CALIFORNIA STATE UNIVERSITY, Sacramento
College OF Health and Human Services
DEPARTMENT OF RECREATION, PARKS, AND TOURISM ADMINISTRATION

RE-ACCREDITATION SELF-STUDY REPORT
PRESENTED TO THE NRPA-AALR
COUNCIL ON ACCREDITATION

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PART I: ORGANIZATION AND OPERATION STANDARDS

1.00 UNIT CHARACTERISTICS

1.01 There shall be an academic unit and curriculum concerned with recreation, park resources, and leisure services that have been in operation for three years and is clearly identifiable to the public.

The Department of Recreation, Parks and Tourism Administration has been administratively housed in the College of Health and Human Services since inception of the College in 1981. The department is both administratively and academically autonomous. Currently, other units within the College are the Divisions of Criminal Justice, Nursing, and Social Work, and the Departments of Kinesiology and Health Science, Physical Therapy, and Speech Pathology and Audiology.

The College of Health and Human Services continues to be a very suitable home for the department. The department is recognized for its significant contribution to the governance and operation of the college and, in return, receives appropriate support from the Dean and other academic units. The units within the college find a common bond in their roles of preparing professional personnel and improving the human condition.

1.02 The institution shall be accredited currently by the appropriate regional accrediting association approved by the Commission for Higher Education Accreditation (CHEA) or by the current national accrediting body.

California State University, Sacramento was reaccredited by the Western Association of Schools and Colleges in spring 2009. See WASC Accreditation Website (http://www.csus.edu/wascaccreditation/) for detailed information regarding this process.

1.03 There shall be at least three full-time-equivalent faculty members of the academic unit serving the undergraduate curriculum. Two of these faculty shall be full-time, and must hold a minimum of one degree, baccalaureate or above, with a major in recreation, park resources, or leisure services. In addition to the foregoing, there shall be another full-time faculty member for each option with a degree in recreation, park resources, or leisure services and with credentials appropriate to the respective option. Please note: One “full-time-equivalent” faculty member is defined as one or more faculty accounting for a minimum of 12 hours of instruction per semester.
The Recreation Curriculum has a long history at California State University, Sacramento and its predecessor, Sacramento State College. Some form of professional preparation program in Recreation has existed since 1953. An Environmental Resources Curriculum was created in the School of Arts and Sciences in the late 1960's and merged with the Recreation Curriculum in 1973. Although it has had several administrative homes, the program has been training both recreation and park professionals since 1973. There are presently nine full time tenure track faculty and one full time lecturer serving the undergraduate curriculum (see Table 1 & 2 Appendix A). All full time faculty hold a minimum of one degree, baccalaureate or above, with a major in recreation, park resources, or leisure services.

2.00 MISSION, PHILOSOPHY, PURPOSES AND GOALS

2.01 The academic unit shall have the following current written documents that are consistent with the institution and with the recreation, park resources, and leisure services profession:

2.01:01 Mission statement

The mission of the Department of Recreation, Parks, and Tourism Administration is to enrich the lives of students through scholarship, research, and creative activity, and to make a positive contribution to the various communities of which we are a part. We seek to promote among our students an appreciation of collaboration, cultural awareness, and social and environmental responsibility. We strive to provide our students with the knowledge and skills necessary for successful careers in their particular areas of specialization. To these ends, the Department fosters an environment of intellectual curiosity and challenge that promotes the development of our future recreation leisure professionals.

Mission of the University

Following is the statement of mission:

California State University, Sacramento is an integral part of the community, committed to access, excellence and diversity.

California State University, Sacramento is dedicated to the life-altering potential of learning that balances a liberal arts education with depth of knowledge in a discipline. We are committed to providing an excellent education to all eligible applicants who aspire to expand their knowledge and prepare themselves for meaningful lives, careers, and service to their community.
Reflecting the metropolitan character of the area, California State University, Sacramento is a richly diverse community. As such, the University is committed to fostering in all its members a sense of inclusiveness, respect for human differences, and concern for others. In doing so, we strive to create a pluralistic community in which members participate collaboratively in all aspects of university life.

California State University, Sacramento is committed to teaching and learning as its primary responsibility. In both the academic and student support programs, success is measured in terms of student learning. In addition, the University recognizes the vital connections between pedagogy and learning, research activities and classroom instruction, and co-curricular involvement and civic responsibility. All students, regardless of their entering levels of preparation, are expected to complete their degree programs with the analytical skills necessary to understand the social, economic, political, cultural, and ecological complexities of an increasingly interconnected world.

Located in the capital of the nation's most populous and diverse state, California State University, Sacramento is dedicated to advancing the many social, economic, political, and scientific issues affecting the region and the state. The University's curricular and co-curricular programs continue to focus on these issues through undergraduate and post-baccalaureate programs that prepare graduates for successful careers dedicated to public service and the enhancement of the quality of life within the region and the state. Our research centers and much of our individual scholarly efforts also remain directed at the enhancement of the quality of life within the region and the state.

At California State University, Sacramento, we are constantly striving to create a sense of unity among faculty, staff, administrators, students, alumni, and community members. In pursuing the combined elements of our mission, we seek to foster a sense of pride in all who view this campus as their own - pride in Sacramento State as the institution of choice among our current students; pride among our alumni in the ongoing impact of the Sacramento State education upon their lives; pride among faculty, staff, and administration in their university's achievement of excellence in teaching, learning, and scholarship; and pride in Sacramento State as an asset to the community among residents of the Greater Sacramento region.

**Mission of the College of Health and Human Services**

Our mission briefly is two-fold: To provide an outstanding educational experience with connected liberal arts and professional components for every student majoring in Health & Human Services and to produce
graduates who are well prepared for current and future leadership roles in their discipline and community.

The Mission of the College of Health & Human Services is to provide high quality education and well-prepared graduates who demonstrate proficiency, critical thought, leadership ability, creativity, and commitment, in current and future professional practice. Located in the Capital Region, the College prepares students for roles in society as productive citizens, fully committed to enriching the lives of others, promoting mutual respect for diverse populations, and lifelong learning.

To fulfill its mission, the College of Health & Human Services has established the following goals:

- To promote the University's Mission "to preserve, communicate and advance knowledge; cultivate wisdom..."
- To encourage and support research and scholarship.
- To promote interdisciplinary collaboration and cooperation.
- To influence social and health care policies.
- To promote and support academic and community leadership.
- To encourage free thinkers engaged in creative problem solving.
- To expose students to theoretical knowledge and laboratory, clinical and/or field experiences, and community services.

2.01:02 Philosophy

General Philosophy of the Department

The general philosophy of the Department is reflected in the mission statement listed above as well as in the values outlined below.

Values

As a Department we value...

- Educational excellence
- Leadership skills
- Creativity and innovation
- Scholarship and research
- Life-long learning
• Continued professional development
• Critical thinking and problem solving
• Professional ethics
• Social justice
• Cultural and social diversity
• Service to the profession and the community
• Experiential education
• The integration of theory and practice
• Competency in new technologies
• Individual wellness and a healthy society
• Recreation and leisure

2.01:03 Long Range Goals

Guiding Principles and Goals

1. The members of this Department promise to teach only that which we believe to be based upon valid experience, sound reasoning, or scientific findings.

2. Recognizing the importance of a current and appropriate curriculum, the Department strives to organize the curriculum in such a manner as to reflect the education demands of the recreation and leisure studies profession, the expectations of the University, perspectives of the faculty, and educational needs of our student body.

3. We promise to bring into our classrooms and other learning environments compassion for our students, commitment to excellence and professionalism, and a breadth of knowledge consistent with the expectations of the University, the profession, and society.

4. The Department recognizes that learning opportunities go beyond the classroom, and supports meaningful service learning internship experiences and extra-curricular opportunities.

5. The Department recognizes the value of teaching by example, mentoring, and offering students sound advice.

6. The Department views the generation of knowledge through research and scholarly efforts as an important academic function, and as such will make every reasonable effort to encourage such opportunities for faculty and students alike.

7. The Department values shared governance where all faculty members assume a measure of the responsibility for managing the affairs of the Department in concert with and under the guidance of an elected department chair.

8. We recognize the importance of collegiality in an academic department, and strive to create an environment where all members of the department, faculty, staff, and students, are viewed with respect.
9. The Department values effective communication, and undertakes to avoid communication which is disruptive or diminishes the stature of any faculty, student, or staff member.
10. The Department recognizes the importance of establishing partnerships with institutions within the university service area, other departments within the university, and professional organizations associated with recreation and leisure service.
11. The Department sees the value of accreditation, and thus, will make every reasonable effort to see that accreditations standards are met.
12. The Department strives to be an agent for change and influence in the college and university, and as such actively seeks to be a part of college and university committees and projects.

The Department values the campus community, and seeks opportunities to complement and validate campus recreation programs, as well as foster leadership experiences through organizations such as the Recreation and Park Majors Association.

2.01:04 Strategic Plan (with current status)

Recent positive trends within the Department, such as the increase in numbers of majors, revision of our assessment program, and increase in research activities, is attributable to our long range plan. The department’s long-range plan and a status report on its implementation are contained in Appendix D.

2.02 The academic unit shall have an up-to-date assessment process, including evaluation and results, compatible with the respective regional accrediting association’s expectations and consistent with the expectations of the institution.

The Department’s assessment committee has revamped this process over the past few years to include a more comprehensive evaluation of students by using:

1. Portfolio assessment
2. Exit exam
3. Assessment with internship supervisors (piloted this past summer; Appendix J).

The committee revised our Portfolio Manual in spring 2008, which is at the heart of our assessment process (Appendix J). The department requires a portfolio be maintained as one of its graduation requirements (Appendix J). As part of the portfolio process, we submit the portfolios to a committee of practitioners, who review and evaluate the documents (see Appendix J for sample of reviewers’ comments). The university also requires an annual report regarding
assessments plans (Appendix J). The exit exam is administered to all graduating seniors (see Appendix J).

2.03 There shall be documentation of curricular development and improvement, including non-traditional delivery methods (if applicable) related to the 8.00 competency standards (and to 9.00 if applicable).

Major curricular focus has been on creating a more comprehensive assessment plan, as per section above; we realize that recruiting additional majors is important because there has been a need for professionals in our field; also, we wanted to lessen our department's reliance upon general education as the primary basis of support for our department. At present, we teach approximately 1000 students in general education courses in Area E – Understanding Personal Development. Currently, there are university-wide discussions about changing the general education curriculum to combine areas and/or eradicate areas of study. In an attempt to ensure that we can be current with general education courses, we developed a course that was approved in the spring of 2008 for the Social Science Area -- Race, class, gender and leisure. We are also pursuing the development of a lower division course, Architectural Tourism, for the humanities area of general education. And, we will be pursuing general education status for one of our natural resource classes to be included in the physical science area of general education.

There are indicators that the program and curriculum have continued the improvement noted in the last accreditation document. For instance, the number of student majors has risen in the last two years (see Fact Books in Appendix K. Additionally, the number of members in RPTMA (Recreation, Park, and Tourism Majors Association) has recently reached a record high. Also, the overall average of the department's student evaluations has stayed very high during the reporting period (overall average for Fall 04 to Fall 2008 was never lower than 4.48 on 5.00 scale. Also, the Department continues to systematically measure the effectiveness of changes in the program and curriculum with our assessment program. A major focus of the Department’s efforts in the development of a process for the assessment of student learning outcomes is to determine the effectiveness of the Department’s programs. As this process is continuing to be implemented, the program and curriculum will be revised as appropriate.

Additionally, we held a retreat in April 2006 facilitated by Dr. Michael Blazey, CSU Long Beach, in which we focused on the three themes below, all directly related to program and curricular development and improvement:

I. Develop a five-year plan—establish a sense of vision, purpose and value
II. Discuss curriculum changes
III. “Growing the major”

See Appendix D for retreat notes. This retreat has guided our efforts in these areas and resulted in the revisions in Section 2.01 of the Department’s general philosophy and guiding principles and goals. Our curricular changes, as well as our recent surge in the number of majors, were also a direct result of the efforts of this retreat.

3.00 ADMINISTRATION

3:01 The administrator (chair, head, coordinator) of the recreation, park resources, and leisure services academic unit shall be responsible for the operation of that unit, including, but not limited to:

3.01:01 Management of the teaching, research, and public service functions
3.01:02 Formal participation in the preparation and management of the budget consistent with prevailing practice within the institution
3.01:03 Implementation of the policies and procedures related to students
3.01:04 Implementation of the policies and procedures related to faculty
3.01.05 Development, management, and evaluation of the curriculum

The Chair of the Department of Recreation, Parks, and Tourism Administration is responsible for the management of the unit. The role and responsibilities of the Chair are identified in Section 3.14.00 of the CSUS Faculty Manual and may be summarized as follows:

An academic department chair is a teaching faculty member of that department, appointed to execute the department's administrative responsibilities. The primary function of the chair is to carry out the business of his/her academic department. He/she is responsible for communicating the Department's needs to the College, Division or Central University Administration. He/she is also responsible for communicating the policies and procedures of higher levels of administration to the Department faculty and staff.

The Academic Department Chair is to be held legally responsible for dispatching the duties noted below. How they are actually dispatched is up to the individual department's bylaws and procedures in accordance with the stated policies of the University and the statewide system.
Recruitment: Supervise the recruiting of faculty and staff in accord with the Department's programmatic needs and in keeping with the legal mandate of affirmative action.

Evaluations: Supervise the evaluation of faculty and staff as required by the Department's personnel procedures.

Curriculum Formulation and Development: Foster an environment in which faculty can keep abreast of their disciplines and maintain and improve the quality of the Department's curriculum.

Advising: Coordinate the Department's student advising efforts.

Workload: Coordinate the workload assignment of faculty and staff within the Department.

Budget: Prepare the Department's budget requests, explain them to College or Division and University authorities and coordinate the expenditure of resources allocated to the Department.

Schedule: Ensure that the instructional schedules of the Department are submitted as required and modified as needed.

Committee Work: Coordinate the work of departmental committees and serve on college, division or university committees.

Student Grievances: Ensure that a department process for dealing with student grievances is implemented in accord with general university and system-wide procedures.

Instructional Support Services: Facilitate the instructional support operations of the Department to ensure effective use of clerical service, proper space allocations, adequate supplies, etc.
3.02 The administrator of the recreation, park resources, and leisure services academic unit shall hold a full-time appointment in his or her academic unit, with the rank of associate or full professor with tenure.

The Chair of the Department of Recreation, Parks, and Tourism Administration holds a full-time, .40%, 12-month appointment and has been a tenured associate professor since spring 2005.

3.03 The administrator shall have a workload assignment and compensation consistent with the prevailing practice within the institution.

The Chair of the department receives six units of assigned time throughout the academic year to perform the associated administrative duties. Six units equals 40% of a regular faculty workload or at least 16 hours per week. As of July 1, 2006, the RPTA chair is now classified as a .4, 12 month position.

3.04 There shall be evidence of faculty and administrator participation in a formal manner in setting policies within the academic unit.

A participatory management style has traditionally been used in the department to fully utilize faculty expertise and to maximize faculty input on matters of policy and curricular development. The small size of the Department facilitates both formal and informal communication and discussion of important items and requires the active participation of all full-time faculty and some part-time faculty on departmental committees.

The faculty of the Department continues to be very active in the governance of the College of Health and Human Services. Again, the size of the faculty dictates that all members serve in some capacity to assure a desirable level of departmental representation. (For specific information regarding College and University committee responsibilities, see Appendix A - Faculty Profiles and Appendix B - Full-Time Faculty Vitae).

3.05 There shall be evidence of consistent consultation with practitioners. The consultation shall be properly supported with formal documentation.

At the beginning of 2006, the Department had three advisory committees. The therapeutic recreation area advisory committee had
been meeting on a regular basis since 1990 but had, in recent years had been getting together only sporadically. The commercial recreation committee was restructured in 1998 by Anthony Sheppard, the commercial recreation coordinator. The recreation program management committee was also restructured in 1998. Because all three committees had not been meeting regularly, the faculty decided that it made more sense to combine all three committees into one departmental committee and concentrate our efforts to ensure the success of this committee. In August, 2006 our newly constituted RPTA Advisory Board met for the first time (see Appendix P). Practitioners and faculty from all of our areas of concentration attended. We have met two times a year since then. The Board has been very successful and has provided input to the department on a range of topics, including recruitment, vision and philosophy, job and intern placement, development of a certificate program, accelerated summer graduate program, and future directions. Additionally, the board members have served as a review committee for our portfolio program.

4.00 FACULTY

4.01 Instructional faculty -- full-time, part-time, adjunct, temporary, and graduate assistants -- teaching courses addressing the 8.00 (and 9.00 if applicable) series of standards shall hold a minimum of one degree, baccalaureate or above, from a regionally accredited institution with a major in recreation, park resources, and leisure services, as well as competency and credentials in the subject matter for which they are responsible. In cases where the above is not met, no more than 20% of the courses designated as “primary” addressing standards in the 8.00 (and 9.00 if applicable) series of standards may be taught by instructional faculty without the above credentials. In such circumstances, acceptable justification must be provided.

All full-time faculty members possess a combination of broad knowledge of the recreation, park resources and leisure services field and knowledge of specialized areas within the field. With rare exception, teaching assignments are clearly related to the expertise of the faculty member. For example, therapeutic recreation courses are taught by faculty who are specifically trained in that area and, in fact, possess both national and state certification, as Recreation Therapists; courses in recreation resources management and environmental interpretation are taught by faculty who have degrees specific to those specializations; and core courses dealing with such subjects as management, research and special groups are taught by those who have both educational and experiential backgrounds in such subjects. Whenever possible, careful attention is also paid to the assignment of directed field experience, internship and practicum instructors to assure that faculty have the expertise necessary to provide the student with appropriate guidance and accurate evaluation.
Given appropriate resources and some flexibility in assigning full-time faculty workloads, it is the Department's practice to assign a part-time instructor with specific required expertise as opposed to assigning a full-time faculty member to teach a course in which he or she has no expertise. For more detailed information, see Appendix A - Faculty Profiles, and the Full-Time Faculty Vitae in Appendix B.

Part-time faculty are carefully selected by content area (each course offered by the Department is a separate content area) to assure that they possess appropriate qualifications. Department policy specifies that temporary faculty shall possess a combination of academic preparation, professional experience and teaching experience which is appropriate for anticipated teaching assignments. The goal of the Department is to appoint part-time faculty who have a graduate degree, at least three years of related professional experience and at least one year of teaching experience which is appropriately related in terms of content area and level. For details, see Part-Time Faculty Vitae in Appendix C.

Adjunct faculty are used on a very infrequent basis but are appropriately qualified in accordance with University and Department policies when they are appointed.

4.02 The academic unit faculty (including full-time, part-time, adjunct, temporary, and graduate assistants) shall demonstrate appropriate continuing professional development consistent with the mission of the institution.

Faculty vitae in Appendix B reflect a number of areas in which faculty have worked to stay abreast of developments in the field. Additional information regarding this standard will be made available to the accreditation team during its visit and will be forwarded to Accreditation Council members if appropriate.

4.03 The background of the academic unit faculty serving the curriculum shall be diverse with respect to academic institutions attended, age, gender, and ethnic background. Where diversity is lacking, documentation must be provided to show effort to achieve the standard.

Faculty backgrounds, for both full-time and part-time faculty, are diverse with respect to academic institutions attended, age, and gender. We have marginally increased diversity in ethnicity relative to our full-time faculty. This is an area we are continually working to improve. For more detailed information relative to this standard, please see Appendix A.
The Department had seven to nine full-time faculty members teaching under-graduate courses each semester during the report period. Although the department is not seeking accreditation of its options at this time, it does have faculty in sufficient quantity and expertise to support its program.

4.04 There shall be evidence that the method used to determine academic unit faculty workloads is consistent with that applied to other academic units.

Full-time faculty in the California State University system are normally assigned a 15-unit workload consisting of 12 units of teaching and three units of time for advising, committee assignments and community service. Assigned time may be granted for research and development activity, coordination of department, college or University functions, curriculum or course development or when a faculty member teaches one or more large sections (120 or more students).

The basic lecture course is assigned three weighted teaching units (WTU's) for its three contact hours, or one WTU per contact hour. The majority of courses offered by the department fall into this category. A few courses offered by the department are classified as laboratory courses and involve higher WTU values. Supervisory courses (directed field experience, internship, co-curricular activities and special problems) result in the awarding of WTU's on the basis of one WTU for each three students supervised at the undergraduate level and each two students at the graduate level.

In keeping with provisions of the Collective Bargaining Agreement for faculty, all full-time faculty must carry a minimum workload of 24 WTU's and not more than 30 WTU's during an academic year. This requirement does not include the three units assigned for advising, committee work and community service. It is the responsibility of the Department Chair to assure that faculty workloads are appropriately balanced and within prescribed limits. For more detailed information regarding faculty workloads during the report period, please see Appendix K (Faculty Fact Books for Fall 2007 and Fall 2008).
4.05 The academic unit faculty shall have salaries, promotion and tenure privileges, university services, sabbatical leaves, leaves of absence, workload assignment, and financial support that are fair and equitable compared to those of other faculty in the institution.

With the exception of salary differentials for "Designated Market Disciplines" established by and applied throughout the California State University and Colleges, the Department faculty enjoys a high level of equity in the areas addressed by this standard. Faculty may apply for leaves and for time and financial support for faculty development and research projects in the same manner as other faculty within the unit granting such privileges. The Department is not aware of any situation where it has not been treated in an equitable manner with respect to University services. Retention, tenure and promotion considerations are closely governed by University, College and Department policies and procedures and there are provisions for grievances when a faculty member feels that the established rules and procedures have not been applied appropriately.

Support for professional travel and involvement is governed by College level policies and Department faculty have the same opportunities as other faculty within the College. During the first years of the report period, faculty were generally granted professional travel support for one major conference per year. The level of support ranged from 50% of actual cost for attendance to 80% for presentation of papers or discharging of duties as an officer. Also, funds have been made available through the president’s office and used to be available through the office of institutional research. However, due to the present economic crisis, funding for travel has been severely curtailed.

A separate administrative travel budget was maintained to assure that the Department was represented at major professional events. Reimbursement was typically at 80 to 100% of actual cost. At present this fund has been cut due to the budget crisis.

4.06 Faculty, other than full-time, shall not be instructing more than 40 percent of required courses within the curriculum addressing the 8.0 (and 9.0 if applicable) series of standards.

The department has met this criterion during the report period. All courses in the required core were taught by full time faculty members except for RPTA 106 Inclusive and Therapeutic Recreation. RPTA 106 was taught by part-time instructors in the following semesters: S2005, F2005,

4.07 Professional development opportunities for academic unit faculty shall be fair and equitable, compared to those of other faculty in the institution.

The University places a high priority on professional development. All full time faculty have opportunities for professional development through university programs as outlined below in the Faculty Professional Development Policy and the Faculty Development Program.

FACULTY PROFESSIONAL DEVELOPMENT POLICY

Faculty professional development is central to the vision of California State University, Sacramento. The vision expressed in the CSUS Strategic Plan is a "learning community where teaching and learning infuse and motivate all that we do."

To sustain a vibrant, nurturing learning community, faculty must be provided opportunities to continually hone their skills as teachers and scholars. Faculty professional development enables faculty to maintain the currency and vitality necessary to teach effectively in a rapidly changing society. It insures an active community of teacher/scholars providing formal and informal mutual support and critique and it encourages faculty to expand their areas of scholarly interest and to share their experiences with colleagues and students.

CSUS values pluralism and seeks to develop a campus community in which diversity enriches the lives of all. Faculty professional development provides opportunities for faculty to learn more about the varieties of pedagogical strategies, teaching and learning styles, and delivery methods to enhance the learning outcomes of an increasingly diverse post-secondary student population. Faculty professional development encourages faculty at all stages of their careers to collaborate and learn from each other in support of teaching and scholarship. It addresses the needs of new faculty by establishing a collegial atmosphere in which new faculty can further develop teaching skills and expand teaching repertoires, learn about institutional expectations and resources, and reduce the stress from the multiple demands of teaching, research, and service (Austin and Sorcinelli 1992, pp. 97-98 as cited in Taking Teaching Seriously, p. 111).

Faculty professional development provides for the systematic intellectual enrichment and renewal of faculty to support the CSUS Strategic Plan goals of superior accomplishments in teaching and learning, high quality academic programs, and a community whose excellence in teaching and learning is strengthened by scholarly activities.
THE PROFESSIONAL DEVELOPMENT PROGRAM

A. FACULTY PROFESSIONAL DEVELOPMENT ACTIVITIES

Two kinds of programs are offered: grant/award and support. The activities are described below. Contact persons and appropriate deadlines are published annually for the current academic year. All faculty, full- and part-time, permanent and temporary, probationary and tenured, and FERP, may be eligible for any of these programs. See program descriptions for eligibility and limitations.

GRANT/AWARD PROGRAMS

Pedagogy Enhancement Grants Program

The aim of the Pedagogy Enhancement Grants Program is to encourage the development of projects that are intended to provide faculty members with opportunities to increase their effectiveness as teachers and scholars and their professional satisfaction. Individual faculty members are the primary beneficiaries of the Pedagogy Enhancement awards. It is possible that additional benefits may accrue to the faculty member's unit as a by-product of the project.

Eligibility:
Probationary, tenured faculty, and FERP faculty during the period of employment are eligible to apply for Pedagogy Enhancement Grants of assigned time and/or money. Student Services Professionals, Academic-Related are eligible to apply for monetary grants. See annually published guidelines.

Types of Awards: Creative Pedagogy, Currency, & Career Enhancement

Proposers must justify how all resources requested will advance one's specific pedagogy. Faculty members can request up to three (3) units of assigned time and/or up to $500 support funds. Although more than one project proposal may be submitted, the total award for an individual may not exceed three (3) units plus $500. Applications can come from individuals or from groups. Whether a proposal is made by an individual or a group, the funding limit for each proposal is up to $500 and/or three (3) units of assigned time. If groups submit separate proposals, which indicate that each applicant intends to work on a clearly differentiated aspect of a joint project, the funding limit for each proposal is again up to $500 and/or three (3) units of assigned time.

The program is designed to support and develop new methods or strategies related to teaching excellence; activities designed to
support individuals in the acquisition of new knowledge and capacities and/or greater expertise in discipline-based activities; or, efforts to enhance collaboration among faculty. The Center for Teaching and Learning provides staff support for the Pedagogy Enhancement Awards Subcommittee.

Research and Creative Activity Awards Program

The Research and Creative Awards Program supports activities that address the following objectives:

- Encourage faculty to engage in research or creative activity so as to be active participants in their professional disciplines; and,
- Provide initial support in the way of assigned time and money to enable faculty to compete more effectively for outside funding; and
- Enrich student learning by involving students in both the process and/or product of research or creative activities.

Types of Awards

1) Assigned Time Grants: This grant provides for up to 12 units of assigned time for an approved project. The typical assigned time grant is from 3-8 units for the academic year. Traditionally, only the exceptional highly meritorious proposals have been funded for more than 6-8 units.

Faculty culminating a major project may ask for a semester leave. Again, only highly meritorious proposals will be funded. In addition, faculty receiving a semester leave are obligated to serve for two semesters after completion of the semester leave. Faculty cannot receive more than 12 units of assigned time OR a semester leave in one academic year. Applicants may submit more than one proposal for unrelated projects, subject to meeting these limits.

2) Monetary Grant. This grant allows for up to $2,500 of support for an approved project. This grant may be used for items necessary for conducting the research project. Where appropriate, the use of these funds to involve undergraduate and graduate students in the research project is strongly encouraged.

3) Summer Fellowship Grant. This grant provides summer stipends of two months for probationary faculty and one month for tenured faculty. See the Request for Proposals for conditions and restrictions.
Sabbatical Leaves and Difference-in-Pay Leaves

A faculty member is eligible for a sabbatical or difference-in-pay leave if s/he has served full-time for six (6) years at this campus in the preceding seven year period prior to the leave. A faculty member is eligible for a subsequent sabbatical after s/he has served full-time at least six (6) years after any previous sabbatical leave or difference-in-pay leave. A faculty member is eligible for a subsequent difference-in-pay leave after s/he has served full-time for three (3) years after the last sabbatical leave or difference-in-pay leave.

