: Main campus
Instructional Modality: online, hybrid
Total Credit Hours: 30
Proposed Inception Term: Spring 2024
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.
Learning Outcomes and Assessment Plan:
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 posing 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.
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
Learning Outcome #5: Apply professional best practices to effectively lead in sport and recreation contexts.
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)
Learning Outcome #6: Develop and align professional goals with personal values rooted in compassion, equality, and health and wellness.
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).

Assessment Plan

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

Projected Enrollment for the First Three Years:

- Year 1: 25
- Year 2: 40
- Year 3: 60

Evidence of Market Demand:

- This degree will serve an important on-campus need in both Arizona Athletics and Campus Recreation, for their staff members, graduate student assistants, and transfer students. Specifically, NCAA changes that allow graduate transfers to compete immediately upon transfer has led to many more student athletes needing graduate level courses and programs.
- 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.” (<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.

Similar Programs Offered at Arizona Public Universities:

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).

Objection(s) Raised by Another Arizona Public University? YES NO

Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?

If Yes, Response to Objections:

Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.

New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):

Existing TLS faculty and staff will be able to get the program off the ground, as graduate students will be able to serve as teaching assistants in related undergraduate courses to offset some of the new graduate courses faculty will be developing and teaching. Existing Faculty will also advise these students. There will also be staff support from existing staff members in TLS who help with graduate students (finances, course schedules, etc.). One faculty member will take up the role of Director of Graduate Studies for the degree program and receive one-course buyout per year. The existing COE Marketing Department will assist with marketing and recruitment. More detailed budget information is available in full proposal.

Plan to Request Program Fee/Differentiated Tuition? YES **NO**

Estimated Amount: n/a

Program Fee Justification:

If planning to levy a program fee, please justify the estimated amount.

Specialized Accreditation? YES **NO**

Accreditor: n/a