1) Sabbatical leaves are generally for one semester at full salary or two semesters at one-half salary, with full benefits accruing with either type.

2) The difference in pay leave salary is for the difference between the faculty employee's salary and the minimum salary of the instructor rank.

SUPPORT PROGRAMS
Support programs are those that provide opportunities for enrichment through meetings, workshops, lectures, colloquial, etc. Support programs are typically noncompetitive and provide no monetary grants or assigned time.

a. Center For Teaching and Learning
The CTL provides faculty professional development through a variety of activities and services that help individuals, departments, and programs to reach their desired level of teaching excellence. Individual services focused on scholarship include: pedagogy strategies tied to content specific discipline; interpreting students feedback tied to learning principles; collaborative learning, an information rich website on teaching and learning; and, teaching strategies utilizing technology (web to internet video/audio). The primary focus of the CTL is twofold: provide new faculty support and building on-going mentoring programs for all faculty.

Additionally, the CTL provides conference information focused on pedagogy and career enhancement that are regional, national, and international in perspective. These include but are not limited to the Summer Teacher-Scholar Conference, the Lilly Conferences on College and University Teaching (particularly Lilly-West), the Professional and Organizational Development Network conference, and conferences on instructional uses of technology including distance and distributed education, as well as sessions at many discipline based meetings.

b. Office of Faculty and Staff Affairs
The Office of Faculty and Staff Affairs offers several workshops throughout the academic year that support faculty professional development. A "New Faculty Orientation" program is offered annually. The current program introduces new faculty to the CSUS campus, provides a brief background of the university and its students, and an overview of support available for teaching and scholarly and creative activity. Several of the colleges provide additional orientation and information, and some match new faculty members with volunteer, senior, full-time faculty as mentors (consult your Department Chair or Dean). A workshop for New Department/Division Chairs is offered each Spring. Additionally, this office administers all Sabbatical and Difference- in-Pay Leaves and offers workshops for faculty on a variety of activities required for faculty professional advancement.

Research and Graduate Studies Office and CSUS Foundation

The CSUS Foundation allocates funds, Research Travel Grants, to support faculty travel related to research and scholarly activity. The purpose is to assist and enhance the ability of departments and colleges to support faculty traveling to professional meetings to present research papers. Applications for travel grants should be submitted by the faculty member to the Office of Research and Sponsored Projects as soon as possible and in no event less than two weeks prior to the meeting or conference. These funds only provide partial support for faculty travel, and additional restrictions may apply.

The Research and Graduate Studies Office provides GRANT WRITING WORKSHOPS and assists faculty in securing grants from external sources, including post doctoral fellowships.

This office, in conjunction with Academic Affairs, also administers Travel Grants for System-Sponsored Programs. Funds are allocated to assist faculty travel to CSU system-sponsored in-state conferences, workshops and policy development meetings. Faculty members who are members or officers of a state or system task force, commission or committee or who have been designated to represent the campus or the system in a conference or workshop may apply for reimbursement of in-state travel costs. Applications for reimbursement should be submitted at least two weeks prior to the trip. These funds only provide partial support for faculty travel, and additional restrictions may apply.

University Visiting Scholars Program

The University Visiting Scholars Program supports lectures, speakers, public programs, and groups visiting the campus, hosted by individual faculty, student or faculty groups, centers, etc. The CTL provides staff support for the University Visiting Scholars Program.

c. Office of Global Education

International faculty exchange programs, Fulbright awards, and other such
internationally based programs (including those for students) are administered through the Global Education Office/Academic Affairs.

d. Community Engagement Center

The Community Engagement Center supports faculty who engage in service learning. These instructors integrate community service projects into their requirements for the course, as a means to deepen students' mastery of course content and to demonstrate how the knowledge and skills gained in the course can be applied in community settings. The services to faculty include: conducting introductory and advanced training workshops; assisting with logistics, e.g., liability management and MOU's; showcasing faculty service learning projects on-and-off campus; providing funding for training time, syllabus design, first time offerings of service learning courses, and service learning research; and developing and sustaining relationships with community partner organizations.

B. COLLEGE-BASED PROGRAMS

Funds, assigned time, and other support for research and scholarly/creative activities are also available to faculty members from their colleges. The level of funding and access to professional development programs varies among the colleges according to college and departmental objectives, needs and funding ability. Faculty members are encouraged to contact their individual College Dean and/or Department Chair for information about the specific programs available within that unit.

GOALS AND OBJECTIVES

The CSUS Professional Development Programs are designed to assist the faculty in attaining the following goals and objectives.

A. Goal: Develop effective teaching and teaming practices.
   Objectives: Augment, improve, and enhance the quality of instruction and ability to work with diverse learning styles in order to improve student learning.

B. Goal: Enhance the competence and effectiveness of faculty addressing a culturally diverse society.
   Objective: Increase the multicultural content in the CSUS curriculum.

C. Goal: Develop competence in educational assessment.
   Objective: Increase competency in the utilization of assessment in courses.

D. Goal: Enhance competence in the use of technology.
   Objective: Develop knowledge and skills in the effective use of various forms of technology to enhance instruction and learning.
E. Goal: Enhance the competence and effectiveness of faculty as teaching scholars.
Objective: Support faculty research and scholarly and creative projects.

F. Goal: Enhance faculty competence/expertise in institutional service (governance).
Objective: Support opportunities for faculty to improve their competence in governance.

4.08 There shall be evidence of continuing scholarly productivity by academic unit faculty serving the curriculum, consistent with the institution’s mission.

Given that teaching is the primary mission of CSUS, the amount of productivity by the faculty is significant. Please see faculty vitae in Appendices B and C, as well as Table 7 in Appendix N, for documentation of these efforts.

5.00 STUDENTS

5.01 There shall be a formal ongoing process of student involvement in those aspects of the academic unit that affect their professional preparation.

The underlying philosophy of the department continues to be to involve students in the decision-making process. There is evidence that students have many opportunities for input regarding various aspects of the department's management. Of particular note are the following:

1. The Recreation, Park, and Tourism Majors Association (RPTMA) serves as the principal vehicle by which students may voice their concerns and work together with the faculty of the department. RPTMA is encouraged to provide input through informal contacts with the Chair or other members of the faculty.

2. RPTMA can have student representation on standing and ad-hoc committees of the Department when this more formal approach to governance is desirable.

3. Students are given an opportunity to participate in the evaluation of full-time and part-time faculty through the department's retention, tenure and promotion policy and procedures. Such procedures call for regular course and instructor evaluation in the classroom as well as an opportunity for students to present written comments during
retention, tenure and promotion considerations. For a list of questions used in the evaluation and a summary of overall department scores during the report period, see Appendix E.

4. Individual instructors provide opportunities for students to express views about the curriculum and the department's program in general.

5. Students enrolled in directed field experience, internship and practicum courses are given an opportunity to evaluate the course they are taking, the agency supervisor, the faculty instructor and the program in general. Copies of evaluation forms used in the above courses may be found in Appendix E.

5.02 There shall be written policies and procedures for admission, retention, and dismissal of students from the academic unit.

Policies and procedures for admission, retention and dismissal of undergraduate students are specified by the University, in accordance with Title 5, Chapter 1, Sub-Chapter 3 of the California Administrative Code, and are presented in the University's 2008-2010 Catalog (see pages 48-107). In addition, the Department has created a Code of Conduct that all undergraduate students are required to sign. Violation of this code is grounds for dismissal from the program.

5.03 The resources available to the academic unit and its educational objectives shall be sufficient to serve the number of students admitted to the unit and enrolled in its courses.

Adequate financial support for the Department of Recreation, Parks, and Tourism Administration is provided within the budgeting processes of the CSU, CSUS, and the College of Health and Human Services (CHHS). All CSUS budget decisions are reviewed by the University Budget Advisory Committee. The University Budget Committee will be comprised of the following members: University Staff and Administration: Three members appointed by the President (one-year terms) Faculty: Five committee members that include one faculty member from SPC selected by the committee and recommended to the President (one-year term); one Department Chair recommended by the chairs to the Provost (one-year term); three faculty members recommended by the Faculty Senate (staggered three-year terms). Students: two students recommended by the ASI President (one-year term). Ex-Officio Members/Staff: University Budget Officer and Associate Vice President for Finance. The discussions and recommendations of the University Budget Advisory Committee shall be limited to issues outside the realm of exclusive collective bargaining representatives.
Working with the president and vice presidents, the University Budget Advisory Committee shall:

1. Facilitate development of a highly transparent, informative, and participatory campus general fund budgeting process.
2. Facilitate development of a budgeting process that integrates campus strategic goal setting, budget review and planning, allocations as ultimately set by the president, and accomplishment of goals by vice-presidential divisions.
3. Advise the president regarding the timing and content of annual budget calls.
4. Review, analyze, and advise the president regarding significant budget actions external to the campus such as the initial CSU budget proposal.
5. Review annually the relationship of enrollment targets to the proposed campus budget.
6. Provide annual recommendations to the president regarding budget allocations across the University’s several divisions in line with University strategic planning.
7. Advise the president regarding the format for reporting annual budget data to the campus community in a thorough and consistent manner such that annual changes in the budget are easily tracked and understood.
8. Advise the president during the fiscal year regarding significant or unanticipated events that have a significant effect upon campus budget allocations. Written Policies and Procedures for requesting financing are provided to all unit administrators within the CHHS. Requests are sent to the Dean's office in response to a general "Budget Call" each Spring. The Chairs of the seven CHHS units receive the same request information.

The Department Chair/Director, after consultation with Department of Recreation, Parks, and Tourism Administration faculty for consensus on priorities, provides the Dean's office with a budget request which contains both financial and narrative support documentation which illustrates how the program funding requests are compatible with the Resource Priorities of the University. There are occasional opportunities to request additional funding during the academic year depending on budget decisions made by the State legislature and allotments from the CSU. Copy of 2008-2009 expenditures for academic year are in the Appendix L. The budget allocation for the 2009-2010 academic year is the same as 2008-2009, which was cut by 50% due to the deficit in CSU funding.

Outside of the Spring "Budget Call" process is the Fall request for equipment. Every year a certain amount of General Fund money is allotted to the CSU based on state legislative action and budget decisions. Each campus, within the CSU, is allocated a certain amount for equipment acquisition, repair, and/or maintenance. This money is then divided by the CSUS Vice President for Academic Affairs for allocation to the various Colleges. The Dean of the College of Health and Human Services develops annual Goals for the College that are congruent with the Resource Priorities of the University. The Dean requests that each unit submit equipment funding requests prioritized according to the Goals of the College, and with justification for how the requests are compatible with furthering the College's Goals. The Dean then allots the equipment
money according to the priorities of the College and the University Resource Priorities.

The Chair of Department of Recreation, Parks, and Tourism Administration shares the University's Resource Priorities and College's Goals with the Department faculty. The Chair requests faculty input in developing the list of equipment to be requested by the department consistent with the University's and College's Goals and the program's priorities for the year. An inventory of all department equipment is contained in Appendix O.

Despite heavy financial cutbacks due to the state’s budget crisis, funding for the Department of Recreation, Parks, and Tourism Administration is adequate to meet the needs this year of students and faculty and probably will be adequate next year. Cuts have resulted in a 50% reduction in Operating Expenses allocation for the 2008/09 academic year and a reduction in equipment purchases. In response to the budgetary challenges, faculty have undertaken creative ways to do such things as provide information to students in a relatively paperless fashion to reduce the department’s paper expenses. For instance, many now post their syllabi online. We are also delivering more of our general education classes on-line, which has reduced expenses. We are hopeful of more generous allotments when there are better economic times in the state and the state’s financial commitment to higher education is restored.

The Chair of the Department of Recreation, Parks, and Tourism Administration consults with faculty on all budget decisions including allocations for operating expenses and equipment purchases. The Chair maintains a prioritized wish list of items submitted by faculty to be able to submit requests quickly to the Dean in the event that additional resources become available during the academic year outside the normal budgeting processes. This happens occasionally if the legislature allots additional funds to the CSU or the Chancellor allots more funds to CSUS than expected.

During the past reporting period, when the department experienced growth, it was granted additional resources during those semesters in accordance with University allocation formulae. For more specific information on enrollment, see Appendix K (Fact Books Fall 2008 and Fall 2009).

5.04 There shall be ongoing evaluation and development of the student advisory process, including:
5.04:01 Academic advising

Every undergraduate major student is required to seek the assistance of an academic (major) advisor. In addition, students learn about advising requirements in RPTA 001. The assigning of an initial advisor is based on faculty advising workloads and on the option being pursued by the student. A student may change advisors when this is deemed desirable. The procedures for advising may be summarized as follows:
1. When entering the major, possibly as early as freshman or transfer orientation days, students complete an informational questionnaire that addresses option choices and graduation timelines. This becomes an integral part of the student file and is updated during subsequent meetings with the assigned advisor.

2. New students attend informational advising sessions as a cohort for instructions and advice on issues that are common to all majors, including an explanation of the advising and record keeping processes.

3. After updating of University computer records, advisor assignments are posted and students encouraged to make an appointment for advising. An initial advising session may include one or more of the following areas of discussion depending on the needs of the student:
   a. Selection or confirmation of "catalog rights" for graduation.
   b. Assistance with general education requirements and selection of general education courses.
   c. Determination of equivalent transfer courses for the major.
   d. Selection and scheduling of major and option core courses.
   e. Selection of elective courses.
   f. Information on the department's pattern for offering courses.
   g. Discussion of graduation contract requirements and procedures.
   h. Discussion of career goals.
   i. Orientation regarding resources available to the student.

   Notes are inserted in the advising file after every meeting to ensure consistency in such matters as the approval of elective coursework. This facilitates transitions between advisors and protects both the student and department by providing a record of such decisions.

4. Students are encouraged to meet with their advisor at least once per semester to review progress and make plans for subsequent semesters. At an appropriate time, the student will also seek assistance in the selection and design of one or more directed field experiences and in the preparation of a graduation application.

5. The department regularly participates in new student orientations conducted by the Academic Advising Center. Such orientations provide an opportunity for group and individual
advising of new students to assure that they get off to a good start. Sessions include an introduction to the history and current status of the department, articulation of the courses previously taken by the student suggestions for courses to be taken during the first semester. Students who are not able to attend the formal orientation sessions are able to receive individual advising by making an appointment with the Department Chair or with the relevant undergraduate or graduate advisor.

6. Dr. Greg Shaw has been an advisor in general education for two years and is now completing his third and final year as a GE advisor. He has been a significant resource for our majors.

7. Therapeutic Recreation has always conducted initial mandatory group advising sessions for all TR students. This year the Recreation and Park Management concentration also developed a mandatory advising meeting requirement and recently held its first meeting.

5.04:02 Professional and career advising

The University maintains a year-round Career Development and Placement Center which has the following goals:

1. To enable students to develop career objectives.
2. To provide information to students, faculty and administrators that will assist in determining the best strategy for reaching the student's career and vocational objectives.
3. To enable students to obtain experiences during college which will assist them to reach their career objectives.
4. To provide students and recent graduates with assistance in obtaining employment appropriate to their stated career objectives.

The Center has two interlocking functions - placement opportunities and career counseling - with emphasis on students helping themselves. The Center posts employment opportunities, records openings on a 24-hour phone tape and sets up employer interviews on campus. Career counseling efforts include use of computerized "Guidance Information Systems," workshops on interview techniques, resume preparation and employment search techniques and a Career Awareness and Life Goals Course for credit. A Career Awareness Retention Exploration Program which starts with freshmen students and assists them through their higher education years is also available.
The department faculty provides a significant amount of career counseling through academic advisement and informal contacts with major students. The department also assists students through the following activities:

1. The department maintains a bulletin board on which up-to-date job announcements are placed.
2. Students are regularly guided and encouraged to join and seek services from professional and service organizations.
3. Students are encouraged to make themselves known to practitioners in the field through attendance at workshops, professional meetings and conferences and participation in internship experiences.

In addition, all students are required to take RPTA 1 Orientation to Recreation, Parks, and Tourism Administration. All enrollees must complete their advising sheet and have it signed off by their advisor. Also, all students are required to take 101 Senior Portfolio Seminar. As part of this course, students are required to meet with both the instructor and representatives of the University Career Center with whom they work on developing a resume, career goals, interviewing skills, and other related career development issues. They must include their finished resume and career goals in their final portfolio for this class.

5.05 Students' records shall be maintained in compliance with accepted confidentiality practices.

The Department maintains a separate file for each undergraduate and graduate student identified as a major or minor. These files contain advising forms, transcripts, a copy of the transfer evaluation of the student (if provided by the student), copies of internship paperwork, a copy of the graduation petition and copies of correspondence relative to the student.

These files are stored in the Department Office and are available to faculty with advising responsibilities. Access by others is prohibited unless authorized by the student and students may only access their own file in the presence of their advisor.

When a student graduates or has been inactive for a period of at least one semester, his/her file is moved from the active to the degree holders' or inactive file drawer as appropriate. Access to inactive and degree holder files is also limited to authorized individuals.

5.06 There shall be evidence of ongoing student involvement in professional organizations and activities.

Approximately two-thirds of declared majors regularly participate as members of the Recreation, Park, and Tourism Majors Association (RPTMA)
sponsored by the department and sanctioned by the University's Student Activities Office. The group participates in a variety of professional, service and social events and is assisted by a faculty member who serves as sponsor. It raises its own funds and, on several occasions, has assisted the department by donations of awards and other materials which cannot be purchased with State funds. In 2006, RPTMA was recognized by ASI as the outstanding major’s club on campus. Also, the Adaptive Recreation and Sports Club (ARSC) was started in the summer of 2009 by a group of RPTA students to provide adaptive recreation to students on the campus at Sacramento State.

Although no records are readily available, it is estimated that approximately one-fourth of the department's majors are members of the California Park and Recreation Society (CPRS) and/or the National Recreation and Park Association (NRPA). Others are members of the Resort and Commercial Recreation Association, the National Intramural Recreation and Sports Association and the National Interpretive Association. The department encourages membership by having applications and information available to students on a regular basis and explaining benefits of membership through classes and advising sessions. Emphasis is placed on getting junior and senior students to join professional groups of their own choosing and on having them participate as volunteers at conferences and workshops. During the report period, majors have performed as volunteers at the California and Pacific Southwest Recreation and Park Training Conference, National Recreation and Park Association Annual Congress, and the California Conference on Tourism, amongst others. Undergraduate and graduate students also assisted with 2005 SPRE Teaching institute hosted by our department and co-convened by Dr. Kivel and Dr. Pinch.

Students from the program have also been active in the Student Section of the CPRS during the report period and have served as the Student Section representative to the Board of Directors of CPRS, District II.

6.00 INSTRUCTIONAL RESOURCES

6.01 There shall be administrative support services that are fair and equitable to other academic units in the institution.

The Department has one full-time Administrative Support Coordinator II and one part-time Administrative Support Assistant II. Due to budget cuts, a student assistant position was been cut during this report period. The Department also has a photo duplicator and a collator. The University has supplied a copy machine in the Department's work area. The Department's telephone services include voice mail for the main office, all full-time and part-time faculty. Support services are considered to
be very adequate and comparable with those available to other academic units in the institution.

6.02 There shall be properly located and equipped faculty offices of sufficient number and size.

All full-time faculty and part-time faculty who teach nine or more units have a private office of approximately 110 square feet. Several part-time faculty who teach fewer than nine units share an office. All of the offices except one are on the same floor as the Department Office. All offices are equipped in keeping with University standards.

6.03 There shall be adequate conference rooms, study areas, and meeting space for student organizations.

The University's policies and procedures regarding conference rooms, group study areas, and meeting rooms for student organizations and faculty are adequate. The University Union, Library and University controlled rooms are readily available on request. Room assignments are based on need and availability. The student organization, because of the increase in membership, has had more trouble in the last year obtaining a room that will meet its needs. A multi-purpose room is badly needed.

Solano Hall, in which the department is currently housed, includes a Commons Room which may be used by students and faculty for informal meetings.

6.04 There shall be classrooms, laboratory and teaching areas, and appropriate content-specific instructional areas for the academic unit.

A classroom space allocation system has been employed to assure equity and the best possible use of available space. The department's basic allocation for prime instruction periods is two classrooms. The allocated classrooms both seat 40 students and are well equipped. However, now that our major classes are growing in size, we need access to rooms that hold 50-70 students and have made this request to our dean. Through negotiation with the Vice President for Academic Affairs, who controls the use of large classrooms, use of surplus rooms from the College allocation and trades with other units, the Department has been able to meet its needs for professional courses and for growth in its general education courses which continue to be very popular. Because we have been teaching our large GE courses on line, we have less of a need for the large, 120 seat classrooms. The department also uses the CSUS Aquatic Center for portions of its course on Recreation Waterfront Management and relies upon a number of community agency settings for practica and special course projects.
6.05 In comparison with other academic units within the institution, there shall be fair and equitable instructional resources to properly implement the curriculum of the recreation, park resources, and leisure services academic unit, including special services for individuals with disabilities.

The University provides a wide array of instructional support services. These services include those provided by the University Media Services (UMS) which involve (1) the provision of media, facilities and personnel, (2) making accessible non-print materials, and (3) facilitating use of equipment and producing educational materials. In addition to the services available through UMS are the services provided by the Learning Skills Center. These services are designed to assist students in the development of basic skills essential to successful learning. The Center offers self-instructional labs, tutorial assistance, workshops and courses in reading, study skills, computational skills and English language.

Specialized assistance and resources are available to permanently/temporarily physically disabled students to enable them to achieve their educational and vocational goals. The Office of Services to Students with Disabilities provides individual assessment and assistance to promote academic success and independence. Direct service involves provision of readers, note-takers, interpreters and testing accommodations. The campus is largely accessible due to the installation of elevators and other renovations. On-campus golf cart transportation is also available.

6.06 All instructional areas, faculty offices, and other educational facilities shall comply with the requirements of the Americans with Disabilities Act (ADA).

Facilities used by the department meet minimum requirements for accessibility.

6.07 In comparison with other academic units within the institution, the library resources for the recreation, park resources, and leisure services academic unit shall be fair and equitable.

Library materials are more than adequate and the library staff is very cooperative and helpful to faculty and students. The total number of library volumes is in excess of 750,000 and the number of periodical subscriptions is approximately 3,800. The University has arrangements with other libraries for additional resources, such as: CSUC Mutual Use Network; OCLC; UC-CSUC Interlibrary Loan Network; and reciprocity with University of California, Davis. Additional information regarding library holdings may be found in Appendix F.
6.08 In comparison with other academic units within the institution, there shall be fair and equitable computing technology and statistical services available to faculty, staff, and students of the recreation, park resources, and leisure services.

A team of staff and student assistants from Information Resources and Technology (IRT) strives to provide a consistent, reliable and customer-friendly computing lab environment for the students, faculty and staff of California State University, Sacramento. Computer lab facilities managed by this group include the Faculty Staff Resource Center and the Student Computer Labs: Library 2000, Mendocino 2004/2008, Mendocino 2003/2007 and Solano 2001/2003.

Each student lab computer is equipped with 1.4MB floppy, DVD, CDRW and 250MB zip drives and 2 high speed USB 2.0 ports accessible on the front panel to attach external devices such as memory sticks and digital cameras. High-speed black-on-white duplex laser printing is available in all student labs through the PrintSmart system.

Also, at least three of our faculty have gone through the Teaching Using Technology program here at the university and Dr Jen Piatt sits on the accessibility committee for technology for people with disabilities.

Students, faculty and staff using their valid SacLink account name and password may access network services, and have a long list of installed software available to them. In addition, students, faculty and staff may load programs or data onto a IRT Computer Lab work station from the network or from local media. Shared file space is available on the lab servers. Note that data stored to the local work station hard drive will be lost anytime the work station is shut down. Users are responsible for the security of their data and use these resources at their own risk.

Campus Faculty and Staff have their own lab known as the Faculty Staff Resource Center (FSRC). This includes an open lab and two class rooms. Faculty may reserve a IRT Computer Lab for instruction, and reserve the Faculty/Staff Training Center for faculty and staff training.

Additionally, "Smart Classrooms" are now available across campus. A smart classroom is a traditional lecture-style teaching space that has been equipped with a video/data projector, and a DVD player. These classrooms have connections for instructors' laptop computers and campus network/Internet access. Currently, over 100 technology classrooms exist on campus.

In regards to hardware, IRT evaluates and recommends desktop hardware for on-campus and home use each semester. Listed below are the hardware resources for the university:

Academic Information Resource Center 2004
• Ninety-three (93) Dell Optiplex 755 computer stations
  o 2.66GHz Intel Pentium III Xeon (Core 2 Duo) processor
  o 6MB shared L2 cache
  o 433.3MHz frontside bus
  o 4GB of 800MHz DDR2 SDRAM
  o 150GB Serial ATA 7200-RPM hard drive
  o 2 DVD±R / DVD±RW / CD±R / CD±RW
  o 10/100/1000 BASE-T Gb ethernet card
  o ATI Radeon HD 2400 XT with 256MB GDDR3 memory
  o Dell 19" Ultra Sharp LCD

• Eight (8) Apple iMac computer stations
  o 2.66 GHz Intel Core 2 Duo processor
  o 6 MB shared L2 cache
  o 1066 MHz fronside bus
  o 2 GB of 800 MHz DDR2 SDRAM
  o 320 GB Serial ATA 7200 RMP hard drive
  o 2 DVD±R / DVD±RW / CD-RW
  o 10/100/1000 BASE-T Gb ethernet
  o ATI Radeon HD 2600 PRO with 256MB GDDR3 memory
  o 20" Widescreen TFT LCD

• Five (5) Canon CanoScan LiDE 60 scanners
• Two (2) LexMark T644 black/white printers
• One (1) Dell 5110cn color printer

Academic Information Resource Center 3008

• Twenty (21) Dell Optiplex 755 computer stations
  o 2.66GHz Intel Pentium III Xeon (Core 2 Duo) processor
  o 6MB shared L2 cache
• Six (6) Apple iMac computer stations
  o 2.66 GHz Intel Core 2 Duo processor
  o 6 MB shared L2 cache
  o 1066 MHz frontside bus
  o 2 GB of 800 MHz DDR2 SDRAM
  o 320 GB Serial ATA 7200 RPM hard drive
  o 2 DVD±R / DVD±RW / CD±R / CD±RW
  o 10/100/1000 BASE-T Gb ethernet card
  o ATI Radeon HD 2600 PRO with 256MB GDDR3 memory
  o 20" Widescreen TFT LCD

• Seven (7) Canon CanoScan LiDE 70 scanners

**Academic Information Resource Center 3012**

• Seven (7) Dell Optiplex 755 computer stations
  o 2.66GHz Intel Pentium III Xeon (Core 2 Duo) processor
  o 6MB shared L2 cache
  o 433.3MHz frontside bus
  o 4GB of 800MHz DDR2 SDRAM
  o 150GB Serial ATA 7200-RPM hard drive
  o 2 DVD±R / DVD±RW / CD±R / CD±RW
  o 10/100/1000 BASE-T Gb ethernet card
• ATI Radeon HD 2400 XT with 256MB GDDR3 memory
• Dell 19" Ultra Sharp LCD

• Three (3) Apple iMac computer stations
  • 2.66 GHz Intel Core 2 Duo processor
  • 6 MB shared L2 cache
  • 1066 MHz frontside bus
  • 2 GB of 800 MHz DDR2 SDRAM
  • 320 GB Serial ATA 7200 RMP hard drive
  • 2 DVD±R / DVD±RW / CD-RW
  • 10/100/1000 BASE-T Gb ethernet
  • ATI Radeon HD 2600 PRO with 256MB GDDR3 memory
  • 20" Widescreen TFT LCD

• One (1) HP Scanjet 5530 PhotoSmart scanner
• One (1) LexMark T622 black/white printers
• One (1) Dell 5110cn color printer
• One (1) Brother MFC-8840DN all-in-one unit

**Academic Information Resource Center 3013**

• Seventeen (17) Dell Optiplex 755 computer stations
  • 2.66GHz Intel Pentium III Xeon (Core 2 Duo) processor
  • 6MB shared L2 cache
  • 433.3MHz frontside bus
  • 4GB of 800MHz DDR2 SDRAM
  • 150GB Serial ATA 7200-RPM hard drive
  • 2 DVD±R / DVD±RW / CD±R / CD±RW
  • 10/100/1000 BASE-T Gb ethernet card
  • ATI Radeon HD 2400 XT with 256MB GDDR3 memory
  • Dell 19" Ultra Sharp LCD
• Six (6) Apple iMac computer stations
  o 2.66 GHz Intel Core 2 Duo processor
  o 6 MB shared L2 cache
  o 1066 MHz frontside bus
  o 2 GB of 800 MHz DDR2 SDRAM
  o 320 GB Serial ATA 7200 RPM hard drive
  o 2 DVD±R / DVD±RW / CD-RW
  o 10/100/1000 BASE-T Gb ethernet
  o ATI Radeon HD 2600 PRO with 256MB GDDR3 memory
  o 20" Widescreen TFT LCD

• Seven (7) Canon CanoScan N6700 scanners

Library 2000
• Ninety-five (95) Dell Optiplex 755 computer stations
  o 2.66GHz Intel Pentium III Xeon (Core 2 Duo) processor
  o 6MB shared L2 cache
  o 433.3MHz frontside bus
  o 4GB of 800MHz DDR2 SDRAM
  o 150GB Serial ATA 7200-RPM hard drive
  o 2 DVD±R / DVD±RW / CD±R / CD±RW
  o 10/100/1000 BASE-T Gb ethernet card
  o ATI Radeon HD 2400 XT with 256MB GDDR3 memory
  o Dell 19" Ultra Sharp LCD

• Three (3) Epson Perfection 1640SU scanners

Mendocino Hall 2003
• Fifty-five (55) Dell Optiplex 745 computer stations
  o 2.13GHz Intel Core 2 Duo processor
  o 2GB DDR memory
- 160GB Serial ATA 7200-RPM hard drive
- 10/100/1000 BASE-T Gb ethernet card
- 256MB PCI Express video adapter
- Dell 20" widescreen flatpanel monitor
- One (1) Epson Perfection 1640SU scanner

**Mendocino Hall 2004**

- Forty-six (46) Dell Optiplex 745 computer stations
  - 2.13GHz Intel Core 2 Duo processor
  - 2GB DDR memory
  - 160GB Serial ATA 7200-RPM hard drive
  - 10/100/1000 BASE-T Gb ethernet card
  - 256MB PCI Express video adapter
  - Dell 20" widescreen flatpanel monitor
- One (1) Epson Perfection 1640SU scanner

**Mendocino Hall 2007**

- Sixty-one (61) Dell Optiplex 745 computer stations
  - 2.13GHz Intel Core 2 Duo processor
  - 2GB DDR memory
  - 160GB Serial ATA 7200-RPM hard drive
  - 10/100/1000 BASE-T Gb ethernet card
  - 256MB PCI Express video adapter
  - Dell 20" widescreen flatpanel monitor
- One (1) Epson Perfection 1640SU scanner

**Mendocino Hall 2008**

- Thirty-one (31) Dell Optiplex 745 computer stations
  - 2.13GHz Intel Core 2 Duo processor
  - 2GB DDR memory
- 160GB Serial ATA 7200-RPM hard drive
- 10/100/1000 BASE-T Gb ethernet card
- 256MB PCI Express video adapter
- Dell 20" widescreen flatpanel monitor

- One (1) Epson Perfection 1640SU scanner

**Solano Hall 2001**

- Thirty-one (31) Dell Optiplex 745 computer stations
  - 2.13GHz Intel Core 2 Duo processor
  - 2GB DDR memory
  - 160GB Serial ATA 7200-RPM hard drive
  - 10/100/1000 BASE-T Gb ethernet card
  - 256MB PCI Express video adapter
  - Dell 20" widescreen flatpanel monitor

**Solano Hall 2003**

- Thirty-one (31) Dell Optiplex 745 computer stations
  - 2.13GHz Intel Core 2 Duo processor
  - 2GB DDR memory
  - 160GB Serial ATA 7200-RPM hard drive
  - 10/100/1000 BASE-T Gb ethernet card
  - 256MB PCI Express video adapter
  - Dell 20" widescreen flat panel monitor

In the area of software, the CSU system has purchased various software license agreements to provide current students, faculty, and staff with the right to use specific software. In some cases, the license agreements also include the right to purchase the media at discount prices. Various types of license agreements exist within the CSU system. The agreement covers licenses only; however, faculty and staff may purchase media (CDs) and documentation at discounted prices through the Hornet Bookstore, the system-wide software distributor of Microsoft products. Currently enrolled students may purchase software at the Hornet Bookstore.
Information Technology Consultants (ITC) are available to assist users with technology questions. They are part of the campus central support through the colleges, and program centers. Specialized technology support is available for instructional and web design, video, and graphic support.

The Center for Teaching and Learning is a collaborative environment where faculty consult with trained faculty mentors about the use of technology to enhance teaching.

SacLink is the CSUS universal authentication, e-mail, and Internet access mechanism available to all students, faculty, and staff.

In regards to the College, Solano Hall and Alpine Hall contain 31 station PC labs which is available for department computer classes and for use by students during non-class periods. The labs are staffed by the College approximately 16 hours per week. The College has 2 information technology consultants who specifically support the labs and faculty in the college. One of the consultants specifically supports statistical research.

Through efforts of the Office of the Dean of the College of Health and Human Services, each full-time faculty member in the college has his or her own computer station. Part-time faculty have access to equipment available in department controlled spaces. Faculty are connected to a college network which is, in turn, connected to various University resources including the "Student Information System" which permits access to student and course records. Electronic mail is also available and is being used by all faculty.

Part B: BACCALAUREATE DEGREE STANDARDS

7.00 FOUNDATION UNDERSTANDINGS

The institution must be in compliance with the regional accrediting body’s general/liberal education requirements. As evidence of compliance, the program’s self-study must state the name of the regional accrediting body, the date of the institution’s last review by that body, and an explanation of the institution’s general/liberal education requirements. For foundation understandings specific to each option, see the 7A, 7B, 7C, and 7D standards.

California State University, Sacramento was reaccredited by the Western Association of Schools and Colleges in 2009. The General Education program is explained on pages 78-85 of the California State University, Sacramento 2008-2010 catalog as outlined below:
One of the principles on which a modern university rests is the assumption that there is an important difference between learning to make a living and building the foundation for a life. While the first goal is important, the second is fundamental.

In focusing on the students’ development as whole or "educated" people, a university distinguishes itself from a trade school. The goal of a university education is not simply the acquisition and application of knowledge, but the creation of people who firmly grasp the worth of clear thinking and know how to do it; who understand and appreciate the differences between peoples and cultures as well as their similarities; who have a sense of history and social forces; who can express thought clearly and have quantitative ability; who know something about the arts as well as how to enjoy them; who can talk and think intelligently about the physical and life sciences, the humanities, and literature; and, above all, who have the desire and capability for learning. This goal is why a university degree is so highly valued by individuals, employers and the community at large.

The Sacramento State General Education Program is designed to educate in this holistic sense. Thus, it is not simply a series of courses to complete or hoops for students to jump through as they complete the courses in their major. Rather, general education lies at the heart of what a university education is all about.

Therefore students should carefully select courses and actively seek subject areas that are new and may challenge their world-views or cherished assumptions and offer new experiences, such as inquiry-based or community-based learning. In short, students shouldn’t take the easy way out. This is their opportunity to lay the foundation for the rest of their lives, and to define themselves as educated members of the human community. Their time at the university is precious and the General Education Program has been designed to help them begin the process of becoming truly educated people. In deciding to pursue a university degree, they have chosen well and should make the best use of the opportunities open to them.

Objectives

Upon completion of the General Education Program requirements, students will be expected to:

- read, write and understand relatively complex and sophisticated English prose;
- construct a non-fallacious verbal argument, recognize fallacious arguments and follow the verbal arguments of others;
• find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice; and

• use mathematical ideas to accomplish a variety of tasks.

In addition to these basic skills, courses in the sciences, arts, humanities and social sciences have been selected to provide students with:

• an understanding of the workings of the physical universe, which will refine their science-based conceptual problem-solving skills and develop a first-hand acquaintance with the methods of science, including a general understanding of hypothesis formation and theory-testing;

• a knowledge of current theories about the origins and varieties of life on this planet, focusing on the basic principles of life processes, the interdependence of creatures in ecological systems, and the effects of changes in the environment;

• an exposure to the historical and cultural influences that have played significant roles in the evolution of the values, beliefs and ideas of Western and non-Western societies, through the study of significant literary, philosophical, and artistic works;

• a familiarity with the theories and methods of the social sciences in order to enhance their understandings of the major institutions in our society, and the roles that both individuals and groups play in shaping experience;

• perspectives on people from various cultures and backgrounds, including awareness of the contributions of non-Western cultures, women, and ethnic groups to the rich diversity of human activity; and

• an understanding of the current theories and methods used to expand our knowledge of the processes of mental and physical development throughout the human life cycle.

Sacramento State General Education courses are designed, selected and approved by the faculty to meet these program objectives. Students will benefit from consultation with the Academic Advising Center or advisors in their major departments in planning their General Education course choices. Available GE courses are listed in the annual Class Schedule course selection by specification.

8.00 PROFESSIONAL COMPETENCIES

CONCEPTUAL FOUNDATIONS
8.01 Understanding of the conceptual foundations of play, recreation, and leisure.  
Content to consider: A substantive exploration and understanding of the various concepts of play, recreation, and leisure, and the role that these concepts have in the delivery of recreation and leisure services.

RPTA 030 - Recreation, Parks and Tourism in contemporary Society  
RPTA 032 - Recreation Activity Leadership  
RPTA 105 - Management in Recreation, Parks, and Tourism

8.02 Understanding of the significance of play, recreation, and leisure in contemporary society.  
Content to consider: An understanding of the relationship between the three concepts and historical, multicultural, technological, economic, political, social/psychological, international, physical, philosophical, and environmental perspectives.

RPTA 030 - Recreation, Parks and Tourism in contemporary Society  
RPTA 032 - Recreation Activity Leadership  
RPTA 042 - Recreational use of Natural Resources  
RPTA 106 - Inclusive and Therapeutic Recreation

8.03 Understanding of the significance of play, recreation, and leisure throughout the life span.  
Content to consider: An understanding of how the importance and influence of play, recreation, and leisure change across various life stages. This understanding may include the developmental, preventive and therapeutic role of these concepts.

RPTA 030 - Recreation, Parks and Tourism in Contemporary Society  
RPTA 032 - Recreation Activity Leadership  
RPTA 042 - Recreational use of Natural Resources  
RPTA 106 - Inclusive and Therapeutic Recreation

8.04 Understanding of the interrelationship between leisure behavior and the natural environment.  
Content to consider: An understanding of how the natural environment will influence one’s leisure behavior, as well as how the natural environment facilitates the achievement of a state of leisure.

RPTA 030 - Recreation, Parks and Tourism in contemporary Society  
RPTA 042 - Recreational Use of Natural Resources

8.05 Understanding of environmental ethics and its relationship to leisure behavior.  
Content to consider: An understanding of environmental protection and preservation in park or recreation facility development and program provision.

RPTA 030 - Recreation, Parks and Tourism in Contemporary Society  
RPTA 042 - Recreational use of Natural Resources
PROFESSION

8.06 Understanding of the following as they relate to recreation, park resources, and leisure services:

8.06:01 History and development of the profession

Content to consider: Events and milestones in the development of the profession.

RPTA 030 - Recreation, Parks and Tourism in Contemporary Society
RPTA 042 - Recreational use of Natural Resources
RPTA 106 - Inclusive and Therapeutic Recreation

8.06:02 Professional organizations

Content to consider: Evolution of the current professional organizations that relate to the field of recreation, park resources, and leisure services, as well as the accredited options.

RPTA 030 - Recreation, Parks and Tourism in Contemporary Society
RPTA 032 - Recreation Activity Leadership
RPTA 042 - Recreational Use of Natural Resources
RPTA 106 - Inclusive and Therapeutic Recreation

8.06:03 Current issues and trends in the profession

Content to consider: Issues currently affecting the profession may include, but are not limited to, certification and accreditation, tourism, violence, substance abuse, video games, computers, aging, leisure-based businesses, use of open space, environmental impact, gender, sexuality, and private vs. public enterprises.

RPTA 030 - Recreation, Parks and Tourism in Contemporary Society
RPTA 032 - Recreation Activity Leadership
RPTA 042 - Recreational Use of Natural Resources
RPTA 106 - Inclusive and Therapeutic Recreation
RPTA 110 - Research and Evaluation in Recreation, Parks, and Tourism

8.07 Understanding of ethical principles and professionalism.

Content to consider: Presentation of information discussing philosophy and the relationship of values, morals, and judgment to professional practice. The importance of following a professional code of ethics and standards of conduct, and how these two areas are critical in defining leisure services as a profession may be addressed.

RPTA 030 - Recreation, Parks and Tourism in Contemporary Society
RPTA 032 - Recreation Activity Leadership
RPTA 042 - Recreational Use of Natural Resources
RPTA 105 - Management in Recreation, Parks, and Tourism
RPTA 106 - Inclusive and Therapeutic Recreation
8.08 Understanding of the importance of maintaining professional competence and the available resources for professional development.
Content to consider: The importance of credentialing and contributing to the advancement of the profession. Certification processes, the maintenance of those credentials through attending national, regional, and local educational programs, and service via leadership positions in professional organizations. Competence in the provision of professional services and programs as an asset to the community and the prevention of consumer harm may also be addressed.

8.09 Understanding of the roles, interrelationships, and use of diverse delivery systems addressing recreation, park resources, and leisure.
Content to consider: An understanding of the public, private, profit, and not-for-profit delivery systems that address the leisure needs of the public, how they work together, and their importance.

8.10 Understanding of the importance of leisure service delivery systems for diverse populations.
Content to consider: The impact of leisure service delivery systems on a wide diversity of populations, (i.e., mental, physical, aged, youth, multicultural etc.).
8.11 Understanding of inclusive practices as they apply to:

8.11.01 Operating programs and services

*Content to consider: How agencies are addressing inclusiveness within the operation of programs and services; including the policies, practices, philosophies, and benefits.*

8.11.02 Design of areas and facilities

*Content to consider: Location, environmental issues, populations to be served, programs to be housed, and fiscal and political implications of specific sites and settings.*

8.12 Understanding of the roles, interrelationships, and use of diverse leisure delivery systems in promoting:

8.12.01 Community development

*Content to consider: The impact that program/plans will have on the immediate and surrounding communities, duplication of services, growth, and population(s) to be served.*

8.12.02 Economic development

*Content to consider: The impact that leisure service delivery systems have on the economic development of a community, including the costs and benefits of program provision.*

**PROGRAM AND EVENT PLANNING**

8.13 Understanding of the variety of programs and services to enhance individual, group, and community quality of life.
Content to consider: content and purpose of programs and services that relate to individual and group goals and values, benefits of the leisure experience, theories of programming, knowledge of participant behavior, and participant-driven programs that promote quality of life.

RPTA 030 – Recreation, Parks and Tourism in Contemporary Society
RPTA 032 – Recreation Activity Leadership
RPTA 042 – Recreational Use of Natural Resources
RPTA 106 – Inclusive and Therapeutic Recreation
RPTA 110 – Research and Evaluation in Recreation, Parks, and Tourism
RPTA 136 – Program Planning in Recreation, Parks, and Tourism

8.14 Ability to implement the following principles and procedures related to program/event planning for individual, group, and community quality of life:

8.14:01 Assessment of needs
Content to consider: the variety of assessment techniques and their use.

RPTA 106 – Inclusive and Therapeutic Recreation
RPTA 110 – Research and Evaluation in Recreation, Parks, and Tourism
RPTA 136 – Program Planning in Recreation, Parks, and Tourism

8.14:02 Development of outcome-oriented goals and objectives
Content to consider: Development of outcome-oriented goals and objectives based upon formal needs assessment.

RPTA 105 – Management in Recreation, Parks, and Tourism
RPTA 110 – Research and Evaluation in Recreation, Parks, and Tourism
RPTA 136 – Program Planning in Recreation, Parks, and Tourism

8.14:03 Selection and coordination of programs, events, and resources
Content to consider: Availability and accessibility of programs, resources and facilities; the social and physical environment of the setting within the greater community; and the integration and coordination with public, nonprofit and private sectors of programs within and outside the direct service area.

RPTA 042 – Recreational Use of Natural Resources
RPTA 106 – Inclusive and Therapeutic Recreation
RPTA 110 – Research and Evaluation in Recreation, Parks, and Tourism
RPTA 136 – Program Planning in Recreation, Parks, and Tourism

8.14:04 Marketing of programs/events
Content to consider: advertising, publicity, sales promotion, pricing, positioning, product, place, personal selling, and public relations.

RPTA 032 – Recreation Activity Leadership
RPTA 042 – Recreational Use of Natural Resources
RPTA 105 – Management in Recreation, Parks, and Tourism
8.14:05 Preparation, operation, and maintenance of venues

Content to consider: Planning, organizing, developing, and scheduling of routine, preventive, and emergency maintenance and operational tasks; managing of operational and maintenance personnel; and maintenance and replacement of equipment, natural resources, and structure and systems maintenance.

8.14:06 Implementation of programs/events

Content to consider: Based upon outcome oriented goals and objectives, knowledge of participant-leader interface; customer service considerations; program registration procedures; managing participant complaints, and actual implementation of programs for individuals and groups.

8.14.0.7 Evaluation of programs/events

Content to consider: Participant-oriented evaluation, program-oriented evaluation, and organization-oriented evaluation processes; evaluation approaches and models; data collection instruments and methods; and ethical responsibilities of evaluation of programs for individuals and groups.

8.15 Understanding of group dynamics and processes.

Content to consider: Facilitation of positive group interactions; developing group goals and identities; creating, promoting, and maintaining positive group atmosphere and communication; and establishing an environment within the group for effective programming outcomes.
8.16 Ability to use various leadership techniques to enhance individual, group, and community experiences.

*Content to consider: Utilizing ethical considerations, leadership models, motivation techniques, team leadership, and self-managed team concepts in providing programs for individuals and groups.*

RPTA 032 - Recreation Activity Leadership  
RPTA 042 - Recreational Use of Natural Resources  
RPTA 105 - Management in Recreation, Parks, and Tourism  
RPTA 106 - Inclusive and Therapeutic Recreation  
RPTA 136 - Program Planning in Recreation, Parks, and Tourism

**ADMINISTRATION / MANAGEMENT**

8.17 Ability to apply basic principles of research and data analysis related to recreation, park resources, and leisure services.

*Content to consider: Application of appropriate research methodology and statistical analysis for assessment, planning, and evaluation processes; application to evidence-based decision making.*

RPTA 106 - Inclusive and Therapeutic Recreation  
RPTA 109 - Computer Applications in Recreation, Parks, and Tourism  
RPTA 110 - Research and Evaluation in Recreation, Parks, and Tourism  
RPTA 136 - Program Planning in Recreation, Parks, and Tourism

8.18 Understanding of the fundamental principles and procedures of management.

*Content to consider: Organization philosophy, goals, and objectives; planning systems; policy and procedure formulation; governance and oversight; power and politics; organizational design and structures; and information technology management.*

RPTA 042 - Recreational Use of Natural Resources  
RPTA 105 - Management in Recreation, Parks, and Tourism  
RPTA 110 - Research and Evaluation in Recreation, Parks, and Tourism  
RPTA 136 - Program Planning in Recreation, Parks, and Tourism

8.19 Understanding of the principles and procedures of human resource management.

*Content to consider: Human resource planning and staffing, compensation, staff development, labor relations and collective bargaining, conflict resolution and negotiation, decision-making models, employment law, grievance management, and workplace diversity.*

RPTA 105 - Management in Recreation, Parks, and Tourism  
RPTA 110 - Research and Evaluation in Recreation, Parks, and Tourism

8.20 Understanding of the principles and procedures of supervisory leadership. *Content to consider: Interpersonal communication; motivation; managing employee performance; supervisory leadership; discipline and separation; ethics and standards of conduct; managing volunteers, part-time, and seasonal staff.*
8.21 Understanding of the principles and procedures of budgeting and financial management. 
Content to consider: Financing, budgeting methods, fiscal accountability, fiscal policies, purchasing, and inventory control.

8.22 Understanding of the principles and procedures related to agency marketing techniques and strategies.
Content to consider: Writing principles; consumer buying behavior; segmentation, targeting, and positioning; product life cycles; advertising; various forms of media, including print, broadcast and on-line; media planning and buying; copyrighting; planning and programming public relations events; implementing public relations strategy through various forms of media; and media relations.

8.23 Ability to utilize the tools of professional communication.
Content to consider: Technical writing, public speaking, and audio-visual/multimedia resources.

8.24 Ability to apply current technology to professional practice.
Content to consider: Application of current technology separately and in integrated formats for professional practice. Examples of technology include the following: word processing, spreadsheets, database management, presentation and graphic software, and web page development. An example of applying current technology in an integrated format is the use of presentation software to include spreadsheet components.
8.25 Knowledge of the following principles and procedures of developing areas and facilities:

**8.25:01 Assessment**
*Content to consider: Social, environmental, and physical assessment and impact of the environment to determine its suitability for the development of recreational areas and facilities.*

RPTA 042 - Recreational Use of Natural Resources  
RPTA 106 - Inclusive and Therapeutic Recreation  
RPTA 110 - Research and Evaluation in Recreation, Parks, and Tourism  
RPTA 136 - Program Planning in Recreation, Parks, and Tourism

**8.25:02 Planning**
*Content to consider: Basic planning models and principles as they relate to the development and construction of recreational areas/facilities.*

RPTA 042 - Recreational Use of Natural Resources  
RPTA 106 - Inclusive and Therapeutic Recreation  
RPTA 110 - Research and Evaluation in Recreation, Parks, and Tourism

**8.25:03 Functional Design**
*Content to consider: Principles of functional design to maximize participation while maintaining a sound environment.*

RPTA 042 - Recreational Use of Natural Resources  
RPTA 106 - Inclusive and Therapeutic Recreation  
RPTA 110 - Research and Evaluation in Recreation, Parks, and Tourism

**8.25:04 Evaluation**
*Content to consider: Principles and procedures for evaluating the appropriateness and functionality of a recreation area/facility.*

RPTA 042 - Recreational Use of Natural Resources  
RPTA 110 - Research and Evaluation in Recreation, Parks, and Tourism  
RPTA 136 - Program Planning in Recreation, Parks, and Tourism

**8.25:05 Operation and maintenance**
*Content to consider: Basic operation and maintenance principles and procedures as they relate to the operation of a recreation area/facility.*

RPTA 042 - Recreational Use of Natural Resources

**LEGAL ASPECTS:**

**8.26 Understanding of the following related to recreation, park resources, and leisure services:**

**8.26:01 Legal foundations and the legislative process**

RPTA 042 - Recreational Use of Natural Resources  
RPTA 106 - Inclusive and Therapeutic Recreation  
RPTA 136 - Program Planning in Recreation, Parks, and Tourism

**8.26:02 Contracts and tort law**

RPTA 106 - Inclusive and Therapeutic Recreation
8.26:03 Regulatory agents and methods of compliance
Content to consider: Enabling laws; public and private control; national, state, and local agencies and regulations; creation and enforcement of legislation; human rights; property law.
RPTA 105 – Management in Recreation, Parks, and Tourism
RPTA 106 – Inclusive and Therapeutic Recreation
RPTA 136 – Program Planning in Recreation, Parks, and Tourism

8.27 Understanding the principles and practices of safety, emergency, and risk management related to recreation, park resources, and leisure services.
Content to consider: Components of risk management planning; emergency procedures; safety/law enforcement.
RPTA 032 – Recreation Activity Leadership
RPTA 110 – Research and Evaluation in Recreation, Parks, and Tourism
RPTA 136 – Program Planning in Recreation, Parks, and Tourism

FIELD EXPERIENCES
8.28 Formal field experience(s) of at least 100 total documented clock hours in appropriate professional recreation organizations/agencies prior to internship.
Content to consider: May include a variety of experiences in required courses, in-depth experiences of greater duration, and required community service.
RPTA 001 - Orientation to Recreation, Parks, and Tourism Administration
RPTA 101 - Senior Seminar

The department requires students to have 600 hours of approved field experience prior to enrollment in the first directed field experience or internship course.

8.29 Internship, full-time continuing experience in one appropriate professional recreation organization/agency of at least 400 clock hours over an extended period of time, not less than 10 weeks. If an option is accredited, the internship must be directly related to such option.
RPTA 195 Internship: Recreation and Park Management

The summary tables for the standards and courses, as well as the descriptive matrix for the 8.00 standards are found in Appendix G. Syllabi for all core courses used to meet the 8.00 standards are contained in Appendix H.
Appendix A

1. Appendix A - Faculty Data
2. Appendix A Faculty Statistics
3. FACULTY STATISTICS TABLES
4. Table 2 Faculty Statistics
1. Appendix A - Faculty Data
### Table 2

<table>
<thead>
<tr>
<th>Rank</th>
<th>Faculty #</th>
<th>Full-Time</th>
<th>Part-Time</th>
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</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
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</tr>
<tr>
<td>Associate Professor</td>
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<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Lecturer</td>
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<td>4</td>
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<tr>
<td>Professor</td>
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<td>3</td>
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<td><strong>Total</strong></td>
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<th>Age</th>
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<td>Age Range</td>
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<td>29 - 44</td>
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<td>Mean Age</td>
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<th>Ethnicity</th>
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<tr>
<td>African American</td>
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<tr>
<td>American Indian</td>
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<tr>
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<tr>
<td>Latino</td>
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<tr>
<td>Pacific Islander</td>
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<td><strong>Total</strong></td>
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<tr>
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<th>Part-Time</th>
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<tr>
<td>Male</td>
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<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</table>
2. Appendix A Faculty Statistics
Table 1

<table>
<thead>
<tr>
<th>Faculty member</th>
<th>FTE</th>
<th>Degrees Earned</th>
<th>Institution of degree</th>
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<tbody>
<tr>
<td>Elizabeth Erickson</td>
<td>12</td>
<td>Ph.D., Forest Service Science M.A., Linguistic Anthropology B.S., French/International Politics</td>
<td>West Virginia University, 2001 University of Arizona, 1992 Texas Christian University, 1986</td>
</tr>
<tr>
<td>Lisa Jorgensen</td>
<td>12</td>
<td>Ph.D., Parks, Recreation &amp; Tourism Administration M.A., Recreation Admin. B.S., Recreation Admin.</td>
<td>University of Utah, 2008 California State University, Chico, 1998 California State University, Chico, 1996</td>
</tr>
<tr>
<td>B. Dana Kivel</td>
<td>12</td>
<td>Ed.D., Education M.S., Recreation Admin. B.A., Print Media</td>
<td>University of Georgia, 1996 San Francisco State University, 1992 University of Wisconsin, 1984</td>
</tr>
<tr>
<td>Katherine Martinez</td>
<td>15</td>
<td>M.S., Recreation Administration B.S., Psychology A.A., Recreation Administration</td>
<td>California State University, Sacramento, 1992 University of Maryland, Lakenheath, England, 1985 American River College, Sacramento, CA 1987</td>
</tr>
<tr>
<td>Jennifer Piatt</td>
<td>12</td>
<td>Ph.D., Parks, Recreation &amp; Tourism Administration M.A., Recreation Admin. B.S., Recreation &amp; Parks Admin.</td>
<td>University of Utah, 2007 California State University, Chico, 2000 California State University, Chico, 1995</td>
</tr>
<tr>
<td>Gregory Shaw</td>
<td>12</td>
<td>Ph.D., Geography M.S, Recreation Admin. B.S., Architecture</td>
<td>University of CA, Davis, 2007 CA State University, Sacramento, 2001 Georgia Institute of Technology, 1990</td>
</tr>
</tbody>
</table>
### Table 7: Five-Year Summary of Scholarship

<table>
<thead>
<tr>
<th>Measure of Scholarly Productivity (quantity)</th>
<th>Documentation of Quality Measure</th>
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</thead>
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<tr>
<td>Scholarship (five year totals)</td>
<td>(e.g., books, chapters, monographs, refereed articles, non-refereed publications, proceedings, presentations)</td>
</tr>
<tr>
<td>External Recognition of Quality (five year totals)</td>
<td>(e.g., honors, awards)</td>
</tr>
<tr>
<td>Service (five year totals)</td>
<td>(e.g., major service commitments)</td>
</tr>
<tr>
<td>Grant funding (five year totals)</td>
<td>(e.g., quantity of projects, dollar amount of funding)</td>
</tr>
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</table>
3. FACULTY STATISTICS TABLES
### FACULTY STATISTICS TABLES

Include only faculty members directly related to the baccalaureate program in recreation, park resources and/or leisure services. Please insert the appropriate numbers or percentages in each table.

#### 1. Number of Faculty by Rank

<table>
<thead>
<tr>
<th>Rank</th>
<th>Faculty # (explain)</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Associate Professors</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructors / Lecturers</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (please explain)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 2. Number of Faculty by Age

<table>
<thead>
<tr>
<th>Age Faculty</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Range</td>
<td>38-65</td>
<td>29-44</td>
<td></td>
</tr>
<tr>
<td>Mean Age</td>
<td>49</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

#### 3. Number of Faculty by Race or Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Faculty (explain)</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>10</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic / Latino / Mexican</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (please explain)</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

#### 4. Number of Faculty by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Faculty (explain)</th>
<th>Full–Time</th>
<th>Part–Time</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td></td>
<td>6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

#### 5. Teaching Responsibilities of Faculty (insert percentages)

<table>
<thead>
<tr>
<th>Work Function</th>
<th>Faculty (explain)</th>
<th>Full–Time</th>
<th>Part–Time</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Professional Courses Taught by</td>
<td>71.4</td>
<td>28.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of Student Advising Done by</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Table 2 Faculty Statistics
Table 2 FACULTY STATISTICS TABLES

Include only faculty members directly related to the baccalaureate program in recreation, park resources and/or leisure services. Please insert the appropriate numbers or percentages in each table.

1. Number of Faculty by Rank

<table>
<thead>
<tr>
<th>Rank</th>
<th>Faculty # (explain)</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Others</th>
</tr>
</thead>
<tbody>
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<td>Professors</td>
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<th>Part-Time</th>
<th>Others</th>
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<tbody>
<tr>
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</table>

4. Number of Faculty by Gender

<table>
<thead>
<tr>
<th>Gender Faculty(explain)</th>
<th>Full–Time</th>
<th>Part–Time</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
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<tr>
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5. Teaching Responsibilities of Faculty (insert percentages)

<table>
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<td></td>
</tr>
</tbody>
</table>
Appendix B

1. bkvitanrpa2009
2. Erickson vita for NRPA
3. grayvita2009
5. JorgENSEN Vita
6. Martinez vitae 2009
7. Pinch Accreditation CV 09
8. Rolloff Vita in NRPA Format
9. Shaw
10. Sheppardresume-accred-update2009
1. bkvitanrpa2009
FORMAL EDUCATION

The University of Georgia, Athens GA (1992-1996)
Doctor of Education, Major, Education, (Department of Recreation and Leisure Studies)


San Francisco State University, San Francisco, CA (1988-1992)
Master of Science, Major, Recreation Administration, with honors, (Department of Recreation & Leisure Studies).

The University of Wisconsin, Madison, WI (1981-1984)
Bachelor of Arts, Major, Print Media, (Department of Journalism and Mass Communications).

PROFESSIONAL EXPERIENCE

Chair and Associate Professor, California State University. Sacramento, California – (August, 2005-currently)
Assistant Professor, California State University. Sacramento, California (August, 2003-2006)
Visiting Research Fellow – Leeds Metropolitan University, Leeds, England (September-December, 2002)
Leverhulme Research Fellow – Leeds Metropolitan University, Leeds, England (September, 2001-June, 2002)
Assistant Professor and Director, Institute for Youth Leaders, University of Northern Iowa. Cedar Falls, Iowa (1996-1998).
Co-Founder and Director, Lavender Youth Recreation & Information Center (LYRIC), a social/recreational, organization for lesbian/gay/bisexual youth, ages 23 and under. San Francisco, California (1988-1992).
RESEARCH AND SCHOLARLY ACTIVITIES

Published Articles


Published Chapters


Refereed Presentations

Research Presentations, Refereed Abstracts and Conference Proceedings

(All of the refereed abstracts have been published as conference proceedings)

Kivel, B.D. & Gibson, H.J. (2009). I am serving as co-chair of the Leisure Research Symposium for the National Recreation and Park Association (NRPA) meetings in Salt Lake City, Utah.


PROFESSIONAL SERVICE AND INVOLVEMENT

Major Speaking Engagements and Presentations


Professional Reports


Grants Awarded

2008 – Sierra Health Foundation. Co-authored with Mimi Lewis and Jennifer Savin. $37,000 received for ongoing support of Community Against Sexual Harm (CASH).

2008 – Sutter Health Foundation. Co-authored with Mimi Lewis. $40, 220 received for ongoing support of Community Against Sexual Harm (CASH).

2007 – California State Parks – Statewide Visitor’s Survey –Project investigator with Drs. Beth Erickson and Kath Pinch on contract led by Dr. David Rolloff, Principal Investigator. $589,000 awarded.

2007 – Stewardship Council – co-authored with Marilyn McGinnis, Director, Oak Park Multiservice center. $250,000 requested -- $100,000 awarded.

2005 – Sacramento State University – Advising Initiative. $20,000 requested and $20,000 awarded for assigned time to create a “College-wide faculty advisor.”

2005 – First Five Commission of Sacramento (Co-authored with Chris Ganson). $5,000 requested and $5,000 awarded to support 43 barbecues in Oak Park to help build community.

2005 Pedagogy Enhancement Award co-authored with Kath Pinch. CSUS


2004 – Research and Creative Activity (Co-authored with Nigel Poor). $5,400 requested. Not funded. California State University, Sacramento.

2003-2004 Project Activity Grant, CSUS. $900 request and $500 awarded for “Bridging the divide: A working conference to coalesce Academic Affairs and Student Affairs around issues of leadership, community service and service learning.”

Awards/Appointments

Professional Service

Editorial Board, Journal of Leisure Research, Associate Editor, 2005-currently


Vice-Chair, California Foundation for Parks and Recreation, 2003-currently

2005 Conference Program Committee Member, California Society for Parks and Recreation


**University Service**

2005-2008 Member, GE subcommittee, Area C
2004 - 2005 Member, Academic Council, College of Health and Human Services
2004- 2007 Member of the Office of Community Collaboration Advisory Board.
2003-2005 Member and former Chair, Education Equity Committee, College of Health and Human Services, California State University, Sacramento.

**Public Service**

Oak Park Redevelopment Advisory Committee. Elected to serve as the Oak Park Neighborhood Association representative for this city-based committee which reviews development proposals and the distribution of $20,000,000 in redevelopment funds. (*Appointed by Mayor Heather Fargo in 2006*)

Wonder, Inc. Elected to the Board of Directors (September, 2007) – the program links adults with youth, ages 6-12, in foster care to engage in social/recreational activities.

YWCA of Sacramento/Contra Costa County – Served on the Board of Directors. (2003-2006)

Oak Park Neighborhood Association (OPNA). Elected to the Board of this organization in January, 2005, for a one-year term.

**INSTITUTION INVOLVEMENTS**

**Courses Taught**


Foundations of Leisure (Fall, 2008, 2007, 2006, 2005, 2004). This graduate-level seminar examines the role of leisure in society and in culture, with emphasis on 20th century North America. Discussions will address the historical, political, economic and social foundations of leisure. CSUS

Funding Leisure Organizations (Fall, 2003, 2004, 2005). The overall goal of this course is to enhance the students’ knowledge, skills and abilities about fundraising generally and
specifically, in the following areas: special events, direct mail solicitation, planned giving, capital campaigns, major gift campaigns, sponsorships, phone solicitation and personal solicitation. CSUS

**Portfolio Co-Advisor** (Spring, 2004, Fall, 2003) I worked with Kathy Martinez to develop a system students who, having entered the major with 2000-2002 Catalog rights, must complete a portfolio requirement. We hosted three meetings and office hours to provide students with numerous opportunities to talk with us about this requirement. CSUS

**Intern Advisor** (Summer, 2007 (9 students, 10 unit internships); 2006 (9 students, 10-unit internships) 2005 (9 students, 10-unit internships). California State University, Sacramento for

**Research Applications to Leisure Behaviors** (Spring, 2004) -- This undergraduate course is designed to provide students with the tools to analyze leisure behavior, interests and the motivational bases of leisure as they apply to the field of Recreation. Emphasis will be placed on applied research techniques including qualitative, descriptive and analytical methods. CSUS

**Workshop in Leisure Service Administration** (Spring, 2004) – This course is designed to provide the student with various in-depth perspectives regarding the use of management / administrative process in recreation and leisure studies. CSUS

**Recreation Activity Leadership** (Spring, 2004) – This course focuses on providing students with opportunities to enhance and/or strengthen their leadership activity repertoires and their leadership skills. CSUS

**Recreation Activity Leadership** (Spring, 2004) – This course focuses on providing students with opportunities to enhance and/or strengthen their leadership activity repertoires and their leadership skills. CSUS

**Student Advising**

**Student Advising:** I have advised approximately 50 students over the past three years.

**Thesis supervision:** I have overseen the successful completion of three thesis students and currently serve as advisor on two theses.
2. Erickson vita for NRPA
1. NAME

Elizabeth B. Erickson

2. ADDRESSES, PHONE NUMBERS AND EMAIL

Department of Recreation and Leisure Studies
California State University, Sacramento
6000 J Street
Sacramento, CA 95819-6110

Faculty Office: Solano Hall 4008
Office Phone: (916) 278-6618
Office Fax: (916) 278-5053
E-Mail: erickson@csus.edu

4011 57th St
Sacramento, CA
95820

3. FORMAL EDUCATION

Doctor of Philosophy in Forest Resource Sciences, West Virginia University, Morgantown, West Virginia, 2001
Dissertation: Rocky Mountain National Park: History and Meanings as Constraints to African-American Park Visitation.

Master of Science, University of Arizona, Tucson, Arizona, 1992: Major – Linguistic Anthropology

Bachelor of Science, Texas Christian University, Fort Worth, Texas, 1986
Major – French/ International Politics

4. PROFESSIONAL EXPERIENCE

California State University, Sacramento, CA, 2009-Present, Associate Professor- Department of Recreation, Parks, and Tourism Administration

California State University, Sacramento, CA, 2006-2009, Assistant Professor- Department of Recreation, Parks, and Tourism Administration

Texas State University, San Marcos, TX, 2001–2006, Assistant Professor – Recreation. And Leisure Studies
West Virginia University, Morgantown, WV, 1999-2001, Instructor- Recreation

Pima County Community College, Tucson, AZ, 1993-94, Instructor- Anthropology

The University of Arizona, Tucson, AZ, 1989-94, Teaching Assistant – Anthropology

Tarrant County Community College, Fort Worth, TX, 1986-87, Instructor- French and English as a Second Language

5. PROFESSIONAL SERVICE AND INVOLVEMENT

a. Current Certification

b. Organization Memberships

National/ International Organizations:
- Association of Challenge Course Technologies (since 2006)
- Association of Outdoor Recreation and Education (since 2002)
- National Recreation and Park Administration (since 2000)
- Association for Experiential Education (since 2005)

State Organizations
- Texas Recreation and Parks Society (since 2001-2006)
- California Parks and Society, District II Board member- (2007-present)

c. Workshops, Clinics, etc.

Erickson, B. , Piatt, J. (September 24, 2009). How to do more with less. CPRS District II Rocklin, CA.


Erickson, B. (October 14, 2008). Outdoor Equipment used in the outdoor experience for individuals with disabilities. This is a presentation to all outdoor recreation providers on military bases so they may make their outdoor programs accessible to the Veterans returning from the Iraq and Afghanistan wars. National Parks and Recreation Society. Baltimore, MD.

Erickson, B. Saul., D. (September, 25, 2008). Leadership for community recreation providers. CPRS District II. Rocklin, CA.

Gray, S., Pinch, K., Erickson, B, Piatt, J., Rolloff, D. Doc Seminar for students who want to continue their doctorate studies. (April 29, 2008).
Erickson, B. Behavior Management. In RPTA 32 (March 3, 2008)

Erickson, B., Shaw, G., Rolloff, D., Piatt, J. Opportunities in the recreation major. IN Freshmen Class Seminar. (November 29, 2007).


Jorgenson, L., & Erickson, B. What does it mean to become a recreation major. Counselor Conference. Sacramento State University. (April 23, 2007).


Erickson, B. (2003). Training workshop for counselors to work with At-Risk Youth. Workforce Center. New Braunfels, TX.

Erickson, B. (2002). Workforce in San Antonio. PBS presentation for games developed for the At-Risk Youth in San Antonio.


d. Major Speaking Engagements and Presentations

Erickson, B. (February 24-28, 2009). Grant writing for beginners. Texas Recreation and Park Society Austin, TX.

Erickson, B. (February 24-28, 2009). Who are these Millennials? Texas Recreation and Park Society Austin, TX.

Piatt, J., Jorgensen, L. Shaw, G., Erickson, B. (January, 2009). Meeting the needs of ALL students: Developing an accessible learning experience, SPRE. Salt Lake City, UT. (NATIONAL)


Erickson, B. Kivel, B. (November 5-9, 2008). The world of grant writing. Association of Experiential Education. Vancouver, WA. (NATIONAL)


Kivel, B. Erickson, B. (May 13-16, 2008). LGBT youth and leisure: Where have we been, where are we going? Montreal, CA. (INTERNATIONAL)


Erickson, B (November 7-10, 2007). Risk Management and Information. Association of Experiential Education Conference. Little Rock, AR. (NATIONAL)


Pinch, K., Erickson, B. (January 26, 2007). Incorporating written and oral communication into the curriculum. SPRENET. Clemson, SC. (NATIONAL).


Erickson, B. (November 2, 2006). Know the Ropes II. AORE. Boise, Idaho. (NATIONAL).


e. Honors and Awards

UPLAY Scholarship (2007) (tuition to conference plus $400.00).
Runner-up for Presidential Award for Excellence in Service (2005).
Runner-up for Presidential Award for Excellence in Service (2004).
Faculty member of the Year granted by Student Recreation Services (2003).
8th Symposium on Society and Resource Management: Student Scholarship (2000).
Canon National Science Scholar Award: Honorable Mention, (2000).
Senior Scholar in French: TCU, (1986).
Outstanding Leadership Award: TCU (1986).
TCU Scholar.
IES Scholar.
Phi Sigma Iota (Romance Languages), president (1985).
Pi Sigma Alpha (Political Science) (1985).

6. RESEARCH AND SCHOLARLY ACTIVITIES

a. Research
Rolloff, D. Erickson, B. (2009-2010) Contract to continue examining demographics and visitor behavior of snowmobilers at 12 snowmobile trailheads. $50,000.00.

Rolloff, D. Erickson, B. (2009) Contract to examine demographics and visitor behavior of snowmobilers at 12 snowmobile trailheads. $50,000.00
Erickson, B. Jorgensen, L. (2008-2009). Contract to evaluate a leadership training program created by California State Parks and Dan Francisco State University. $8000.00


Rolloff, D. Erickson, B. (2008). Feather River Canyon District Visitor Use Survey. $8000.00

Erickson, B. Jorgensen, L. (2007). Contract to evaluate the Outdoor Youth Leadership Training conducted by California State Parks and the Pacific Leadership Institute (San Francisco State University). $8000.00


Rolloff, D., Erickson, B., Pinch, K., Kivel, B. (2007). Contract to survey visitors in 25 California State Parks. $600,000. 00

Erickson, B. (2005). Contract to train all military outdoor recreation professionals in taking individuals with disabilities into wilderness areas. $5000.00


b. Publications


**NON-REFEREED**

**ABSTRACTS**


**OTHER**

Rolloff, D. & Erickson, B. (2009). California Department of Parks & Recreation Off-Highway Motor Vehicle Recreation Division 2009 Winter Trailhead Survey. This report is the result of a study where researchers examined the behavior of state park visitors who snowmobile at 13 trailheads in the Serra Nevada mountains.

Erickson, B. Jorgensen, L. (2009). Evaluation of OutdoorYouth Connection leadership program. This is an evaluation of a leadership training program put on by California State Parks and San Francisco State University.

Erickson, B., Rolloff, D. Piedras Blancas Master Interpretive Plan. (2008). This is the Master Interpretive Plan for a lighthouse located on the southern end of Big Sur owned by the Bureau of Land Management.

Erickson, B. (2002). Alamo Development Corporation Games for Teens at Risk. A report written and given to the Alamo Development Corporation for counselors who work with over 500 at-risk teens in the San Antonio school district. The games are designed to help students increase the leadership skills, self-esteem, and self awareness.

Erickson, B. (2001). The Meanings of Mountains. This is a report written and given to the Mountain Institute that discusses the outcome of focus groups that took place in Denver and Estes Park, CO.

**7. INSTITUTION INVOLVEMENTS**
a. Teaching

(California State University, Sacramento)
RPTA 32 – Recreation Activity Leadership
RPTA 136 – Leisure Program Planning
RPTA 166 – Workshop in Leisure Services Administration
RPTA 203 – Advanced Administrative Leisure Services
RPTA 206 – Liability and Risk Management in Recreation, Parks, and Tourism

(Texas State University):
REC 1310 - Introduction to Recreation
REC 1330 - Outdoor Recreation
REC 2335 - Program Development and Event Planning
REC 2330 - Leadership in Recreation
REC 3325 - Recreation Administration
REC 4318 - Special topics-Advanced Outdoor Recreation
REC 4337 - Independent Study, Literature in Environmental and Adventure Recreation
REC 4337 - Independent Study, Recreation and Natural Resource Interpretation
REC 4680 - Internship Supervision
REC 5350 - Independent Study, Recreation and Natural Resource Interpretation
REC 5330 – Applications of Management in Recreation and Sports
REC 5337 - Ethical and Legal Issues in Recreation

(West Virginia University)
RPTR 42 - Introduction to Recreation, Parks and Tourism
RPTR 63 - Programming in Recreation
RPTR 151 - Leadership in Recreation

(Pima County Community College)
ANTH 101 - Introduction to Anthropology

(College of St. Francis)
ANTH 101 – Introduction to Linguistic and Cultural Anthropology

Helped create the following:
RPTA 100 (ONLINE)

PFW 1154
a) Low Ropes Challenge Course
b) High Ropes Challenge Course
c) Backpacking
REC 4318 Special topics-Advanced Outdoor Recreation
2. Advised large number of majors every semester (up to a maximum of 51).
3. Primary advisor for a number of students of community recreation.

b. Advisement
   i. Majors
      Undergraduate Majors: approximately 31 (varies)
      Graduate Majors: approximately 6 (varies)

   ii. Field Experience
      Six (varies)
   iii. Theses/Projects
      Advisor for 2 Master’s projects
      (2 in the last 3 years)

c. Institution Service

II. Service to the institution
Department Committees/Service

Supervised a “Bike Blitz” program at Sacramento State, a festival of bikes (Spring 2009).
Supervised the 3rd annual summer job camp discovery fair. (Spring 2009).
Served on the search committee for the Director of Student Activities. (Spring 2009)
Member, Hungary Committee, Office of Global Education, (Spring 2009)
Supervised the grand opening of the Multi-Cultural Center (Fall 2008)
Member of LEAD Committee for Student Activities. (2008-present).
Created and Designed an Online Course- RPTA 100 (2007-2008).
Served as a representative from the RPTA Department to aid the search committee in hiring a
new Director for the Recreation Center (Spring, 2008).
Served as a Marshall at graduation (Winter 2008).
Supervised wheelchair rugby tournament in the Yosemite Gym - Sacramento vs. Tahoe. (May
10, 2008).
Conducted Nominal Focus Group Meetings with Junior College Counselors (May 2, 2008)
Supervised (with Jen Piatt), Tea Party for the Life Center (April 25, 2008).
Recruited Majors at the Sacramento City Spring Sting (April 24, 2008).
Supervised (with Jen Piatt) Disability Awareness Day (April 23, 2008).
Member, Hungary Committee, Office of Global Education, (Spring 2008)
Supervised 2nd Annual Summer Camp Job Discovery Fair (March 6, 2008).
Supervised (with Jen Piatt) the Open House at the Life Center (November 30, 2007).
Member, RPTA Convocation Committee, (2007- Present)
Member, Academic Council (Fall 2007-2009).
Co-Chair-Internship supervisor for the Department of RPTA (2007-2008).
Supervised the internships of 11 students, Summer, 2007.
Gave a talk on what it means to be a major in RPTA. Sierra Community College (May 19, 2007).
Supervised “Tea for Teal” – a tea to bring attention to ovarian cancer.
Designed and implemented a “Summer Camp Discovery Fair” for Sacramento State University (March 13, 2007).
Member, Graduating Students and Awards Reception Committee (Spring, 2007).
Member, Recruiting Committee for the Department of RPTA.
Member, Germany/Hungary Selection Committee. Office of Global Education. (March, 2007).
Member, Search Committee, Program Advisor, CSUS Student Activities (February-April, 2007)
Faculty Supervisor for the Recreation, Parks and Tourism Majors Association (RPTMA) (2006-present)
Created a power point presentation to promote the degree of Recreation and Leisure Studies.
Gave a talk to the Advising Center with Dr. Beth Kivel describing our major so they can more easily direct students to RPTA (November 9, 2006).
Served as a recruiter at Major Days in the Union Ballroom, October 28, 2006.
Member, Illness, Injury and Prevention Program (IIPP) Committee (Fall 2006-present).
Served as a recruiter at the Sacramento City College Allied Health Job and Career Fair, October 26, 2006
Led workshop at the Student Leadership Retreat, Student Activities, September 1, 2006
Led workshop with Dr. Beth Kivel on event programming, grant writing and fundraising for student leaders. September, 29, 2006. 9:00-a.m. -1:00 p.m.
Helped create a “Kidzone” for homecoming activities. October 7, 2006.
Texas State University
Took 30 students to the Texas Recreation and Park Society Meetings in Corpus Christie, TX in March, 2005
Member, Program Review Committee (2004)
Member, University Arts Committee, (2004-2006)
Professor of Honor, Transfer Student Link, (November, 2003)
Member, COE, FAC, Committee on Committees (Spring-Summer, 2003)
Member, Search Committee, Assistant Director, Campus Recreation, Outdoor Recreation (Fall, 2003)
Took 10 Students to Texas Recreation and Park Society meetings in Wichita Falls, TX (Spring 2004).
Member, COE Strategic Planning Committee (2003-2004)
Provider and creator of evaluations for Nature Access Program sponsored by the Aquarena Center and Student Outdoor Recreation. (Spring 2003).
Member, Departmental Strategic Planning Committee (2003-2005)
Provider of homecoming activities for the homecoming luncheon. (Fall 2002)
Faculty Advisor, Association of Recreation Majors, (Spring 2002-2005)
Took 12 students to Texas Recreation and Park Society meetings in Abilene, TX (Spring 2002).
Awards Committee, (Fall 2002-Present)
Member, Faculty Search Committee, (West Virginia University, Spring-1999)

8. OTHER INFORMATION

Professional and /or Community Service

Supervised a multi-school teen dance at Mills Middle School (Spring 2009).
Supervised an Easter festival for the Hmong and Mien communities (Spring 2009).
Supervised volunteer work with People Reaching Out, an after school program for youth in Sacramento County.
Volunteered for Earth Day at Smythe Academy. (Spring 2009).
Supervised a charity golf tournament. For the St. John’s Shelter (Spring 2009)
Supervised rock band night for Swanston Parks and Recreation (Spring 2009)
Supervised a dog-wash fundraiser for the Sacramento Children’s home. (Spring 2009).
Supervised a fitness decathlon for children. Swanston Parks and Recreation Department. (Spring 2009)
Supervised Creek Week Earth Day celebration. Sunrise Parks District. (Spring 2009)
Supervised “job fair” at Swanston Parks and Recreation. (Spring 2009).
Supervised Easter Carnival Fair Oaks Parks and Recreation. (Spring 2009).
Supervised electronic recycling E-waste drop-off day in Midtown, Sacramento. (Spring 2009).
Supervised “Eggorama”. Fulton El Camino Parks and Recreation Department. (Spring 2009).
Supervised a “teen night at the cave”. Folsom Parks and Recreation Department. (Spring 2009).
Supervised community talent show at Swanston Community Center, (Spring 2009)
Supervised Haunted House and children’s carnival at Cordova Parks and Recreation (Fall, 2008)
Supervised Halloween Carnival at Fair Oaks Park District (Fall 2008)
Supervised Veterans Day Celebration (Folsom Parks and Recreation Department (Fall 2008)
Supervised a Harvest Play Day, Carmichael Parks and Recreation (Fall 2008)
Supervised the teaching a cheerleading classes for Fulton El Camino Parks and Recreation (Fall 2008)
Supervised Spooktacular at Swanston Parks and Recreation District (Fall 2008)
Supervised Late Night at the Cave (for teens) Sutter Middle School (Fall 2008)
Supervised the Grand Opening of a tennis complex Sunrise Park District (Fall 2008)
Supervised a free movie night for the San Juan Unified School District (Fall 2008)
Supervised a Thanksgiving Potluck Dinner for Swanston Community Center (Fall 2008)
Supervise students who work with Youthworks based out of the Oak Park Multi-cultural Center.
(2006-2009)
Co-Chair with Jen Piatt, SPRE Annual student scholarship chair. NRPA Baltimore, (October, 2008).
Volunteer, Barack Obama Phone Banks. (Fall 2008). Sacramento, CA.
Supervised the Eggstravaganza-Spring Carnival, at Fulton El Camino Park and Recreation District (March 15, 2008)
Supervised the Luna Fest (film fest for breast cancer) (April 17, 2008)
Assisted in Registration for the Park Maintenance and Management Conference. Woodland, CA. (January 11, 2008).
Supervised Trick or Treat Down Oak Park Street, (October, 2007).
Mentoring, Subcommittee, District II Board, CPRS (September, 2007-Present)
Family Camp, Took 70 disadvantaged youth to the Santa Cruz Coast. (August, 2007).
Volunteer, MS Walk. April, 22, 2007.
Supervised Eggstravaganza at Oak Park Community Center (Spring, 2007).
Supervised Eggorama at El Camino Parks and Recreation Department (Spring, 2007).
Supervised games for the Rainbow Festival for children of parents who are GBTL, Parkside Community Church, April, 2007.
Board of Directors, Outreach Coordinator, CPRS District II
Helped build a new playground for a school in New Orleans that had been ravaged by Hurricane Katrina. February, 2007.
Supervised Talent show at the Hart Senior Center, Sacramento, CA, Dec. 4, 2006
Supervised Halloween Trick or treat on Oak Park Street, Sacramento, CA, October 27, 2006
Led workshop on New Games for Wonder Inc., August 30 2006
Supervisor, fundraiser for the MS Central Medical Center (2005)
Supervisor, Easter Carnivals for the Cities of Kyle and San Marcos (2005)
Supervisor, pentathlon for the Seguin Outdoor Learning Center (2005)
Supervisor, activities for the Relay For Life, San Marcos, TX (2005)
Supervisor, Halloween Carnival and River Clean up for the City of San Marcos (2004).
Steering Committee, Canyon Gorge Project, December 2003- Present
Volunteer, Wilderness Inquiry, Minneapolis, MN, Summer, 2003 (3 months)
Supervisor, Provider of 17 hours of programming, Relay for Life, National Cancer Society, (2003)
Supervisor, Provider for the River Clean-up for the city of San Marcos, (2003)
Supervisor, Provider of 3 community events for the city of San Marcos - Rec Jam for Kids with Disabilities, Haunted House, Senior Thanksgiving Luncheon (2002)
Supervisor, Provider of 17 hours of programming, Relay for Life, National Cancer Society, (2002)
Supervisor, Provider of Easter Carnival, San Marcos, Texas, (2002)
Supervisors, Provider of Easter Carnival, Austin, Texas, (2002)
Supervisor, Provider of 3 community events for the city of San Marcos, Texas (2002)

Supervisor, Provider of 5 Community Programs, South Austin Senior Center – (2001)

Supervisor, Halloween Haunted House, San Marcos, TX, (2001)
Boys and Girls Club, Steering Committee, San Marcos, TX, (2001-2002)
3. grayvita2009
1. **NAME**

Steven Woodson Gray

2. **ADDRESSES, PHONE NUMBERS AND EMAIL**

   Department of Recreation and Leisure Studies
   California State University, Sacramento
   6000 J Street
   Sacramento, CA 95819-6110

   Faculty Office: Solano Hall 4008
   Office Phone: (916) 278-6858
   Office Fax: (916) 278-5053
   E-Mail: graysw@csus.edu

   3713 Maidu Place
   Davis, Ca 95616
   (530) 756-9111

3. **FORMAL EDUCATION**

   B.S. Degree, Business Administration, University of Arizona, 1970

   M.S. Degree, Kinesiology, University of California at Los Angeles, 1978

   Ph.D. Degree, Recreation Administration, University of southern California, 1981

   Dissertation Title: “Relationship Between Self-Actualization and Leisure Satisfaction”

4. **PROFESSIONAL EXPERIENCE**

   **Professor**, 2003 to present, Department of Recreation and Leisure Studies, California State University, Sacramento, California

   **Professor/Department Chair** 10 years, 1993 to 2003, Department of Recreation and Leisure Studies, California State University, Sacramento, California

   Administer department, supervise faculty and staff, advise students, teach undergraduate and graduate classes, advise thesis and project students, conduct research and scholarly activities, perform professional and community services, and perform committee work as required.

   **Associate Professor**, 1990 to 1993, Department of Recreation and Leisure Studies, California State University, Sacramento, California

   Member of Graduate Faculty

   **Assistant Professor**, 1988 to 1990, Department of Recreation and Leisure Studies, California State University, Sacramento, California
**Lecturer**, 1987 to 1988, Department of Recreation and Leisure Studies, California State University, Sacramento, California

**Sabbatical**, Fall Semester, 2003, Pursued research interests in the area of team sports club philosophy and operation. Accomplished through library research at CSUS and UC Davis, extensive Internet research, as well traveling to the North and South Islands of New Zealand. In New Zealand, visited numerous sports clubs, regional sports associations, and two universities. Conducted interviews with club members, officials, and professors at these sites. Made professional presentation, “Team Sports Clubs For Adults: A Model”, February 2004 American Association of Behavioral and Social Sciences Seventh Annual Meeting, Las Vegas, Nevada. Published in AABSS Perspectives Journal an article entitled “Team Sports Clubs For Adults: A Model”.

**Lecturer**, 1984 to 1987, San Diego State University, San Diego, California

Taught recreation and physical education courses, performed public service, served on department, college and University committees, did research and grant writing and wore professional publications.

**Assistant Professor**, 1982 to 1984, University of Miami, Miami, Florida

Taught recreation courses, supervised field experiences, advised students, performed public service, served on department, college and University committees, conducted research, grant writing and scholarly activities and did professional writing.

**Administrative Assistant/ Liaison Officer**, 1981 National Youth Sports Program (NYSP), University of California, Los Angeles.

Assisted in all administrative areas of NYSP and acted as liaison between community service organizations and NYSP.

**Teaching Assistant**, 1978 to 1981, University of Southern California

Taught variety of physical education activity classes.

**Graduate Assistant**, 1976 to 1977, University of California at Los Angeles.

Prepared eligibility reports, reviewed team travel arrangements and assisted Assistant Athletic Director.


Performed functions of planning, purchasing and evaluating for sports ware and outer ware departments for stores in 12 western states.

5. **PROFESSIONAL SERVICE AND INVOLVEMENT**

a. **Current Certification**

  Instructional Microcomputer Software Design, San Diego State University, 1987
b. Organization Memberships

Resort and Commercial Recreation Association
National Recreation and Park Association
Society of Park and Recreation Educators
California Park and Recreation Society
   Director, Educators Section, 1989-1991
   Member, Nomination and Election Committee, 1989-1991
   Reviewer, District II, Awards Committee, 1991 to 1994
   Editor, Educators Section Newsletter, 1989 to 1994
California Society of Park and Recreation Educators
   President, March 1989 to March 1991
   Northern Section Representative, 1988 to 1989

c. Workshops, Clinics, etc.

Gray, S.W. “Being More Physical” West Sacramento Recreation Department Take Action Series, 2006
Gray, S.W. “Leadership” Recreation & Child Care Leadership Training Conference, Sierra College 2006
Gray, S.W. “Team Sports Clubs for Adults: A Model” AABSS Perspectives Journal, Vol. 7 Fall, 2004
Gray, S.W. “Lifestyle Coaching” CSUS College of HHS Life Center’s “Speaker Series Forum” April 2001
Gray, S.W. "Distance Education, the Web, and Outcomes Assessment” panel member, 2000 CAL SPRE (Ca. Society of Recreation Educators) Conference, November 2000, Asilomar, Ca.
Reviewer, Perceptual and Motor Sports 1995-2004
Reviewer Editorial Board of the Journal of Recreation and Leisure 1998-2000
Completed teleconference courses on Life Style Coaching (CSUS funded)
“Portfolio Assessment of the Recreation and Leisure Program” Showcase of Assessment Initiatives CSUS March, 2001
“Lifestyle Coaching” CSUS College of HHS Life Center’s “Speaker Series Forum” April 2001
“Power Point,” CSUS School of Health and Human Services Workshop, January 1998 (co-presenter).
“Leadership Secrets of Attila the Hun” 1997 CPRS Supervisors’ Section Workshop, Lake Tahoe, October 1997
“Introduction to Active Learning” CSUS School of Health and Human Services Workshop, April
d. Major Speaking Engagements and Presentations

Gray, S.W. “Leadership Foundations” Key Note Speaker Super Cal 2006 Annual Conference for CPRS Supervisor’s Section
Gray, S.W., "New Game Leadership" 22nd Annual Resort and Commercial Recreation Association Conference, November 2002, Lake Lanier, Georgia.
Gray, S.W., "Ice-breakers for all occasions" 21st Annual Resort and Commercial Recreation Association Conference, November 2001, Kiawah Island, South Carolina.


Gray, S.W. "Distance Education, the Web, and Outcomes Assessment" panel member, 2000 CAL SPRE (Ca. Society of Recreation Educators) Conference, November 2000, Asilomar, Ca.

Gray, S.W. “Sport Specialization by Children Athletes” American Association of Behavioral & Social Sciences 3rd Annual Meeting, January 2000 Las Vegas

Gray, S.W., "Ice-breakers" 18th Annual Resort and Commercial Recreation Association Conference, November 1998, Destin, Florida.


Gray, S.W., "Experimental Education: Ropes Courses,” 63rd Annual CAHPERD Conference and Southwest District AAPHERD Convention, Sacramento, CA, March, 1996.


Gray, S.W., “Adventure Education’s Place in the University,” The Teaching and Learning Exchange, CSU Institute for Teaching and Learning, Los Angeles, California, March 1992.


Gray, S.W., “Using Adventure Education in the University Curriculum,” Second Annual Lilly Conference on College Teaching-West, Lake Arrowhead, California, March 1990.


e. Honors and Awards

Performance Salary Increased Award, California State University, Sacramento, 1996

Meritorious Performance and Professional Promise Award, School of Health and Human Services, California State University, Sacramento, 1989.

6. RESEARCH AND SCHOLARLY ACTIVITIES

a. Research

In the last five years I have been involved in research related to recreational sports, making presentations in the area of team sport involvement, leadership of sports clubs, and physical fitness benefits of sports participation. I have been particularly focused on the sport of rugby and how the growing professionalization of the sport has effected participants.

b. Publications

Gray, S.W., “Choosing Leisure Activities,” HHS Update, Vol. 4, No. 2, School of Health and Human Services, California State University, Sacramento, 1988

7. INSTITUTION INvolvements

a. Teaching

**Spring 2009**  RPTA 001 Orientation to RLS—33—students; RPTA 30 Recreation & Leisure Studies in Contemporary Society—51—students; RPTA 101 Senior Portfolio Seminar—2—students; RPTA 109 Computer Application in Leisure Services—24-- students

**Fall 2008**  RPTA 001 Orientation to RLS—36—students RPTA 30 Recreation & Leisure Studies in Contemporary Society—38—students; RPTA 101 Senior Portfolio Seminar –22 students--; RPTA 109Computer Application in Leisure Services—26—students

**Summer 2008**  RPTA 122 Perspectives on Leisure—30—students

**Spring 2008**  RLS 30 Recreation & Leisure Studies in Contemporary Society—32-- students RLS 100 Recreation & Leisure Lifestyle Development--58—students; RPTA 101 Senior Portfolio Seminar –25 students--; RLS 109 Computer Application in Leisure Services—26-- students

**Fall 2007**  RLS 001—11—students; RLS 30—34—students; RPTA 101 Senior Portfolio Seminar –26 students--; RLS 109—17—students

**Summer 2007**  RLS 100—29-students Item 13*=4.96/Overall=4.91

**Spring 2007**  RPTA 101 Senior Portfolio Seminar –22 students--; RLS 109—22—students; RLS 122 32- -students

**Fall 2006**  RLS 30—27—students; Overall=4.41; RLS 100---76—students RPTA 101 Senior Portfolio Seminar –21 students--; RLS 109 Computer Application in Leisure Services—17-- students

Other significant activities/responsibilities related to teaching
1. Assisted Dr. Beth Erickson in the development of RPTA 100 on-line course; a first for department. I taught this class in Fall 2008 and helped revise it for Spring 2009.
2. Developed RPTA 101 Senior Seminar Class.
3. In RPTA 30 & 100, developed a number of new inventories for class use
4. Advised large number of majors every semester (up to a maximum of 51).
5. Primary advisor for a number of special majors in wellness and sports management.
6. Responsible students enrolled in RLS 198 Co-Curricular Activities involving sports clubs.
7. In charge of reviewing all portfolios for the department.

b. Advisement

i. Majors

Undergraduate Majors: approximately 42 (varies)
Graduate Majors: approximately 6 (varies)

ii. Field Experience

Six (varies)

iii. Theses/Projects

Advisor for 1 Master’s projects
(5 in the last 5 years)

c. Institution Service

II. Service to the institution

Department Committees/Service

Vice-Chair (2005 to present), RPTA Dept. Leadership style one of facilitation and coaching; in my years of service the Department made significant gains in such areas as FTES generation, faculty evaluations, student achievement (i.e., RPMA, scholarships gained, etc.), assessment, community service, and scholarship.
Chair, Department Assessment Committee, (2004 to present) As chair, led efforts in this area; accomplishments include the development of portfolio manual and insertion of portfolio requirement in 2000-2002 Catalog.
Coordinator of RPTA Advisory Board, (2007 to present) Facilitated reforming committee, developed agenda, led meetings, and coordinated with members. Member, RPMA Scholarship Committee, Program Member Management Advisory Committee and Graduate Committee

College and University Committees/Service

Past Chair and member, Physical Therapy Primary RTP Committee 1995-2008
Member, University General Education Program Review Team 2003-07
Speaker for CSUS Study Abroad Series 2008
Chair, Secondary ARTP Committee 2006, 2008, and 2009
Member, Student Grade Appeal Panel for KHS Department and Division of Social Work 2007-08
Advisor, CSUS Men’s and Women’s Rugby Club, Rowing Club, Ultimate Frisbee Club, Water Ski Club, Taekwondo Club, Ice Hockey Club, Wakeboard Club
Leader, New Games for Department of Speech Pathology and Audiology Orientation Day and Department of Physical Therapy 2006-09
8. OTHER INFORMATION

Professional and/or Community Service

Coach, UC Davis Rugby Club, 2002 to 2007
Clinic Leader, Rugby skill development, 10 clinics for high school, college, and clubs 1996-2009
Coach, Davis Youth Rugby Club 2008-2009
Director, Davis Summer Touch Rugby Program
Founder and organizer, Annual Rugby Match @ Preston Youth Correctional Facility 2005-2007
Referee, USARFU, rugby referee 2007 to present
Member, United States Rugby National Coaching Technical Committee
Course Leader United States Rugby Football Union Certification Course
Jennifer A. Piatt
Curriculum Vita

CONTACT INFORMATION
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California State University, Sacramento
6000 J Street
Sacramento, CA 95819-5053

Phone: (916) 278-2937
Fax: (916) 278-5053
E-mail: jenpiatt@csus.edu

EDUCATION
2007 Ph.D.– University of Utah, Salt Lake City, Utah
Major: Parks, Recreation, and Tourism
Dissertation Title: The utilization of self-efficacy and self-affirmation to increase active living in persons with spinal cord injury or disease

2000 M.A. – California State University, Chico, CA
Major: Recreation Administration
Thesis: Decreasing specific behaviors of individuals diagnosed with schizophrenia through leisure education programs within a community setting

1995 B.S. – California State University, Chico, CA
Major: Recreation and Parks Administration
Emphasis: Therapeutic Recreation

TEACHING EXPERIENCE
Spring 2008 Assistant Professor – California State University, Sacramento, CA
• RPTA 106 – Inclusive and Therapeutic Recreation
• RPTA 195D – Therapeutic Recreation Internship
• RPTA 199 – Special Problems (Independent study)
• RPTA 202 – Policies, Issues, and Trends in Leisure
• RPTA 299 – Individual Study (Thesis research)
• RPTA 500 – Culminating Experience (Thesis research)

Fall 2007 Assistant Professor – California State University, Sacramento, CA
• RPTA 106 – Inclusive and Therapeutic Recreation
• RPTA 125 – Therapeutic Recreation and Persons with Physical Disabilities
• RPTA 195D – Therapeutic Recreation Internship
• RPTA 199 – Special Problems (Independent study)
• RPTA 299 – Individual Study (Thesis research)

Summer 2007 Assistant Professor – California State University, Sacramento, CA
• RLS 195D – Therapeutic Recreation Internship

Spring 2007 Assistant Professor – California State University, Sacramento, CA
• RLS 117 – Therapeutic Recreation Service Systems
• RLS 122 – Perspective on Leisure
• RLS 198 – Co-curricular Activities (Independent study)
• RLS 199 – Special Problems (Independent study)
• RLS 299 – Individual Study (Thesis research)
- RLS 500 – Culminating Experience (Thesis research)

**Fall 2006**  
Assistant Professor – *California State University*, Sacramento, CA
- RLS 125 – Therapeutic Recreation and Persons with Physical Disabilities
- RLS 116 – Therapeutic Recreation Principles and Practice
- RLS 100 - Recreation and Leisure Lifestyles
- RLS 195D – Therapeutic Recreation Internship
- RLS 198 – Co-curricular Activities (Independent study)
- RLS 199 – Special Problems (Independent study)
- RLS 299 – Individual Study (Thesis research)
- RLS 500 – Culminating Experience (Thesis research)

**Summer 2006** Assistant Professor – *California State University*, Sacramento, CA
- RLS 195D – Therapeutic Recreation Internship
- RLS 295 – Therapeutic Recreation Internship Graduate

**Spring 2006** Assistant Professor – *California State University*, Sacramento, CA
- RLS 100 - Recreation and Leisure Lifestyles
- RLS 117 – Therapeutic Recreation Service Systems
- RLS 195D – Therapeutic Recreation Internship
- RLS 198 – Co-curricular Activities (Independent study)
- RLS 199 – Special Problems (Independent study)

**Fall 2005** Assistant Professor – *California State University*, Sacramento, CA
- RLS 119 – Leisure Education
- RLS 122 – Perspectives on Leisure
- RLS 125 – Therapeutic Recreation and Physical Disabilities
- RLS 195D – Therapeutic Recreation Internship

**Summer 2004** Lecturer – *California State University*, Sacramento, CA
- RLS 198 – Field Experience
- RLS 298 – Graduate Student Field Experience

**Summer 2003** Lecturer – *California State University*, Sacramento, CA
- RLS 198 – Field Experience

**Spring 2003** Instructor – *University of Utah*, Salt Lake City, Utah
- PRT 3320 – Recreation Programming and Leadership

**Fall 2002** Instructor – *University of Utah*, Salt Lake City, Utah
- PRT 3320 – Recreation Programming and Leadership

**Summer 2002** Lecturer – *California State University*, Sacramento, CA
- RLS 198 – Field Experience

**Spring 2002** Lecturer – *California State University*, Sacramento, CA
- RLS 100 – Recreation and Leisure Lifestyles
- RLS 106 – Leisure Services and People with Disabilities
- RLS 119 – Introduction to Leisure Guidance
- RLS 198/199 – Special Projects
- RLS 299 – Graduate Student Project

**Fall 2001** Lecturer – *California State University*, Sacramento, CA
- RLS 100 – Recreation and Leisure Lifestyle
- RLS 106 – Leisure Services and People with Disabilities
• RLS 122 – Perspectives on Leisure
• RLS 125 – Therapeutic Recreation & Physical Disabilities
• RLS 191/199 – Service Learning & Special Projects

Spring 2001  Lecturer – California State University, Sacramento, CA
• RLS – 122 Perspectives on Leisure
• RLS – 122 Perspectives on Leisure

Fall 2000  Lecturer – California State University, Sacramento, CA
• RLS 122 – Perspectives on Leisure
• RLS 125 – Therapeutic Recreation & Physical Disabilities

RESEARCH EXPERIENCE

2006-current  Research Director – Ability First Sports Camp, California State University, Chico, CA
• Assisted with developing research agenda to examine the impact camp has on youth with physical disabilities
• Trained counselors and graduate students on research procedures
• Secured funding for pilot study to be submitted for National Institute of Health funds
• Established relationship with the National Center on Physical Activity and Disability to work collaboratively on established research agenda
• A joint CSU campus project to provide research opportunities for Masters students in Therapeutic Recreation from California State University, Sacramento

2005-2007  Research Staff Member – The Rehabilitation Center at the University of Utah Hospital
Salt Lake City, UT
• Assisted in developing research protocol for the Spinal Cord Injury Form
• Constructed instrument to identify impact of adapted recreation and sports
• Provided feedback and guidance on submission of grants
• Research staff member on Spinal Cord Injury Forum research

2004-2005  Research Assistant – The Rehabilitation Center at the University of Utah Hospital
Salt Lake City, UT
• Assisted with recreational outreach program for persons with spinal cord injury
• Provided recreational therapy to patients in acute rehabilitation
• Constructed instrument to identify leisure needs of persons with a spinal cord injury
• Team member of program and research development for recreational outreach

2004-current  Program Evaluation – Ability First Sports Camp, California State University, Chico, CA
• Assisted in constructing instrument to evaluate effectiveness of the camp
• Trained counselors on how to administer the evaluation of the camp
• Collaborated with CSU, Chico to provide research opportunities for Masters students in Therapeutic Recreation from CSU, Sacramento

• Designed instrument to measure inclusive recreation through golf
• Principle investigator responsible for on-site data collection and monitoring of activities at model site

2003-2004  Research Assistant – Real Choice Grant, State of Utah, Department of Human Services,
Salt Lake City, Utah
• Conducted focus groups to determine decision making for long term care placement
• Assisted with the construction of instrument to administer on long term care
• Utilized the MAUT (Multi Attribute Utility Technique) Evaluation Process
• Coordinated data entry and participated in writing final technical report
2002-2004 **Research Assistant – Project GAIN: Golf, Accessible, and Inclusive Networks, Salt Lake City, Utah**
- Managed data collection for five model sites across the nation
- Prepared technical reports for the United States Golf Association and the National Alliance on Accessible Golf
- Prepared interim and final report for grant
- Presented findings at local, state, and national conferences

**PROFESSIONAL EXPERIENCE**

2008 **Facilitator – College: Making It Happen – Student & Parent Workshop**
- Plan and organize workshop on career opportunities for high school students
- Implemented activities that focused on the therapeutic recreation profession
- Recruited graduate students to help facilitate activities during the workshop

2007-2008 **Facilitator – Breathe California, Sacramento, CA**
- Plan and organize teambuilding initiatives for high school students
- Implemented activities to facilitate discussion on tobacco prevention among adolescents
- Responsible for securing additional facilitators for retreats and workshops

2004-2007 **Head Counselor- Ability First Sports Camp, California State University, Chico, CA**
- Supervise counselor staff
- Assist with the social evening program for campers
- Responsible for providing care for campers with physical disabilities

2003-2004 **Group Facilitator – Leadershape, University of Utah, Salt Lake City, Utah**
- Planned and organized teambuilding initiatives for college students
- Implemented activities to facilitate discussion on leadership with integrity
- Responsible for evaluation of activities provided

1999-2005 **Activities Therapist – County Mental Health Treatment Center, Sacramento, CA**
- Planned and implemented recreation therapy groups & special events
- Responsible for documentation on assigned patients
- Supervised therapeutic recreation student internships

1997 – 1999 **Program Coordinator – Do-It Leisure Oroville Center, Oroville, CA**
- Supervised social recreation and day treatment program for individuals diagnosed with a mental illness
- Supervised student internships
- Responsible for budgetary operations & grant monies

1995 – 1997 **Director of Recreation Therapy – Sierra Sunrise Village, Chico, CA**
- Supervised recreation and therapy program for seniors with disabilities
- Responsible for implementing HCFA and Title 22 guidelines
- Implemented therapeutic recreation student internship program

**PUBLICATIONS**


BOOK REVIEWS


PROFESSIONAL REPORTS


PRESENTATIONS


Piatt, J. (2002). Inclusion; What is it? Session presented at the Project GAIN Training Session for Golf Professionals, October 30, 2002, Salt Lake City, UT.


INVITED PRESENTATIONS


WORKSHOPS ORGANIZED


UNIVERSITY SERVICE

2008 Pedagogy Enhancement Awards – Reviewer – California State University, Sacramento

2007-present Writing Proficiency Exam – Grader – California State University, Sacramento

2007-present University Committee for Persons with Disabilities – Member – California State University, Sacramento

2007-present Instructional Materials Accessibility Plan – Member – California State University, Sacramento

2007-2008 Life Center – Director – California State University, Sacramento

2007-present Faculty Professional Development Committee – Member – California State University, Sacramento

2006-2007 Outstanding Teaching Award – Committee Chair – California State University, Sacramento

2006-2007 Life Center – Co-Director – California State University, Sacramento

2006-2007 College of Health & Human Services Academic Council – Member – California State University, Sacramento

2006 General Education Course Review Subcommittee – Member – California State University, Sacramento

2006-2007 Academic Senate – Alternate – California State University, Sacramento

2005-2007 Life Center Advisory Committee – Member – California State University, Sacramento

2005-present Library Services – Department Representative – California State University, Sacramento
2006-present  **Gerontology Faculty Meetings** – *Department Representative* – California State University, Sacramento

2004-2005  **Student Advisory Committee (SAC)** – *President* – Parks, Recreation, and Tourism Department, University of Utah, Salt Lake City, Utah

2003-2004  **Student Advisory Committee (SAC)** – *Committee Chair Tenure Track Review* - Parks, Recreation, and Tourism Department, University of Utah, Salt Lake City, Utah

2001-2002  **Curriculum Assessment Coordinator** - Department of Recreation & Leisure Studies, California State University, Sacramento

2001-2002  **Student Portfolio Coordinator** - Three units assigned time to coordinate and supervise Student Portfolio Development, California State University, Sacramento

**DEPARTMENT SERVICE**

2006  **Search Committee Generalist Position** – *Committee Member* – California State University, Sacramento

2006  **Search Committee Community Position** – *Committee Member* – California State University, Sacramento

2005-present  **Therapeutic Recreation Option** – *Coordinator* – California State University, Sacramento

2005-2007  **Recreation and Parks Major Association** – *Faculty Advisor* – California State University, Sacramento

2005-present  **Internship Committee** – *Committee Member* – California State University, Sacramento

2005-present  **Curriculum Committee** – *Therapeutic Recreation Curriculum Reviewer* – California State University, Sacramento

2005-present  **Outreach Committee** – Committee Member – California State University, Sacramento

2005-present  **Student Scholarship and Awards Reception** – *Committee Chair* – California State University, Sacramento

**PROFESSIONAL SERVICE**


2007-present  **Society of Parks and Recreation Educators (SPRE)** – *Chair* – Silent Auction Committee

2007-present  **American Therapeutic Recreation Association Annual** – *Associate Editor* – A publication of the American Therapeutic Recreation Association

2006-2007  **Society of Parks and Recreation Educators Board** – *Co-Chair Silent Auction* – National Recreation and Parks Association

2006-present  **Student Development Team** – *Co-Chair* – American Therapeutic Recreation Association

2006-present  **California State University TR Faculty Retreat** – *Co-Chair* – California State University

2006-2007  **Therapeutic Recreation State Board** - *Membership Chair* – California Parks & Recreation Society

2006  **Journal of Park and Recreation Administration** – *Reviewer*

2006  **Leisure Sciences** – *Reviewer* – A Journal of Leisure Research
2005-present **SCHOLE - Associate Editor** – A Journal of Leisure Studies and Recreation Education

2004 **SCHOLE- Reviewer** - A Journal of Leisure Studies and Recreation Education

2003 **World Leisure Journal -Reviewer** – A International Journal on Leisure Issues and Research

2003-2004 **Therapeutic Recreation State Board - Membership Chair** - California Parks & Recreation Society

2002 **Journal of Park and Recreation Administration** – **Reviewer** – National Recreation and Parks Association

2002-2003 **Therapeutic Recreation State Board - Past Director** - California Parks & Recreation Society

2001-2002 **Therapeutic Recreation State Board - Director** - California Parks & Recreation Society

1999-2000 **Therapeutic Recreation State Board** – **Northern Senior Representative** – California Parks & Recreation Society

1998-1999 **Therapeutic Recreation State Board - Northern Junior Representative** – California Parks & Recreation Society

1997-1998 **Therapeutic Recreation Section, District II - President** – California Parks & Recreation Society

1996-1997 **Therapeutic Recreation Section, District II - Vice-President** – California Parks & Recreation Society

1996-1997 **Links Across Time Golf Tournament - Volunteer Coordinator** – The Boys and Girls Club and The Sierra Sunrise Retirement Village

1995-1996 **Therapeutic Recreation Institute** – **Committee Member** - California Parks and Recreation Society

**COMMUNITY SERVICE**

2008 **Disability Awareness Day: Recreation Without Barriers** – **Committee Member** – California State University, Sacramento

2008 **Paralympic Academy Day** – **Volunteer** – Access Leisure

2007-2008 **Breathe California: Youth and young adult tobacco prevention program** – **Facilitator** – Sacramento, CA

2006-present **State of California Gerontology training for residential care for the elderly** – **Facilitator** – Sacramento, CA

2006-present **Leukemia Society Team in Training** – **Volunteer** – Sacramento, CA

2006 **International Paralympic Committee** – **Distinguished Guest** – Winter Games, Tormio, Italy

2004-2006 **TRAILS (Therapeutic Recreation and Independent Lifestyle Services)** – **Executive Committee Member** – Salt Lake City, UT.

2005 **Project GAIN/Neuroworx Golf Tournament** – **Silent Auction Coordinator** – University of Utah, Salt Lake City, UT
2003  University of Utah Neuropsychiatric Unit Adolescent Outpatient Unit – Volunteer-Salt Lake City, UT

2003  SPLORE (Special Populations Learning Outdoor Recreation and Education) – Volunteer- Silent Auction, Salt Lake City, UT

2002-2003  Fore Golf, Disabled Sports USA - Volunteer –Sacramento, CA
2002- 2005  Water Ski Program, Disabled Sports USA- Volunteer – Sacramento, CA
2002-2003  Leukemia Society Team in Training - Volunteer & Fund Raiser –Sacramento, CA
1999-2000  WAVE (Water Adventures in Varied Environments) Camp - Volunteer – California State University, Sacramento, CA

GRADUATE COMMITTEE’S

First Reader  – Alyssa Rose (completed Summer 2006)
First Reader  – Rachel Fusi (completed Summer 2008)
First Reader  – Jennifer Taylor (completed Fall 2008)
First Reader  – Nathan Powell (completed Fall 2008)
First Reader  – Alejandra Gallardo (completed Fall 2008)
First Reader  – Shakira Blassingame (anticipated completion date Fall 2009)
First Reader  – Mani Banwait (anticipated completion date Summer 2009)
First Reader  – Devon Saul (anticipated completion date Summer 2009)
Second Reader – Robert Wyckoff (completed Spring 2008)
Second Reader – Brandon Lavin (completed Summer 2007)
Second Reader – Nicole Frankowiak (completed Fall 2006)
Second Reader – Chris Surawski (completed Fall 2005)
Second Reader – Amy First (anticipated completion date Spring 2008)

FUNDED PROJECTS SUBMITTED

2008  Principal Investigator –The effects an adaptive sports camp has on quality of life of youth with physical disabilities
Submitted to California State University, Sacramento Research and Creative Activity Award Program
Amount: $2,421.57 (Submitted November 16, 2007)

2007  Research Staff – University of California Davis Adaptive Sport and Recreation Clinic
Submitted to Take Action: Healthy People, Places, and Practices in Communities Project
Amount: $4,975 (Submitted March 20, 2007)

2006  Principal Investigator – Ability First Sports Camp
Submitted to National Institute of Health Pilot Study Program
University of California, Davis
Amount: $11,000 (Submitted October, 2006)

2004  Support Staff – TRAILS (Therapeutic Recreation and Independent Leisure Skills): A Recreational Outreach Program
Submitted to Paralyzed Veterans of America Education and Research Grant
Amount: $66,938 (Submitted February 1, 2005)

2003  Research Assistant – TRAILS (Therapeutic Recreation and Independent Leisure Skills): A Recreational Outreach Program
Submitted to George S. and Dolores Dore Eccles Foundation
Amount: $79,621
FUNDED PROJECTS

2008  Principal Investigator - Ability First Sports Camp
Submitted to National Institute of Health Pilot Study Program
University of California, Davis
Amount requested: $6,996 (Accepted October, 2008)

2006  Research Consultant – TRAILS (Therapeutic Recreation and Independent Leisure Skills):
       A Recreational Outreach Program
Submitted to Paralyzed Veterans of America Education and Research Grant
Amount: $66,000 (Accepted April, 2006)
**Co-author of proposal submitted

2005  Co-Principal Investigator – Utilization of self-efficacy and self-affirmation SCI Forum to
       increase active living in persons with spinal cord injury or disease
Christopher Reeves Paralysis Foundation
Amount: $10,000
**Author of proposal submitted

2005  Research Assistant – TRAILS (Therapeutic Recreation and Independent Leisure Skills):
       A Recreational Outreach Program
Craig H. Neilsen Foundation
Amount: $100,000
**Co-author of proposal submitted

2003  Research Assistant – Real Choice Grant
Funded by the State of Utah, Department of Human Services
Amount: $31,623

2002  Research Assistant – Project GAIN (Golf: Accessible and Inclusive Networks)
Funded by the United States Golf Association
Amount: $88,926

2000  Instructor – Service-Learning Grant for RLS 125: Therapeutic Recreation & Physical
       Disabilities
California State University, Sacramento
Amount: $1,000

HONORS AND AWARDS

2005  The Utah Recreation and Parks Association Graduate Student Scholarship
     The Utah Recreation and Park Association
     Amount: $1,000

2003-2007  The California State University Forgivable Loan/Doctoral Incentive Program
     The California State University Chancellor’s Office

2003  Research Award in Therapeutic Recreation
     California Parks & Recreation Society, Sacramento, CA

2001  Outstanding Accomplishments in Therapeutic Recreation
     California Parks & Recreation Society District II, Sacramento, CA
OTHER RECOGNITIONS

2006  Outstanding Doctoral Student
The Department of Parks, Recreation and Tourism
University of Utah, Salt Lake City, UT

2004  Nominated for: Elizabeth Fuhriman Gardner Prize for the Outstanding Woman
Student in the Health Sciences (Nominated by professors as a candidate from the Parks, Recreation, and Tourism Department)
The College of Health Sciences
University of Utah, Salt Lake City, UT

2004  Inspirational Doctoral Student
The Department of Parks, Recreation and Tourism
University of Utah, Salt Lake City, UT

CERTIFICATIONS

2004-2007  Master Therapeutic Recreation Specialist (MTRS) License State of Utah
2004-2005  Professional Management of Assaultive Behavior (PMAB) Certified
1999-2002  Professional Assault Response Specialist (PART) Certified
1996-current Certified Therapeutic Recreation Specialist (CTRS)
1996-current Recreation Therapist Certified (RTC) State of California
1992-current Certified CPR & First Aid

ORGANIZATIONS

2006-current Society of Parks and Recreation Educators
2005-current California Society of Parks and Recreation Educators
2004-2005 Utah Recreation Therapy Association
2002-current National Therapeutic Recreation Society
1995-current Golden Key Honor Society
1993-2008 California Parks & Recreation Society
1992-1995 American Therapeutic Recreation Society
2005-current American Therapeutic Recreation Society
5. JorgENSEN Vita
CONTACT INFORMATION

California State University, Sacramento
Department of Recreation, Parks, and Tourism Administration
6000 J Street, Solano Hall, Room 4032
Sacramento CA 95819-6110
(916) 278-5668
lisa.jorgensen@csus.edu

EDUCATIONAL BACKGROUND

2008 Ph.D. Parks, Recreation, and Tourism
University of Utah
Department of Parks, Recreation, and Tourism
Dissertation Title: The Effect of Environmental and Social Cues on Fear of Crime in Community Park Settings
Chair: Dr. Edward Ruddell

1998 Master of Arts Recreation Administration (Distinction)
California State University, Chico
Department of Recreation Administration and Parks Management
Thesis Title: Coping with Fear of Violence: Women’s Negotiation through Leisure Constraints during Outdoor Recreational Activities
Chair: Dr. Ronald Hodgson

1996 Bachelor of Science in Recreation Administration (Magna Cum Laude)
California State University, Chico
Department of Recreation Administration and Parks Management
Minor: Speech Communication
TEACHING EXPERIENCE

Instructor of Record

California State University, Sacramento
Department of Recreation, Parks, and Tourism Administration

Spring 2009  
RLS 110  Research and Evaluation in Recreation and Leisure Studies  
RLS 122  Perspectives on Leisure  
RLS 122  Perspectives on Leisure

Fall 2008  
RLS 21  Freshman Seminar  
RLS 100  Leisure Lifestyle Development  
RLS 110  Research and Evaluation in Recreation and Leisure Studies

Summer 2008  
RLS 122  Perspectives on Leisure

Spring 2008  
RLS 32  Recreation Activity Leadership  
RLS 100  Leisure Lifestyle Development  
RLS 110  Research and Evaluation in Recreation and Leisure Studies

Fall 2007  
RLS 21  Freshman Seminar  
RLS 100  Leisure Lifestyle Development  
RLS 110  Research and Evaluation in Recreation and Leisure Studies

Summer 2007  
RLS 122  Perspectives on Leisure

Spring 2007  
RLS 100  Leisure Lifestyle Development  
RLS 110  Research and Evaluation in Recreation and Leisure Studies  
RLS 122  Perspectives on Leisure

Fall 2002  
RLS 122  Perspectives on Leisure

University of Utah
Department of Parks, Recreation, and Tourism

Summer 2006  
PRT 3780  Program and Service Evaluation

Spring 2006  
PRT 3320  Programming and Leadership

Spring 2006  
PRTL 1227  Bird Observation and Behavior (co-taught)

Fall 2005  
PRT 3780  Program and Service Evaluation

Summer 2005  
PRT 3198  Customer Service Training

Summer 2005  
PRT 3350  Site and Facility Management

Spring 2005  
PRT 3320  Programming and Leadership

Fall 2004  
PRT 3320  Programming and Leadership

Summer 2004  
PRT 3100  Foundations of Parks, Recreation, and Tourism

Spring 2004  
PRT 3100  Foundations of Parks, Recreation, and Tourism

Spring 2004  
PRTL 1120  Outdoor Cooking and Camping

Fall 2003  
PRT 3100  Foundations of Parks, Recreation, and Tourism

Fall 2003  
PRTL 1120  Outdoor Cooking and Camping (co-taught)
California State University, Chico  
Department of Recreation Administration and Parks Management

Spring 2000      REC 10      Foundations in Leisure and Recreation  
Spring 2000      REC 236     Commercial Recreation (co-taught)  
Fall 1999        REC 40      Outdoor Recreation Management
RESEARCH EXPERIENCE

2008  
**Evaluation**  
*California State University, Sacramento Outreach Department*  
Coordinating and facilitating a Nominal Group evaluation with counselors from various community college campuses. Work will also include documentation.

2008  
**Program Evaluation**  
*Pacific Leadership Institute and California State Parks*  
As part of a collaborative effort between Sacramento State and San Francisco State, worked with colleagues to develop a research instrument to be used with youth participating in the Outdoor Youth Connection Leadership Training. Work will also include data analysis from questionnaire data and documentation.

2008  
**Program Evaluation**  
*Ability First Sports Camp, California State University, Chico*  
Assisting research team with analysis of qualitative data from camp participant interviews.

2006  
**Researcher**  
*Doctoral Dissertation*  
Coordinated and implemented quantitative data collection with users of Salt Lake City parks and students regarding individual’s fear of crime in a community park.

2005/06  
**Research Assistant**  
*Department of Parks, Recreation, and Tourism*  
Assisted research team with data collection for youth sportsmanship basketball study through unobtrusive behavioral observations (written and video observations).

2003  
**Research Assistant**  
*California State University, Chico Department of Recreation Administration and Parks Management*  
Assisted project team with creating an interpretive signage program for the Bureau of Land Management Trona Pinnacles Site

1998  
**Research Assistant**  
*California State University, Chico ‘California Futures: Education for Food, Fiber, and Natural Resource Visioning” Conference*  
Facilitated Nominal Group and Idea Writing sessions and assisted with conference evaluations and documentation.
RESEARCH EXPERIENCE (Continued)

1998  
**Project Assistant**  
*California State University, Chico Communications Department*  
As part of a research project for Sun Micro Systems, served as a class facilitator for an on-line class research project.

1998  
**Researcher**  
*Thesis Data Collection*  
Coordinated and implemented three Focus Group interviews pertaining to women’s fear of violence and coping behaviors in a community park setting.

1997  
**Project Assistant**  
*California State University, Chico Foundation Butte Creek Watershed Project*  
Worked with a research team preparing a recreation opportunities report for the Big Chico Creek Watershed Project, including assessing current recreation conditions, conducting personal and telephone interviews with stakeholders (public and private), researching archival records, and documenting results.

PROFESSIONAL EXPERIENCE

1999-2000  
**Public Relations Suite Hostess**, Sacramento Arco Arena  
- Supervised guest service during sporting and special events for the Sacramento Kings owner’s suite

1998  
**Conference Co-Coordinator**, California State University, Chico Department of Recreation Administration and Parks Management and Department of Agriculture and Kellogg Foundation  
- Coordinated committee meeting, facilities, equipment, and volunteers

1994-1997  
**Campus Tour Guide**, California State University, Chico Office of Admissions  
- Organized and guided weekly and special event tours (campus outreach)

1996  
**Program Coordinator**, Forest Service Genetic Resource Center (internship)  
- Coordinated and implemented a community special event for persons with disabilities  
- Conducted community outreach, created promotions, coordinated logistics, and trained and managed volunteers

1995  
**Park Ranger**, Army Corp of Engineers Englebright Lake (seasonal)  
- Served as enforcement patrol ranger (boat and vehicle patrol)  
- Assisted visitors with safety guidelines and assisted with maintaining campsites and visitor trails
SERVICE

University Service
2009  Outreach Department – (release time)
2008  Outreach Department – (release time)
2008  Recruitment and Communication – Faculty Representative
2007  Sacramento State Department of English, Writing Proficiency Exam - Reader
2007  Faculty Hearing Panel – Panel Member

College Service
2008/2009  Education Equity Committee
Winter 2008  College Commencement – Marshall
Spring 2008  College Commencement – Marshall
Winter 2007  College Commencement – Marshall
Spring 2007  College Commencement – Marshall
2007  Transitions Committee – Member
Winter 2006  College Commencement – Marshall

Department Service
2008/2009  Department Student Scholarships – Assistant Coordinator
2007-Present  Student Scholarship and Awards Reception – Committee Member
2007 - Present  Department Outreach – Coordinator
2007 - Present  Department Student Learning Outcome Assessment - Assistant Coordinator

Professional Service
2009-2011  Cal SPRE – (Incoming) President
2007/2008  Cal SPRE – Vice President
2007 - Present  California Park and Recreation Society Educators Section - Representative
2007  Journal of Park and Recreation Administration - Reviewer
2004  Journal of Park and Recreation Administration - Reviewer

Community Service
2007  Kaboom –“Build Day” (Sacramento CA) - Volunteer
2005  College of Health “Gear Up” Youth Program (Salt Lake City, UT) - Facilitator
1996  Boys and Girls Club of Chico (Chico, CA) - Volunteer
1996  Ability First Camp (Chico, CA) - Volunteer
1995  Sierra Sunrise Dementia Ward (Chico, CA) - Volunteer
1994 -1996  Gray Lodge Wildlife Area (Gridley, CA) - Docent Volunteer
1994  Whiskey Town Environmental Camp (Whiskey Town, CA) - Counselor
1994  Chico Earth Day for Children (Chico, CA) - Games Co-Coordinator
1992  Nor Cal Center on Deafness (Sacramento, CA) - Volunteer
PUBLICATIONS


PRESENTATIONS


PRESENTATIONS (Continued)


INVITED PRESENTATIONS


GRADUATE COMMITTEES

Second Reader  - *Alejandra Gallardo*
Second Reader  - *Rebecca Niles*

FUNDED PROJECTS SUBMITTED

2008  Co-Investigator – *Ability First Youth Sports Camp* (The effects of adaptive sports camp has on quality of life of youth with physical disabilities). California State University, Sacramento Research and Creative Activity Award Program. Amount $2,421 (submitted February 2008)
RECOGNITION AND HONORS

2006    Gary D. Ellis Endowed Scholarship

2003    California State University Graduate Diversity Program Forgivable Loan Recipient

1998    California Park and Recreation Society Administrator’s Section Graduate Student Award

1996 & 1998    Phi Kappa Phi Honor Society, Graduate with Recognition

1996    California Park and Recreation Society Walter S. Ueda Scholarship

1993-1998    California State University, Chico Education & Communication College, Dean’s Honor List

1995    California Park and Recreation Society Edwin L. Z’Berg Student Award

1995 & 1996    California State University, Chico Re-Entry Scholarship

1993-1998    Golden Key Honor Society

PROFESSIONAL MEMBERSHIPS

2007 - Present    CAL SPRE


2003 – Present    National Recreation and Park Association

2003 – 2006    Utah Recreation and Park Association
6. Martinez vitae 2009
1. **NAME:**

Katherine R. Martinez

2. **ADDRESSES AND PHONE NUMBERS**

Department of Recreation, Parks and Tourism Administration  
California State University, Sacramento  
6000 J Street  
Sacramento, CA 95819-6110  
(916) 278-7256  
Faculty Office: Solano Hall 5004  
Email: leisurerules@csus.edu

2320 Cathay Way  
Sacramento, CA 95864  
(916) 489-9133

3. **FORMAL EDUCATION**

Associate in Arts Degree, Recreation Administration  


Project Title: The Identification of Valued Treatment Components Which Can Be Utilized in a Comprehensive Aftercare Program for Chemically Dependent Adolescents

4. **PROFESSIONAL EXPERIENCE**

Lecturer, 1992 to present, Department of Recreation, Parks and Tourism Administration. California State University, Sacramento.

Teach a variety of undergraduate professional and general education courses, to include: RPTA 32 – Recreation Activity Leadership; RPTA 100 – Leisure Lifestyle Development; RPTA 122 – Perspectives on Leisure (Advanced Study Writing Intensive Course); RPTA 128 – Leisure Services for At-Risk Populations; and RPTA 137 – Community Organization. Counsel students on matters relating to leisure. Plan and implement a variety of university and community based events.
Program Coordinator, 2001-2003, CSUS Capital University Service Corps/AmeriCorps Program

Coordination of an AmeriCorps program that entailed supervision of student mentors involved in the STARS After School Program, planning and implementing training and community service events, detailed documentation and reporting of progress.


Responsible for the planning and implementation of a comprehensive recreation program for the female inmates housed at the Women's Detention Facility, R.C.C.C. Programs include: Physical Fitness, Crafts/Crochet, Leisure Education, Stress Management, Tournaments, Special Events, etc.

Recreation Therapy Intern. 1 Semester/400 hours. Fall, 1990. Charter Hospital of Sacramento.

Function as an assistant to the Lead Activities Therapist, become acquainted with the therapists duties, function independently as a Recreation Therapist by the end of the internship, and develop a weight training manual and community resource guide.

5. PROFESSIONAL SERVICE AND INVOLVEMENT

a. Current Certification Status

Currently qualified to test for National and State Certification in Recreation Therapy.

b. Organization Memberships

RPLS: Recreation Parks & Leisure Services, CSU Sacramento Alumni Chapter

Cordova Community Collaborative, CSUS liaison for Kid’s Day in the Park event

Mustard Seed Spin Committee, CSUS liaison for event

c. Workshops, Clinics, etc.

Conferences attended: CPRS Pacific Southwest Regional Conference, March 2009

d. Major Speaking Engagements

Co-Presenter at the California Park and Recreation Society Pacific Southwest Regional Conference. Subject: Providing Meaningful Recreation Programs for At-Risk Populations. March, 2009

e. Honors and Awards
None during the report period

6. **RESEARCH AND SCHOLARLY ACTIVITIES**

a. Research

None during this reporting period

b. Publications

Martinez, Katherine R., RLS 122 -- Perspectives on Leisure: Guide to Course Requirements. California State University, Sacramento

Martinez, Katherine R., RLS 100 -- Leisure Lifestyle Development: Course Workbook. California State University, Sacramento.

7. **INSTITUTIONAL INVOLVEMENT**

a. Teaching

   **Summer, 2009**
   RPTA 122/1 - Perspectives on Leisure

   **Spring, 2009**
   RPTA 100/5 - Leisure Lifestyle Development (On-Line)
   RPTA 122/1 - Perspectives on Leisure
   RPTA 122/10 - Perspectives on Leisure
   RPTA 122/16 - Perspectives on Leisure

   **Fall, 2008**
   RPTA 122/1 - Perspectives on Leisure
   RPTA 122/12 - Perspectives on Leisure
   RPTA 122/16 - Perspectives on Leisure
   RPTA 128 - Leisure Services for At-Risk Populations
Summer, 2008
RPTA 122/3 - Perspectives on Leisure

Spring, 2008
RPTA 122/3 - Perspectives on Leisure
RPTA 122/7 - Perspectives on Leisure
RPTA 122/8 - Perspectives on Leisure
RPTA 122/9 - Perspectives on Leisure
RPTA 122/12 - Perspectives on Leisure

Fall, 2007
RPTA 100/1 - Leisure Lifestyle Development
RPTA 122/5 - Perspectives on Leisure
RPTA 122/7 - Perspectives on Leisure
RPTA 122/8 - Perspectives on Leisure
RPTA 122/11 - Perspectives on Leisure

Spring, 2007
RPTA 100/2 - Leisure Lifestyle Development
RPTA 122/3 - Perspectives on Leisure
RPTA 122/6 - Perspectives on Leisure
RPTA 122/8 - Perspectives on Leisure
RPTA 128 - Leisure Services for At-Risk Populations

Fall, 2006
RPTA 100/2 - Leisure Lifestyle Development
RPTA 122/5 - Perspectives on Leisure
RPTA 122/6 - Perspectives on Leisure
RPTA 122/8 - Perspectives on Leisure
RPTA 122/10 - Perspectives on Leisure

Summer, 2006
RPTA 122/1 - Perspectives on Leisure

b. Advisement

None during this reporting period

c. Institution Service

College representative to Alumni Center Planning committee for Homecoming Alumni events (2006-present)

8. OTHER INFORMATION

None
7. Pinch Accreditation CV 09
Katherine J. Pinch
Associate Professor and Graduate Coordinator
Department of Recreation, Parks and Tourism Administration
California State University, Sacramento
6000 J Street, Sacramento, CA 95819-6110

Faculty Office: Solano Hall 4016
Office Phone: (916) 278-6880
Office Fax: (916) 278-5053
E-Mail: pinch@csus.edu

Home Address: 10221 Agnes Circle
Rancho Cordova, CA 95670
(916) 369-1424

EDUCATION

Doctor of Philosophy in Education
(Outdoor Recreation and Feminist Studies) University of Minnesota
Minneapolis, MN 2005

Dissertation Topic: The nature and operation of the gender system in an Australian outdoor education program for adolescents.

Master of Science in Education
(Outdoor Teacher Education/Environmental Education) Northern Illinois University
DeKalb, IL 1991

Bachelor of Acupuncture
Brisbane College of Acupuncture and Traditional Chinese Medicine
Brisbane, Australia 1989

Bachelor of Human Movement Studies
University of Queensland
St. Lucia, Brisbane, Australia 1980

Diploma in Teaching
Kedron Park Teachers College,
Brisbane, Australia 1973

OTHER QUALIFICATIONS

Wilderness First Responder Wilderness Medical Associates
CPR certification American Red Cross
Senior Instructor Canoeing Australian Canoeing Association
Senior Instructor Kayaking Australian Canoeing Association
Wilderness Leader Wilderness Education Association (U.S.A.)
Project Wild and Learning Tree Facilitator

AWARDS AND SCHOLARSHIPS

- Probationary Faculty Development Grant California State University, Sacramento, Spring 2005
- Pedagogy Enhancement Award California State University, Sacramento, 2004-2005
- Margaret Barto Scholarship College of Education and Human Development
  University of Minnesota, 2001
- Eloise M. Jaeger Scholarship Tucker Center for Research on Girls and Women in Sport
  University of Minnesota, 2001
- Physical Education Scholarship University of Queensland, Australia, 1971 – 1973
- Member of the Honor Society of Phi Kappa Phi
PROFESSIONAL EXPERIENCE

Curriculum and Resource Support Coordinator, 3 ½ years, 1992-1995, Maroon Outdoor Education Centre, Maroon, Queensland, Australia; Advanced Skills Teacher; provided curriculum and resource support in outdoor education (adventure education and environmental education) to Center teachers, teachers throughout the state, teachers in training and other outdoor professionals; acted as a consultant for government and community education groups; planned and implemented professional development programs in outdoor education.

Outdoor Trip Leader, 1 year part-time, 1990-1991, Northern Illinois University Office of Campus Recreation, DeKalb, IL: Planned and led outdoor recreation trips and classes for N.I.U. students and staff.

Deputy Principal and Teacher, 10 ½ years, 1979-1989, Queensland Education Department, Queensland, Australia; Deputy Principal; Year 9 Coordinator; Education Department Outdoor Education Policy Committee member; teacher of outdoor education, health and physical education, English, science and English as a second language.

Outdoor Instructor, 1 ½ years, 1977-1978, Camp Bryn Mawr, PA and PGL Young Adventures, Wales, Great Britain: Supervised outdoor program staff and instructed children, adolescents and adults in outdoor activities.

Teacher, 3 years, 1975-1976, Queensland Education Department, Queensland, Australia; taught health and physical education in elementary schools and high schools.

PROFESSIONAL SERVICE AND INVOLVEMENT

Government and Community Positions of Review

- Member of the Advisory Board for the Journal of Experiential Education: 2009
- Member of the Board of Directors for Campfire USA Sierra Chapter: 2007 – 2009
- Member of the Steering Committee for Project GAIN Sacramento: 2003 – 2004
- Member of the Queensland Fitness, Sport and Recreation Industry Training Council (Industry Advisory Body to State Government): 1992 – 1995
- Member of the Policy Committee for Outdoor Education, Queensland Education Department: 1988 – 1989
Professional Activities

- Poster Presentation Reviewer for the National Therapeutic Recreation Society, National Recreation and Park Association Congress: 2005 – 2007
- Reviewer for Leisure Sciences: 2006
- Member of the Board of Directors of California Park and Recreation Society District II: 2005, 2006
- Co-convener for the Society of Park and Recreation Educators Teaching Institute: 2005
- Editor for Poster Presentation Abstracts for the National Therapeutic Recreation Society, National Recreation and Park Association Congress: 2005
- Workshop reviewer for the Society of Park and Recreation Educators Teaching Institute: 2005
- Workshop Reviewer for the Association for Experiential Education International Conference: 2004
- Coordinator of the Graduate School Recruitment Reception for the Society of Park and Recreation Educators, National Recreation and Park Association Congress: 2004
- Department Representative to the Project Advisory Board for the Training Program for Universal Assessment Process Trainers at the National Park and Recreation Association Annual Congress: 2000
- Program Coordinator and Publications Editor for the 9th National Australian Outdoor Education Conference: 1995
- Safety and Training Coordinator of the Outdoor Educators’ Association of Queensland: 1993
- President of the Outdoor Educators’ Association of Queensland: 1987 – 1989
- Publications Editor of the Outdoor Educators’ Association of Queensland: 1981 – 1984

Professional Memberships

- National Recreation and Park Association
- California Park and Recreation Society
- Association for Experiential Education
- Western Region Association for Experiential Education
- Australian Outdoor Education Association
- National Parks and Conservation Association
INSTITUTION INVOLVEMENTS

a. Teaching

California State University, Sacramento
(Fall 2002 – Fall 2009)

Classes Taught
RLS / RPTA 034 – The Outdoor Recreation Experience – UG
RLS 110 – Research Applications to Leisure Behaviors – UG
RLS 119 – Introduction to Leisure Education – UG
RLS / RPTA 122 – Perspectives on Leisure – UG
RLS 125 – Therapeutic Recreation and Persons with Physical Disabilities – UG
RLS / RPTA 148 – Experiential Education in Outdoor Recreation Settings – UG
RLS 149 / RPTA – Developing and Programming Adventure Experiences – UG
RLS 150 – Ecology of Resource Areas – UG
RLS 198 – Co-Curricular Activities – UG
RLS 199 / RPTA – Special Problems – UG
RLS 204 / RPTA – Research and Evaluation in Recreation and Leisure Studies – G
RLS 209 / RPTA – Seminar in Advanced Leisure Education – G
RLS / RPTA 295 – Practicum – G
RLS 299 – Individual Study – G

University of Minnesota
(Fall 1995 – Spring 2002)

Classes Taught
REC 1520 – Orientation to Recreation, Park, and Leisure Studies – UG
REC 1540 – Camp Counseling – UG
REC 1600 – Leadership in Social Activities – UG
REC 3150 – Leadership in Outdoor Recreation – UG
REC 3796 – Senior Internship in Recreation, Park, and Leisure Studies – UG
REC 5311 – Programming Outdoor and Environmental Education – G/UG
REC 5900 – Advanced Methods in Recreation Therapy: Adventure Techniques – G/UG
REC 6796 – Practicum in Recreation, Park, and Leisure Studies – G

Teaching Assistant
REC 5211 – Introduction to Therapeutic Recreation – G/UG
REC 5221 – Comprehensive T R Services Development and Management – G/UG
REC 5241 – Functional Intervention: Recreation Therapy in Geriatric Care – G/UG
Western Illinois University
Instructor for Environmental Conservation Outdoor Education Expedition
(Spring 1991 – Fall 1991)

Classes Taught
RPTA 240 – Principles of Camping – UG
RPTA 349 – Expedition Planning – G/UG
RPTA 444 – Outdoor Education – G/UG
RPTA 446 – Wilderness Leadership – G/UG

b. Advisement

i. Majors

California State University, Sacramento (current)

Undergraduate majors: 16 (current)
Graduate majors: 8 (current)
Thesis / Project Adviser for 13 current graduate students
Graduate Coordinator

ii. Theses/Projects

California State University, Sacramento

Committee Chair, Master’s Thesis – Male college students’ motivations to consistently participate in weight training while providing maximum effort to ultimately seek an increase in muscle mass (Brad Engeldinger, 2004).
Committee Chair, Master’s Thesis – Obesity and physical recreation activity: A qualitative study of perceptions in a sample of obese adults (Cindy Castro, 2004).
Committee Chair, Master’s Project – Live-in pets and people in a skilled nursing facility (Linda Giorgi, 2004).
Committee Chair, Master’s Project – A case study regarding the contributions of various marketing channels to the sales performance of Marriott’s Timber Lodge at Lake Tahoe (Julia Koster, 2004).
Committee Chair, Master’s Project – The Linking Pen (Eric Kuenstler, 2004).
Committee Chair, Master’s Project – An examination of current park maintenance operations in the City of West Sacramento (Chris Surawski, 2005).
Committee Chair, Master’s Project – The benefits of recreational activity for emotionally disturbed children (Carly Castruita, 2006).
Committee Chair, Master’s Thesis – Motivation of off-highway vehicle users in Prairie City State Vehicle recreation Area (Ching-Ya Chang, 2006).

Committee Chair, Master’s Thesis – Tourism and identity formation: Case study of African-Americans in Ghana at the Cape Coast and Elmina Dungeons (Tetteh Kisseh, 2007).

Committee Chair, (master’s Project) – An ecotherapy program for use in therapeutic recreation settings (Robert Wyckoff, 2007).


Second Reader, Master’s Project – The health and social benefits of recreation: A publication for the California Department of Parks and Recreation Planning Division (Alexandra Stehl, 2005).

Second Reader, Master's Thesis – The role of leisure within one Hmong community (Kacelle Tortorici, 2005).

Second Reader, Master's Project – Water enrichment training, WET: A CSUS Aquatic Center project team building program at CSUS Aquatic Center Lake Natoma (Cindy Dulgar, 2005).

Second Reader, Master’s Project – California State Parks Coastal Camping. Comparing current attendance statistics in relation to historical data to predict future park use for facility planning (Barry Trute, 2005).

Second Reader, Master’s Thesis – The impact of self-efficacy on active living and life satisfaction for individuals with spinal cord injury or disease (Alyssa Rose, 2006).

Second Reader, Master’s Project – Development of a Recreation and Leisure Activity Program that Addresses the Quality of Life for Homebound Older Adults (Lenise Curtis, 2006).


Second Reader, Master’s Project – Sacramento County Trails Database to Support a Regional Prescription Trails Program: A Model for Counties in California (Nicole Franckowiak, 2007).


Second Reader, Master’s Project (Nathan Powell, 2008).

Second Reader, Master’s Thesis (Tim Besselso, 2009).

Thesis / Project Adviser for 13 current graduate students
c. Institution Service

California State University, Sacramento

(a) Department:

1) Curriculum Committee: Fall 2002 – current.
2) Graduate Ethics Committee: Fall 2002 – current.
3) Faculty Search Committee for a tenure-track position (Community Recreation) at the Assistant Professor rank: 2002/2003.
4) Outdoor Recreation Emphasis Area Committee: Fall 2002 – current.
5) Therapeutic Recreation Option Area Committee: Fall 2002 – current.
7) Faculty Search Committee for a tenure-track position (Generalist) at the Assistant Professor rank: 2004/2005.
8) Faculty Search Committee for a tenure-track position (Therapeutic Recreation) at the Assistant Professor rank: 2004/2005.
9) Faculty Search Committee for a tenure-track position (Commercial Recreation) at the Assistant Professor rank: 2004/2005.
10) Faculty Search Committee for a tenure-track position (Community Recreation) at the Assistant Professor rank: 2005/2006.
11) Faculty Search Committee for a tenure-track position (Generalist) at the Assistant Professor rank: 2005/2006.

(b) College:

1) College of Health and Human Services Faculty Professional Development Committee: Fall 2002 – Spring 2007.
2) College of Health and Human Services Outstanding University Service Award Selection Committee (Subcommittee of FPD Committee): Fall 2002 – Spring 2007.
4) College of Health and Human Services Outstanding Community Service Award Selection Committee (Subcommittee of FPD Committee): Fall 2002 – Spring 2004; Fall 2006 – Spring 2007.
5) Mentor to Jennifer Piatt in the CHHS New Faculty Mentoring Program: 2005.
6) College of Health and Human Services Grade Appeal Committee, Spring 2005.
7) Mentor to Lisa Jorgensen in the CHHS New Faculty Mentoring Program: 2006.

(c) University:
1) Graduate Advisory Council to the Dean of Graduate Studies: Spring 2009 – current.
2) Graduate Studies Policy Committee of the faculty Senate: Spring 2009 – current.
3) Graduate Diversity Awards Committee: Spring 2009.
4) Graduate Council: Fall 2003 – current.
9) Curriculum Policies Committee of the Faculty Senate, Fall 2005 – current.
1) Faculty Senate: Fall 2006 – Spring 2008.
13) Committee on Committees of the Faculty Senate: Fall 2007.
14) Faculty Senate Representative to the Sacramento State Working Group on Graduate Education: Spring 2007 – Fall 2008.
15) Pedagogy Awards Subcommittee of the Faculty Policies Committee of the Faculty Senate: Fall 2008 – current.

Leadership Positions:

(a) Department:
1) Graduate Coordinator, Department of Recreation and Leisure Studies: Fall 2003 – current.
3) Chair, Faculty Search Committee for a tenure-track position (Generalist) at the Assistant Professor rank: 2005/2006.

(b) College:
3) Chair, College of Health and Human Services Outstanding Teaching Award Selection Committee (Subcommittee of Academic Council): Fall 2004 – Spring 2006.
4) Chair, College of Health and Human Services Faculty Professional Development Committee: Fall 2003 – Spring 2005.

(c) University:
1) Panel Chair, Pedagogy Awards Subcommittee of the Faculty Policies Committee of the Faculty Senate: Fall 2008 – current.
2) Facilitator, Campus Wide discussion on Class Size: May, 2009.
3) Facilitator, Summit on Graduate Education at Sacramento State: May, 2007. I led the “Vision” discussion for the campus (see the attached Report of the Working Group on Graduate Education.

RECENT RESEARCH AND SCHOLARSHIP

Workshops, Presentations and Speaking Engagements

Accepted for Presentation: Pinch, K. J., & Hagstrom, M. Developing a study abroad class around the principles of experiential education. Referred workshop to be presented at the Association for Experiential Education International Conference, October / November, 2009. 

Accepted for Presentation: Pinch, K. J., & Kivel, B. D. Encouraging gender equity and avoiding litigation in youth athletics programs. Referred workshop to be presented at the National Recreation and Park Association Congress, October, 2009.


Publications


Pinch, K. J. (2005). A Qualitative evaluation of perceptions about programs conducted at Breckenridge Outdoor Education Center. Report submitted to the Board of Directors, Breckenridge Outdoor Education Center, Breckenridge, CO.


**Grants and Contracts**

Rolloff, D., Erickson, B., Kivel, B.D., & Pinch, K. J. (2007-2009). California State Park Visitor Survey. $650,000 contract to survey an extensive sample of current visitors to 23 units of the California State Park system. This study will offer managers and researchers a systematic and scientifically valid characterization of the State Park system’s current visitors, the activities in which they are engaged, and their overall interest in State Parks.


Probationary Faculty Development Grant, California State University, Sacramento, Spring 2005.

**Non-Funded Grants**


REACH Community Action Planning Grant 2006-2007. Part of a large community coalition planning group that wrote the grant on behalf of the Oak Park Prevention Policy Board. Amount requested: $150,000.

8. Rolloff Vita in NRPA Format
CURRICULUM VITA

Dr. David B. Rolloff
Associate Professor
Department of Recreation, Parks & Tourism Administration
California State University – Sacramento
Sacramento, California 95819-6110
916.278-5020
www.csus.edu/indiv/r/rolloffd

EDUCATION

Ph.D. Oregon State University Forest Resources; 1998
M.S. Western Illinois University Recreation, Park & Tourism Administration; 1991
Post-Bac Western Illinois University Psychology; 1989-1990
B.A. St. Olaf College History, Norwegian; 1988
Telemark College, Norway History, Norwegian; 1986-87

PROFESSIONAL EXPERIENCE

2002 – Present Associate Professor
Department of Recreation, Parks & Tourism Administration
California State University, Sacramento
Undergraduate and graduate faculty
6 years

2001 – 2002 Lecturer
Department of Recreation & Park Management
California State University, Chico
Undergraduate faculty
1 year

1996 – 2002 Senior Environmental Planner, EDAW, Inc.
San Francisco and Sacramento, California – Seattle, Washington
Specialist in Recreation Resources Management
6 years

1998 – 2000 Assistant Professor
Department of Recreation & Leisure Services
University of Maine, Presque Isle
Undergraduate and graduate faculty
2 years

1992 – Present Wilderness Instructor, Outward Bound USA
Ely, Minnesota – Redmond, Oregon – Redford, Texas Programs
Canoe, desert, and mountain adventure courses
PROFESSIONAL SERVICE AND INVOLVEMENT

a. Current certification status — (none required)
b. Organization memberships

   American River Parkway Foundation (Volunteer Steward Program Committee)
   California Roundtable on Recreation, Parks, and Tourism
   California State Park Rangers Association
   El Dorado Nordic Ski Patrol (Board Member 2003-2005)
   National Association of Recreation Resource Planners
   Outward Bound USA
   Park Rangers Association of California

c. Workshops, clinics, etc.


d. Major speaking engagements and presentations


e. Honors and awards

2009 Community Service Award. College of Health & Human Services, California State University Sacramento.


RESEARCH AND SCHOLARLY ACTIVITIES

a. Research

My major research involvement of the last two years has been conducting a large-scale social research effort for California State Parks in which 26 park units and 10,000 interviews have been conducted in the largest social research effort by the agency in its 150 year history. My general research interests extend along the spectrum of outdoor recreation resource management and protected areas, from urban contexts to wilderness settings, including California State Parks, National Forest recreation areas, wild and scenic rivers, hydroelectric reservoir projects, as well as municipal parks. My resource planning experience includes writing recreation plans for several large-scale river and lake areas. My background also includes public participation and facilitation efforts related to National Forest management.
b. Publications


**INSTITUTION INVOLVEMENTS**

a. Teaching

a.1 The Outdoor Recreation Experience (General Education) – RPTA 34 (Spring 2004)

a.2 Recreational Use of Natural Resources – RPTA 42 (Spring 2003, 2004)

a.3 Management in Leisure Services – RPTA 105 (each term Fall, 2002 to 2005)

a.4 Computer Applications in Leisure Services – RPTA 109 (Fall 2003)

a.5 Perspectives on Leisure – RPTA 122 (Fall 2002 to Present)

a.6 Ecology and Resource Areas – RPTA 150 (Fall 2004 to Present)

a.7 Visitor Management in Recreation Areas – RPTA 151 (Fall 2005 to Present)

a.8 Outdoor Education and Environmental Interpretation – RPTA 153 (Spring 2006 to Present)

a.9 Recreation Facilities Design and Maintenance – RPTA 154 (Fall 2002 & 2003)

a.10 Professional Organization Leadership – RPTA 171 (Fall 2003)

a.11 Environmental and Comprehensive Planning for Recreation (Chico State Fall 2001)

a.12 Research Applications in Leisure Services (Fall 2004)
b. Advisement

1. Currently advising 33 undergraduate advisees
2. Currently advising 4 graduate students on Master's theses and projects

c. Institution service

Associated Students Board of Directors.
   Faculty Senate Ex-Officio member (2005-2009)

CSUS College of Health & Human Services
   Academic Council (2002-2004)

CSUS Recreation, Parks, & Tourism Department
   Curriculum Review Committee (2002-Present)
   Human Subjects Review Committee (2002-Present)
   Internship Committee (2003-Present)

OTHER INFORMATION

a. Natural Resource and Recreation Planning Contracts and Projects¹


¹ Budget scale presented on projects where project management responsibilities were held.


North Coast Range Adaptive Management Area - Recreation Assessment; Siuslaw National Forest Social Assessment. $3,000. (1996).

Drift Creek Watershed Analysis - Recreation Assessment; Siuslaw National Forest Social Assessment (1995).

Big Elk Watershed Analysis; Siuslaw National Forest Social Assessment (1994).
9. Shaw
Gregory B. C. Shaw, PhD | Associate AIA
Assistant Professor, Department of Recreation, Parks and Tourism Administration

Educational Preparation

PhD in Geography, Graduate Minor in Landscape Architecture
- University of California, Davis, 2007
- Dissertation (available upon request): *Tourism by Design: An Analysis of Architectural Tourism and Its Influence on Urban Design from 1997 to 2007*
- Dissertation Chair: Dr. E. Dean MacCannell

Master of Science in Recreation Administration
- California State University, Sacramento, 2001
- Master of Science Thesis (available upon request): *Resident and Non-Resident Perceptions of Lake Tahoe Recreation Resources: Importance-Performance Analysis and Management Implications*
- Thesis Chair: Dr. Anthony G. Sheppard

Bachelor of Science in Architecture
- Georgia Institute of Technology, 1990
- Faculty Advisor: Dr. Harris Dimitropoulos, AIA

Professional Experience

Assistant Professor, 2005 - Present
Department of Recreation, Parks and Tourism Administration
California State University, Sacramento

2008 – 2009 Courses
- RPTA 033: Race, Class, Gender and Leisure
- RPTA 105: Management in Leisure Services
- RPTA 122: Perspectives on Leisure
- RPTA 180: Foundations of Commercial Recreation
- RPTA 182: Travel and Tourism
- RPTA 196B: California Wine Tourism

2007 – 2008 Courses
- RPTA 105: Management in Leisure Services
- RPTA 122: Perspectives on Leisure
- RPTA 154: Design in Recreation, Parks and Tourism Facilities
- RPTA 166: Workshop in Leisure Services Administration
- RPTA 180: Foundations of Commercial Recreation
- RPTA 182: Travel and Tourism

2006-2007 Courses
- RPTA 021: Freshman Seminar
- RPTA 105: Management in Leisure Services
- RPTA 122: Perspectives on Leisure
- RPTA 180: Foundations of Commercial Recreation
- RPTA 182: Travel and Tourism
RPTA 184: Resort Administration

- 2005-2006 Courses
  RPTA 105: Management in Leisure Services
  RPTA 180: Foundations of Commercial Recreation
  RPTA 182: Travel and Tourism
  RPTA 184: Resort Administration
  RPTA 185: Commercial Recreation Administration

Lecturer, 2000 - 2005
Department of Recreation, Parks and Tourism Administration
California State University, Sacramento

- Courses Taught
  RPTA 30: Rec. and Leisure in Contemporary Society
  RPTA 105: Management in Leisure Services
  RPTA 122: Perspectives on Leisure
  RPTA 180: Foundations of Commercial Recreation
  RPTA 182: Travel and Tourism
  RPTA 183: Marketing Recreation Services
  RPTA 184: Resort Administration

- Courses Co-Taught
  RPTA 185: Commercial Recreation Administration

Research Assistant, 2003
University of California, Davis
Dr. Dean MacCannell, Supervising Professor

Research Manager, 2000 – 2001
California Department of Forestry

Graduate Assistant, 1999 - 2000
Department of Recreation and Leisure Studies
California State University, Sacramento

Front Desk Agent, 1999 - 2000
Red Lion Hotel, Sacramento

Classroom Teacher, 1997 - 1999
Hayward Unified School District

Classroom Teacher, 1990 - 1997
Inglewood Unified School District

Board Positions
California Society of Park and Recreation Educators (Cal-SPRE)
- Northern Representative, 2009 – Present

California State Fair, California Exposition
- Board Member, Cultural Advisor Council, 2009 – Present
- Committee Member, College Marketing Committee, 2009 - Present
University Committees

University Level
- General Education Sub-Committee, 2008 – Present
  California State University, Sacramento
- Facilities Planning Committee, 2008 – Present
  California State University, Sacramento

College Level
  College of Health and Human Services
  California State University, Sacramento
- Committee Chair, Education Equity Committee, 2007 – 2008
  College of Health and Human Services
  California State University, Sacramento
- Education Equity Committee, 2006 – 2007
  College of Health and Human Services
  California State University, Sacramento

Department Level
- Graduate Program Committee, 2007 – Present
  Department of Recreation, Parks and Tourism Administration
  California State University, Sacramento
- Curriculum Development Committee, 2006 - Present
  Department of Recreation, Parks and Tourism Administration
  California State University, Sacramento
- Academic Portfolio Development Committee, 1999 – 2000
  Department of Recreation and Leisure Studies
  California State University, Sacramento

Presentations and Publications


**Research Projects**

- Research Supervisor, 2001 - 2002
  California Boating and Waterways Needs Assessment Project
  California Department of Boating and Waterways
- Forest and Range 2002 Assessment, 2002
  Department of Forestry and Fire Protection
- Research Assistant, 2001 – 2002
  Lake Tahoe Watershed Assessment
  Tahoe Regional Planning Agency
- Recreation Educators Clearinghouse (REC), 2001 – 2002
  Department of Recreation and Leisure Studies

**Certifications/Licenses**

- Associate Level Professional Certification, American Institute of Architects
Awards

- Recreation and Leisure Studies Faculty Award of Merit, Spring 2001

Student Organizations

- Faculty Advisor, Sacramento State Racquetball Club, 2006
- Faculty Advisor, Sacramento State Martial Arts Club, 2006, 2007, 2008
- Faculty Advisor, Sacramento State Wushu Club, 2007, 2008

Member Organizations

- American Institute of Architects (AIA)
- California Geographical Society
- International Geographical Union: Commission on the Geography of Tourism, Leisure and Global Change
10. Sheppard resume - accred - update 2009
1. NAME

Anthony G. Sheppard

2. ADDRESSES, PHONES, E-MAIL

Department of Recreation & Leisure Studies
California State University, Sacramento
6000 J Street
Sacramento, CA 95819-6110

Faculty Office: Solano Hall 4014
Cell Phone: (916) 705-3165
Office Fax: (916) 278-5053
e-mail: tony@csus.edu

3. FORMAL EDUCATION

B. Sc. Degree, Special Honors Mathematics, University of Sheffield, England, 1985
Ph.D. Parks, Recreation and Tourism Management, Marketing Minor, Clemson University, 2002.

4. PROFESSIONAL EXPERIENCE

Faculty Senate Chair, 2009-present, California State University, Sacramento, California.

Professor, 2007-present, Department of Recreation, Parks and Tourism Administration, California State University, Sacramento, California.

Department Chair, 2003-2005, Department of Recreation and Leisure Studies, California State University, Sacramento, California.

Associate Professor, 2002-2007, Department of Recreation and Leisure Studies, California State University, Sacramento, California.

Assistant Professor, 1997 - 2002, Department of Recreation and Leisure Studies, California State University, Sacramento, California.

Graduate Assistant/Teacher of Record, 1994-1997, Department of Parks, Recreation and Tourism Management, Clemson University, South Carolina.
5. PROFESSIONAL SERVICE AND INVOLVEMENT

a. Current Certification

b. Organization Memberships

California State University Council of Senate Chairs

c. Workshops, Clinics, etc.

"Incorporating web-based activities into the classroom," CSUS College of Health & Human Services faculty development workshop, February 1999 (co-presenter).

d. Major Speaking Engagements and Presentations


e. Honors and Awards

Nominated for University Community Service Award, California State University, Sacramento, 2009.

Recipient, University Service Award, California State University, Sacramento, 2008.

Nominated for Teacher of the Year, College of Health and Human Services, California State University, Sacramento, 2001/2, 2002/3, 2003/4.

Honored for Teaching, Research, Service, and Scholarship in Profiles of Excellence by the Graduate School, Clemson University, 1997.

American Society of Travel Agents’ David J. Hallissey Memorial Scholarship, 1997

American Society of Travel Agents’ Golden Flame Award, 1996

American Society of Travel Agents’ Simmon’s Scholarship, 1995

Clemson University Alumni Association Fellowship, 1994-1995

Pennsylvania State University Graduate School Fellowship, 1993-1994

6. RESEARCH AND SCHOLARLY ACTIVITIES

a. Research (past 5 years only)


b. Publications


- Volume 1: Statewide Boaters and Boating Facilities.
- Volume 2: Regional Boaters and Boating Facilities.
- Volume 3: Appendices to Statewide and Regional Boaters and Boating Facilities.
- Volume 3 Addendum: Boating Facilities Database.
- Volume 4a: Law Enforcement Boating Facility Needs Interviews.
- Volume 5: Boating Economic Assessment and Demand Projections.


7. **INSTITUTION INVOLVEMENTS**

a. **Teaching (past 3 years only)**

**California State University, Sacramento**

2009 Summer RPTA 122 Perspective on Leisure
2009 Spring RPTA 166 Workshop in Administration
RPTA 184 Hospitality Administration
RPTA 122 Perspective on Leisure (2 sections)
RPTA 500 Culminating Experience
RPTA 199 Independent Study

2008 Fall RPTA139 Conference and Meeting Planning
RPTA 183 Marketing Recreation Services
RPTA 122 Perspective on Leisure
RPTA 500 Culminating Experience
RPTA 198 Co-Curricular Activities

2008 Summer RLS 122 Perspective on Leisure
2008 Spring RLS 184 Hospitality Administration
RLS 185 Commercial Recreation Management
RLS 122 Perspective on Leisure (2 sections)

2007 Fall RLS 139 Conference and Meeting Planning
RLS 183 Marketing Recreation Services
RLS 122 Perspective on Leisure
2007 Summer  RLS 122 Perspective on Leisure
2007 Spring  RLS 183 Marketing Recreation Services
            RLS 166 Workshop in Administration
            RLS 122 Perspectives on Leisure
            RLS 199 Independent Study
            RLS 195C Internship
2006 Fall  RLS 139 Conference and Meeting Planning
            RLS 183 Marketing Recreation Services
            RLS 185 Commercial Recreation Administration
            RLS 195B Internship
            RLS 195C Internship
            RLS 195E Internship
            RLS 500 Culminating Experience

b. Advisement

i. Majors

   Undergraduate Majors: (varies)
   Graduate Majors: (varies)

ii. Field experience

iii. Theses/Projects

   (varies)

c. Institution Service (last 3 years only)

Faculty Senate Chair, 2009-present
Faculty Senator, 2008-present
Faculty Senate Executive Committee, 2008-present
GE/GRPC, 2007-2009
UARTP, 2007-2008
Faculty Bookstore Liaison, 2006-2008
RTP Primary Committee, 2007-2009
RTP Secondary Committee, 2005-2007

8. OTHER INFORMATION

Co-Director, Sacramento Film & Music Festival, 2003-present (unpaid)

Entertainment Writer, Capitol Weekly, 2008-present (unpaid)
Appendix C

1. Current 200009 Vita.doc
2. Jenn Taylor Resume 8.25.09.docx
3. Resume Elena May2009.rtf
4. Sal Arrigovitae.doc
5. Vita - Arlene Krause.doc
6. Vita Spring 2009.doc
1. Current 200009 Vita.doc
VITA
Ernest G. Olson, L.A., B.S., M.A., Ph.D.
California State University, Sacramento  6000 J Street, SLN 4004
Sacramento, CA 95819-6110 (916) 278-6752 or 278-7259
Olsoneg@CSUS.edu

FORMAL EDUCATION

Degrees Earned
Brigham Young University -- Major: Leisure Education -- Minors: Graphic Art -- B.S.  1967
Brigham Young University -- Major: Recreation Administration -- Minor: Social Science -- M.S.  1968
        Thesis Title: "Social Profile Analysis of Community Recreation Programs: A Comparative Analysis"
University of Illinois, Urbana -- Major: Leisure Service Management -- Minor: Educational Psychology -- Ph.D.

Certifications Earned
Berkley Acupressure Institute - - Certification: Traditional Asian Therapy, September 5, 2001
Berkley Acupressure Institute - - Certification: Traditional Acupressure Practitioner, August. 3rd, 1999
University of California, Davis -- American Bar Association Certification: Professional Legal Assistant, 1993

PROFESSIONAL EXPERIENCE

June 2005-Present  Retired
Entered the Faculty Early Retirement Program

January, 1992  Professor California State University, Sacramento
Department of Recreation and Leisure Studies

Duties: Instruct multiple sections of "Recreation and Leisure Lifestyle Development" an upper-division general education course; advised students and at various times fulfilled such assignments as university academic senator, department, college, and university committees duties.

July 1, 1990  Professor and Department Chair, California State University,
January, 1992  Sacramento, Department of Recreation and Leisure Studies

Duties: Instructed multiple sections of Recreation and Leisure Lifestyle Development," with a total enrollment of 500 students; served department chair -- managed department budget, personnel matters (including hiring all part-time personnel and one new full-time assistant professor), completed accreditation master plan, and University Five Year Plan, instituted option advisory committees.
Part-time instructor American River College, Community Services Department
Duties: Instruct community service courses dealing with leisure enhancement in
cartooning, caricature, and portrait drawing.

July 1, 1990  Professor Recreation and Leisure Studies
September 1, 1988  Duties: Taught four sections of RLS 100 (average n=500) Served as chair
Secondary Retention, Tenure and Promotion Committee; served on University
Academic Senate; served on School of Health and Human Service Educational
Equity Committee

Part-time instructor American River College, Community Services Department in
cartooning, caricature, sketching heads and hands.

September 1, 1988  Associate Professor Recreation and leisure Studies
September 1, 1983  California State University, Sacramento
Part-time Instructor: College of Regional and Continuing Education: Art for
Elementary Teachers.

September 1, 1983  Assistant Professor of Recreation and Leisure Studies
September 1, 1981  California State University, Sacramento

May 30, 1981  Lecturer San Francisco State University
September 1, 1980  Department of Recreation and Leisure Studies
Duties: Developed a new general education course and shepherded course
proposal through committees to fruition. For other courses and committee
assignment, see subsequent sections.

September 1, 1980  Assistant Professor of Recreation and Leisure Studies
January 1, 1978  California State University, Sacramento
Duties: For courses taught and committee assignments, please see subsequent
sections.

September 1, 1975  Lecturer. San Diego State University, San Diego, California.
May 30, 1976  Duties: Instruction, community service.

September 1, 1973  Lecturer, Southern Illinois University, Carbondale, Illinois.
May 30, 1975  Duties: Instruction, community service.

PROFESSIONAL INVOLVEMENT

a. Current certification status:
   American Bar Association, Legal Assistant, University of California, Davis 1993
   Traditional Asian Therapy, Accupressure Institute, Berkeley, California, 1999

b. Organizations and Positions of Leadership
   World Leisure, International Chapter Coordinator 206-2007
   American Alliance of Health Physical Education and Recreation, 2001-present
   Phi Kappa Phi Honor Society, 1999 - present
   Golden Key Honor Society, 1993 - present
   Phi Beta Delta International Scholars Fraternity, 1993- present
   Recreation and Leisure Association, 1990-present
   American Association of Leisure and Recreation, 1985- present.
American Association of University Professors, 1985-present.
California Faculty Association, 1985-present.
California Teacher's Association, 1985-present.
National Education Association, 1980-present.
Member Leisure Education Commission Task Force on Children at Risk, WLRA 1998-present.
Member Education Commission for the World Leisure Recreation Association, 1997 to present.
Member Publication Advisory Committee, Sagamore Publications, Spring 1998
Member Mountain Camp II Advisory Board, 1986-1998
Visiting Scholar, Shanghai Institute of Physical Education, Spring 1996.
Completed NRPA/AALR Visitation Team Member Training, February 8, 1994


_________. “Including Good Humor in Recreation and Play.” Blazing the Trail to Success. 21st Annual School Age Care and Recreation Training Conference 10-12 April 2003. Sacramento California.


_________. Power Workshop.” Blazing the Trail to Success. 21st Annual School Age Care and Recreation Training Conference 10-12 April 2003. Sacramento, California. (Substitute presenter for Wayne Bennett)


Ballroom Dance: The Joyous Movement May 13, Redwood Room, students of RLS 100. Instructor: Jennifer Piatt.


Commencement Address, College of Health and Human Services, Winter Commencement December 16, 2000.


Acceptance Speech: Outstanding Teacher Award University Reception, May 16, 2000.

“Creativity and Humor,” Guest Lecturer in RLS 100 Section 2, California State University. Sacramento November 2, 1999.


“The Beatings Will Continue Until Employee Morale Improves,” The California State University, Sacramento School of Business Staff and Management, May 13, 1998.

“Humor, Recreation and Play and the Workplace,” Patton State Hospital, California, May 2, 1996.

“Comic Art for Recreation and Leisure,” National Park and Recreation Association, 1993

“Creative Mime,” Recreation Center for the Handicapped 7th Annual Conference, April 22, 1993


“Recreational Drawing with the Right Brain," a workshop for the Northern California Arts Association, Sacramento,


"A Practical Approach to Evaluating Your Recreation Program", presented to the World Series of Recreation at San Jose State University, November 21, 1980.


d. Major Speaking Engagements


Commencement Address, College of Health and Human Services, Winter Commencement December 16, 2000.


Acceptance Speech: Outstanding Teacher Award Recognition Open house, College of Health and Human Services, California State University Sacramento. April 28, 2000.

“Creativity and Humor,” Guest Lecturer in RLS 100 Section 2, California State University. Sacramento November 2, 1999.


“Leisure and Living,” Sons in Retirement Luncheon Meeting, Citrus Heights, California, April 6, 1996

“Leisure and Living,” Sons in Retirement Luncheon Meeting, Sacramento, California February, 1996

“Leisure and Living,” Sons in Retirement Luncheon Meeting, Roseville, California May 11, 1995


"Leadership Principles of Attila the Hun," Program Coordinator, National Recreation and Park

"Life Enrichment Adventure Programs," presented to the 1985 CPRS Pre-Conference Institute on

"Leisure Counseling Task Force 1st Annual Report." Chair, Presented at the 36th Annual California

"Leisure Counseling Task Force Organizational Meeting." Coordinator, Presented at the 35th

"Portrayal Evaluation Techniques," a taped lecture to a Recreation and Parks Graduate Seminar at
University of New Hampshire, November, 15, 1982.

"Self-directed Leisure Guidance for Retirees," presented to a retirement preparation course meeting
at SSC, November 15, 1982.

"Opportunities in Leisure Service Management," presented to RLS 194, Field Work Orientation, a
CSUS undergraduate class, October 11, 1982

"Leisure Guidance," presented to a CSUS graduate class, Introduction to Counseling, October 7,
1982.

"Leisure Enrichment: A Tool of Management," 34th Annual California and Pacific Southwest
Recreation and Park Conference, March 8, 1982.

University: Member CSUS Teaching and Learning Academy (2000-Present)

e. Honors and Awards

Outstanding Associated Students Club Advisor, ASI, CSUS, 2004
Nominated and elected to the American Leisure Academy, April 12, 2002
Outstanding Teaching Award - - College of Health and Human Services, 1999/2000 CSUS
Polished Apple Recognition, RPMA, Spring 1998
Performance Salary Step Increase Award, I997
Initiated as an honorary member of Golden Key Honor Society, Spring 1993
Delta Gamma Outstanding Teacher Recognition, Fall 1992
Nominated for and initiated to membership in Phi Beta Delta International Scholars Fraternity, 1992.
Meritorious and Professional Promise Award, 1989.
Meritorious and Professional Promise Award, 1987
Meritorious and Professional Promise Award, 1986.
Written Commendation for work with Sacramento Police Department, 1983.
University of Illinois Fellowship, Fall Semester, 1970.
President, Sigma Lambda Sigma Honor Fraternity, Brigham Young University, 1966.
M.A. Oral Exam, Brigham Young University, grade of commendation, 1967.
College Valedictorian, Brigham Young University, 1966. (Commencement Speaker)
James E. Talmage Outstanding Senior Award, College of Physical Education, Brigham Young
University, 1966.
University of Illinois Fellowship, Fall Semester, 1970.
President, Sigma Lambda Sigma Honor Fraternity, Brigham Young University,1966.
M.A. Oral Exam, Brigham Young University, grade of commendation, 1967.
College Valedictorian, Brigham Young University, 1966. (Commencement Speaker)
James E. Talmage Outstanding Senior Award, College of Physical Education, Brigham Young University, 1996.

RESEARCH AND SCHOLARLY ACTIVITIES

a. For the past four years I have been technically retired, but still working on a part-time basis. Nevertheless, I have continued to exam the relationship between leisure and human growth and development. The relationship between play and leisure during early childhood has been a constant theme in my work. Similarly, I have been interested in the role that leisure plays in the continuing personal growth of adults.

b. Publications

Articles and Books Published


To Leisure: Practitioner’s Guide to Leisure Guidance and Education. (Under consideration for publication with Idyl Arbor Publications.) Co-author: Dr. Carol Stensrud. (The status of this manuscript is unknown.)


Olson, Ernest G., et.al., “A Position Statement on Health Promotion and Leisure: Major Components of Quality of Life.” Hong Kong: Hong Kong Baptist University, 1 Nov.2002. (32 pages)


A Survey of the Philosophy, Science, Etymology and Theories of Leisure. Department of Recreation and Leisure Studies, California State University, Sacramento, California, September, 1991.


Articles and Books Under Consideration

_____________ and Katherine Martinez. Games that Payoff: Social Recreation Events for Every Occasion. Kendall-Hunt, was begun.

_____________ and Wayne Bennett: The OPZ: A Place Where Everything is Better. This was initiated during this semester with co-author Wayne Bennett.

Dubuque: Kendall-Hunt Publishing, 2004

INSTITUTION INVOLVEMENTS

a. Teaching
For the past three years I have spring semesters only. I have taught only one course, RLS 100 (now RPTA 100). On average I have taught three sections per semester, with a total enrollment of circa 400 in total.

b. Advisement
Following retirement I was excused from advisement duties; however, on an informal basis I continue to advise and assist students whenever possible.

c. Institution Service
Following retirement, I was excused from formal institution involvement.

OTHER RELEVANT INFORMATION

I intend to finish the FERP following the spring 2010 semester. However, it is my intention to continue to support the department in any manner that is feasible, and to continue to support my colleagues in maintaining the level of excellence for which the CSUS RPTA program is known.
2. Jenn Taylor Resume 8.25.09.docx
EDUCATION
California State University, Sacramento • 2008

California State University, Sacramento • 2004

West Valley Community College • 2004
- **A.A. Liberal Arts** - Recipient of Grace Ostrus Scholarship, Earned speech communications certificate.

EXPERIENCE
Recreation Coordinator/Inclusion Specialist • 2009-Present
Cordova Recreation & Park District
- Research community demographic information, identify stakeholders.
- Currently forming community collaborations with non-profits, universities and agencies.
- Conduct therapeutic recreation assessments for appropriate placement in activities.
- Act as a resource and liaison for recreation staff and individuals with disabilities
- Develop procedures for providing inclusive recreation programs.
- Offer a variety of specialized programs to meet the needs of all community members.
- Identify potential funding sources specific to serving individuals with disabilities.

Faculty Lecturer • 2008
California State University Sacramento
- Instructor of record for the following courses: RPTA 116, RPTA 118 and RPTA 119.
- Developed student assignments to teach theories, principles and practices of recreation.
- Formed community partnership with UCD developing youth activities for "Pediatric Diabetes Day".
- Utilized computer software including maintaining learning based website.
- Conducted research, prepared presentations, evaluated student assignments.
Recreation Therapy Department Coordinator • 2006
Heritage Oaks Hospital
- Scheduled, supervised, trained, and evaluated department staff.
- Monitored department budget, purchased supplies, maintained records.
- Drafted department policies and procedures.
- Established professional relationships of multi-disciplines within agency.
- Facilitated a variety of benefits based activities for diverse population.
- Conducted daily inspections of facilities.

Recreation Therapist • 2004-2008
Sierra Vista Hospital
- Developed, implemented and evaluated daily recreational and educational groups in the areas of healthy lifestyles, anger management, self esteem, community resources, exercise/relaxation, leisure education and effective communication training for youth and adults.
- Researched and developed department policies and procedures specific to mandated guidelines.
- Created proposal for horticultural therapy program utilizing community funding partnerships.
- Obtained community donations to begin library program for agency.

Group Supervisor • 2006
Santa Cruz County Probation Department
- Designed recreation therapy program to implement in the correctional setting.
- Planned, facilitated and evaluated recreation therapy groups including life skills, leisure education, self awareness, and values clarification.
- Graduated first in academic class for Juvenile Correction officer training program.
- Developed and implemented holiday based special events for agency.

BOARD POSITIONS AND AFFILIATIONS

Outreach Coordinator Assistant ♦ RPTMA Dept., California State University Sacramento
- Coordinated multiple outreach event presentations at community colleges.
- Assisted outreach coordinator with preparing documents, follow-up with potential students, and identifying additional outreach events for further student recruitment.

Director of Education ♦ California Park and Rec. Society TR Section
- Established, implemented and maintained efficient systems for overall planning of CPRS Therapeutic Recreation Institute including: registration, speakers, and conference center negotiations.
- Recruited and managed volunteers and volunteer coordinator for the Therapeutic Recreation Institute.
- Identified appropriate speakers utilizing scoring rubric to determine eligibility and CEU qualifications.
- Monitored annual education budget in conjunction with board members.
- Prepared and presented Director of Education Reports at quarterly meetings.
- Maintained effective communication with board members and committee heads.
American Therapeutic Recreation Association ⚪ Member

Vice President ⚪ Recreation & Park Majors Association
- Identified fundraising opportunities.
- Planned, marketed, implemented, and evaluated association special events.
- Solicited speakers for member meetings and workshops.

LEISURE INTERESTS- Entering recipe contests, canoeing, and farming.
3. Resume Elena May2009.rtf
Elena DalFavero  
3104 Humphrey Road  
Loomis, CA 95650  
(916) 660 – 9620

Education
California State University, Sacramento - Bachelor of Science in Recreation Administration, Option in Therapeutic Recreation, May 1989
California State University, Sacramento - Masters of Science in Counseling with School Psychology emphasis and Pupil Personnel Services Credential, May 1998  
Administrative Credential, March 2007  
AB430 Program 2007 - 2008

Professional Experience
Rocklin Unified School District, Rocklin, CA
Program Specialist (September 2003 – Present)

- Program development and on-going evaluation and improvement for K-12 special education programs  
- Assist in the supervision, observation and evaluation of special education staff  
- Support students, parents and staff in the Individual Education Program process  
- Identify and assist in the appropriate educational placements to support student learning  
- Develop and conduct in-services for classified and credentialed staff  
- California Alternative Proficiency Assessment Coordinator  
- Assist in the district’s development and implementation of special education protocols and procedures  
- Administrative Designee for Individual Education Program Meetings  
- Coordinate with Placer County Office of Education for supports and services  
- Collaborate with outside agencies in providing supports and services  
- Parent Liaison to school sites  
- Monitor and review special education staff  
- Collaborate with individual school site special education teams  
- Facilitate district wide special education staff meetings

Rocklin Unified School District, Rocklin, CA
Summer School Assistant Principal (Summer 2007 & Summer 2009)

- Organization and general administration for summer school program  
- Supervise designated certificated and classified employees  
- Resolves pupil adjustment problems according to the policies of the District  
- Responsible for school plant supervision  
- Assists parents regarding summer school inquiries  
- Resolve student discipline and behavior issues
Rocklin Unified School District, Rocklin, CA

- Diagnostic Assessment (i.e.; Preschool; Emotionally Disturbed; ADD/ADHD; Learning Disabled; Manifestation Determination; etc.)
- Collaborate with parents; teachers; special education specialists; school administration and community professionals
- Co-Facilitate S.T.E.P. Parenting Classes
- Develop and facilitate social skills; divorce issues; anger control and self-esteem groups for elementary and high school students
- Co-Facilitate group in SDC/ED classroom
- Individual counseling
- Co-Facilitate Conflict Management Training and assist in monitoring Conflict Management Program
- Provide Sexual Harassment In-services to 5th and 6th grade classes
- Collaborate with parents, teachers and school administration in developing Behavior Intervention Plans
- Arrange and facilitate Individual Educational Planning (IEP) and Individual Accommodation Planning (IAP) meetings

Other Relevant Experience (Recreation Therapy):

California State University, Sacramento – Part-time Lecturer Fall 2007
Sacramento County Mental Health Treatment Center, Sacramento, CA
Activities Therapist (1992 – Present)
Central Valley Conditional Release Program, Sacramento, CA
Director of Day Socialization Program (February 1994 – August 1998)
Prader-Willi Services (consultant position) - 1994 - 2001
Napa State Hospital 1989 - 1992

Additional Experience

- Develop and implement a therapeutic, life skills and process groups for forensic mental health clients
- Monitor and evaluate program effectiveness
- Provide recreation therapy for a variety of special populations
4. Sal Arrigovitae.doc
Sal Arrigo, Jr.

Department of Recreation and leisure Studies
California State University, Sacramento
6000 J St.
Sacramento, CA 95819-6110

Faculty Office: Solano Hall 4009
Office Phone: 916-278-5021
Office Fax 916-278-5053
E-mail: sarrigo@csus.edu

Formal Education

Master of Science, Florida St. University, Tallahassee, FL, 1985, Leisure Services and Studies

Certificate of Gerontology, Florida St. University, Tallahassee, FL, 1985

Bachelor of Science, Marshall University, Huntington, WV, 1980, Recreation

Professional Experience

Senior Center Director, November 1987 – May 2002, Cordova Recreation and Park District, Rancho Cordova, CA. Supervised 11 park employees and more than 60 volunteers. Directed the recreation, special events and adult education programs. Coordinated public relations and marketing plans as well as being a liaison to many community organizations. Managed facility use contracts, developed annual budget plans and coordinated major fund-raising efforts. Editor and creator of the bi-monthly newsletter.

Center Director, June 1982 – May 1984, Marin Senior Coordinating Council, San Rafael, CA. Responsible for coordinating recreation and health programs for senior citizens. Designed and implemented an information and referral program and directed the daily nutrition program. Transported senior citizens to medical and shopping appointments.

Administrative Assistant, January 1980 – July 1981, Greater Huntington, WV Park District. Supervised the tennis facilities and employee work schedules; managed outdoor amphitheater and concession operations. Coordinated special event programs and provided input into countywide park master plan.
Professional Service and Involvement

Organizations

Alzheimer’s Aid Society of Northern California

California Park and Recreation Association Aging Section

Advisory Board Member, American River College Gerontology Department

Major Speaking Engagements and Presentations

Focus on the Family Conference, University of California, Davis.

Business Conference, Utah St. University.

Alabama Recreation and Park Conference, Montgomery, AL

Career Day, Jesuit High School, Sacramento, CA.

California Park and Recreation Conferences.

Honors and Awards

President’s Award, California Parks and Recreation Aging Section, 1994

Superintendent’s Award, Cordova Recreation and Park District, 1995

Community Service Award, Rancho Cordova Chamber of Commerce, 1995

Community Service Award, Soroptomist International, 1996

Sacramento Asian-Pacific Korean Senior Citizen Community Service Award, 1996

Research and Scholarly Activities
Research


Publications


Institution Involvements

Teaching

American River College Gerontology Department, Sacramento, CA

Fall 1997 – Present

Exploring the World of Gerontology
Men as Caregivers
Super Centenarians
Mentally Ill and Homeless Seniors
Effective Leadership Skills
Activity Development
Community Resources

California State University, Sacramento
Spring 1999
RLS 122 Perspectives on Leisure

Fall 1999
RLS 122 Perspectives on Leisure

Spring and Fall 2000
RLS 100 Leisure Lifestyles
RLS 122 Perspectives on Leisure

Spring and Fall 2001
RLS 100 Leisure Lifestyles
RLS 122 Perspectives on Leisure

Spring and Fall 2002
RLS 100 Leisure Lifestyles
RLS 122 Perspectives on Leisure

Spring and Fall 2003
RLS 100 Leisure Lifestyles
RLS 122 Perspectives on Leisure

Spring and Fall 2004
RLS 100 Leisure Lifestyles
RLS 122 Perspectives on Leisure

Spring and Fall 2005
RLS 100 Leisure Lifestyles
RLS 122 Perspectives on Leisure

Spring and Fall 2006
RLS 100 Leisure Lifestyles
RLS 122 Perspectives on Leisure

Spring and Fall 2007
RLS 100 Leisure Lifestyles  
RLS 122 Perspectives on Leisure  

Spring and Fall 2008  

RPTA 100 Leisure Lifestyles  
RPTA 122 Perspectives on Leisure  

Spring 2009  

RPTA 100 (online) Leisure Lifestyles  
RPTA 122 Perspectives on Leisure  

**Institution Service**  

Academic Advisor, Sigma Kappa Sorority, California St. U., Sacramento, 2003- Present  

Co-chair: Spring 2004 for Special Master’s project
5. Vita - Arlene Krause.doc
Arlene Krause  
2765 Donner Way  
Sacramento, CA 95818  
(916)278-6753

EDUCATION

California State University  
Sacramento, California  
Masters of Science, Recreation Administration  
Concentration in Therapeutic Recreation

Marquette University  
Milwaukee, Wisconsin  
Bachelor of Science, Major in Sociology  
Minor in Business Administration  
Minor in Psychology

CERTIFICATIONS

- Therapeutic Recreation Specialist - National Council for Therapeutic Recreation Certification
- Recreation Therapist Certified - California Board of Recreation and Park Certification

TEACHING EXPERIENCE - California State University Sacramento, School of Health and Human Services, Department of Recreation, Parks and Tourism Administration

Courses Taught:
- Introduction to Nonprofit Leadership - Spring 2001 - 2008
- Perspectives on Leisure - Fall 1997 through Spring 2009
- Funding Leisure Organizations, Fall 2005 - 2007
- Leisure Services & Individuals with Disabilities - Fall 1999, Fall 2002 – Spring 2007, Fall 2008
- TR and Contemporary Aspects of Disability, Spring 2008, Spring 2009
- Intern supervision, Fall 199-Fall 2001, Summer 2008
- Recreation and Person with Physical Disabilities - Fall 1999

Other Activities:
- Coordinated CSUS American Humanics Program
- Coordinator of Recreation Therapy Option – Fall 1999

EMPLOYMENT EXPERIENCE

Sacramento Housing Alliance – Sacramento, CA

June 2000 – June 2002 Executive Director

The Sacramento Housing Alliance is a nonprofit advocacy coalition of over 50 agencies concerned about the lack of affordable housing and homeless services in Sacramento. Responsibilities included coordinating the advocacy and public education efforts, motivating and recruiting coalition members, budgeting, fundraising, and carrying out operation functions of SHA. Specific duties included:
- Provided vision and leadership for a local, broad-based campaign to expand affordable housing resources. Recruited and organized coalition members and implement campaign plans.
- Coordinated efforts to promote quality affordable housing to local elected officials and their
staff, neighborhood associations, the media, and community groups.

- Edited, produced and distributed bi-monthly newsletters and other educational materials.
- Served as SHA’s primary spokesperson to the media.
- Responsible for all financial work of agency, including maintaining accurate financial records, managing cash flow, and drafting annual budget for Board review.
- Provided leadership in the recruitment, orientation, and on-going training of Board members.
- Developed adequate resources to support SHA’s programs and activities including submission of grant proposals, preparation of corporate appeals, and coordinating fundraising special events.

**Resources For Independent Living, Inc. - Sacramento, California**

<table>
<thead>
<tr>
<th>Period</th>
<th>Role Description</th>
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<tbody>
<tr>
<td>9/99 - 12/00</td>
<td>Consultant: Conducted staff training, monitored grant compliance, and completed special projects.</td>
</tr>
<tr>
<td>7/95 – 8/99</td>
<td>Program Director</td>
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<tr>
<td></td>
<td>- Supervised staff in the delivery of direct services and systems advocacy.</td>
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<tr>
<td></td>
<td>- Developed and submitted grants to funding sources. Monitored grant compliance and implementation.</td>
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<td></td>
<td>- Coordinated annual planning process and consumer needs assessments.</td>
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<td></td>
<td>- Conducted staff, consumer, and community trainings on personnel policies,</td>
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<td></td>
<td>disability issues, the Americans with Disabilities Act, and other topics.</td>
</tr>
<tr>
<td></td>
<td>- Coordinated joint system advocacy efforts with other community agencies.</td>
</tr>
<tr>
<td>3/94 - 6/95</td>
<td>Vocational Services Coordinator: Coordinated program to teach job search and</td>
</tr>
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<td></td>
<td>job holding skills to individuals with disabilities.</td>
</tr>
</tbody>
</table>

**Jean Martin Group Homes – Sacramento, California**

<table>
<thead>
<tr>
<th>Period</th>
<th>Role Description</th>
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</thead>
<tbody>
<tr>
<td>9/93 - 3/94</td>
<td>Recreation Therapy Assistant: Planned and implemented recreation activities for</td>
</tr>
<tr>
<td></td>
<td>group home residents with visual and hearing disabilities. Documented client</td>
</tr>
<tr>
<td></td>
<td>participation and progress.</td>
</tr>
<tr>
<td>9/93 - 12/93</td>
<td>Graduate Internship: Worked with recreation therapy consultant on client</td>
</tr>
<tr>
<td></td>
<td>assessment and program planning.</td>
</tr>
</tbody>
</table>

**Sonoma Developmental Center – Eldridge, California**

<table>
<thead>
<tr>
<th>Period</th>
<th>Role Description</th>
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</thead>
<tbody>
<tr>
<td>6/93 - 9/93</td>
<td>Therapeutic Recreation Internship: Planned and organized activities for adults</td>
</tr>
<tr>
<td></td>
<td>with developmental disabilities and mental illness. Documented client</td>
</tr>
<tr>
<td></td>
<td>participation and progress.</td>
</tr>
</tbody>
</table>

**Crestwood Manor – Sacramento, California**

<table>
<thead>
<tr>
<th>Period</th>
<th>Role Description</th>
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</thead>
<tbody>
<tr>
<td>11/92 - 6/93</td>
<td>Activity Assistant: Planned and implemented recreational activities for clients</td>
</tr>
<tr>
<td></td>
<td>with mental illness.</td>
</tr>
</tbody>
</table>

**National Multiple Sclerosis Society, Wisconsin Chapter – Milwaukee, Wisconsin**

<table>
<thead>
<tr>
<th>Period</th>
<th>Role Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/91 - 8/92</td>
<td>Chapter Services Assistant: Developed and implemented conferences, support</td>
</tr>
<tr>
<td></td>
<td>groups, and recreational activities for clients and their families.</td>
</tr>
</tbody>
</table>

**COMMUNITY INVOLVEMENT**

- Board President, Sacramento Self Help Housing,
- Board Member since December 2003
- Member, Curtis Park Energy Stars Committee
KENNETH WAYNE MORTON
10945 Woolwich Way
Mather, CA 95655
(916) 952-2358 cell
(916) 278-2285 work
kmorton@csus.edu

EDUCATION

Hardin-Simmons University, Abilene, TX
Master of Education, Sport and Recreation Management, May 1999

Hardin-Simmons University, Abilene, TX
Bachelor of Behavioral Science, Recreation Administration, 1987

PROFESSIONAL EXPERIENCE

California State University, Sacramento Sacramento, CA
Associate Director of the WELL
February 2009 – present

Programming
• Ensures the development, coordination, organization, and implementation of a balanced and varied recreation program.
• Ensures all activities are conducted in accordance with established and approved rules and regulations that address participant’s safety as a high priority as well as established service standards.
• Recommends future modifications to programs using member feedback; makes improvements and recommends innovations and changes that enhance the programs and facility.
• Works with Asst. Director of Facilities to create master facility calendar for all internal recreation programs, (informal recreation, sports clubs, practices and competitions, intramural sports, and external events).

Staffing and Partnerships
• Serves as an active member of the leadership team that consists of the WELL Director, Assistant Director of Facility Operations and possibly others.
• Provides direction to others in the management of the day-to-day operations, including hiring, training, and supervision of student assistants, student managers, building supervisors and overall staff operations.
• Creates and leads a dynamic and motivated staff and volunteer team using a high quality process including hiring, training, development and evaluation of staff and volunteers.
• Establishes strong working relationship with the members of the WELL Advisory Board. Providing information and direction at Advisory Board meetings.
• Supports and maintains a sound working relationship with the Director of the Student Health/Wellness Center and all members of the center’s staff to create a dynamic and fully collaborative health and wellness program.
• Supports and maintains a sound working relationship with the Director of Peak Adventures and all members of their organization to create innovative outdoor programs that enhance the services to students, faculty and staff.
• Establishes sound working relationships with other departments on campus (i.e. University Administration, Facilities Management, University Enterprises Inc., Student Activities, ASI, Peak Adventures, and other WELL Tenants).
Administration

- Responsible for risk management associated with all recreational and club programs. Consults as needed with the Director and proposes appropriate policy changes to provide a safe environment for all.
- Leads a strategic planning process that is receptive and responsive to student, faculty and staff input regarding programs and services in the Recreation Wellness Center.
- Develops and maintains all financial transactions pertaining to the recreational, fitness, intramural sports, sports equipment and club sports. Creates an annual budget for all associated reports.
- Works with the marketing personnel to promote services within the WELL.
- Creates student learning objectives and an assessment program that will demonstrate the attainment of skills, knowledge, and overall personal growth as a result of participation in WELL programs, student employment or as a volunteer.
- Performs other duties of a similar nature as requested by Director and, when designated, can act in the absence of the Director.

California State University, Sacramento  Sacramento, CA
Coordinator of Recreational Sports
July 2001 – January 2009

- Responsible for the planning, budget, promotion, supervision, risk management, evaluation and assessment of all programs in the Recreational Sports Department including facilities, intramural programs, fitness programs and classes, sport clubs, recreational clubs, aquatics, special events, and front office operations.
- Responsible for hiring, training, supervising, evaluating, motivating, and developing all departmental staff positions including one full-time professional and approximately sixty part-time student staff.
- Advisor for thirty student clubs and organizations
- Collaborate with the Student Activities Department staff on development and implementation of policies, procedures and leadership programs.
- Grant development and writing for over $64,000 in annual funding.
- Work collaboratively with Kinesiology, Recreation Parks and Tourism Administration, Student Health Center, Women’s Resource Center, Orientation, Associated Students, Incorporated, and Intercollegiate Athletics to enhance, expand, and improve programs and services for students, faculty and staff.
- Instrumental in the research, referendum passage, planning, and design of Sacramento State’s new Recreation and Wellness Center scheduled to open in Fall 2010.
- Service on University-wide committees including Student Affairs Mission Statement Development Committee, Alcohol Advisory Council, Recreation and Wellness Center committee, and Intercollegiate Athletics Advisory Council.
- Member of the National Intramural Recreational Sports Association
- Member of the American College Personnel Association
- Red Cross Certified Instructor in CPR, First Aid, Lifeguarding, and Water Safety Instruction.

McMurry University  Abilene, TX
Director of Student Activities and Campus Recreation
June 1993 - May 2001

Responsible for the planning, budget, promotion, supervision, and evaluation of all programs in the Department of Student Activities and Campus Recreation which included:

Campus Recreation:
- Responsible for providing comprehensive programs in intramurals, aquatics, sport clubs, outdoor adventure club, special events and wellness programs.
- Management of the Recreation Center including all staffing and maintenance.
- Oversight of new Wellness Center design and construction.
- Hiring, training, and supervision of all recreation and wellness center professional and student staff.
- Member of the National Intramural Recreational Sports Association - attended and presented at numerous conferences for professional development.

Campus Center:
- Responsible for the operation of the United Methodist Campus Center and its entire professional and student staff.
- Ensured that quality services were provided to the campus community in a professional manner. Responsible for facilities management, customer service, scheduling, booking, set-up, maintenance, information desk, technical services, risk management, supervision and oversight of all aspects of daily operation and special events.
- Conducted needs assessments among students and faculty to continually improve facilities, programs, and services for the University community.
- Maintained relationships with contracted service vendors such as Texas Book Company, ARAMARK, ABM, and United States Postal Station.
- Member of the Association of College Unions International – attended and presented at numerous conferences for professional development.

Student Activities:
- Implemented a wide variety of entertainment and educational programs for the campus community.
- Supervised campus programming board that was responsible for newsletters, speakers, concerts, comedians, educational programs, diversity awareness, tournaments, movies, and a multitude of special events.
- Supervised development of Channel Two programming, a campus television network.
- Advised Greek organizations, student government, servant leadership, student handbook, and other related programs.
- Member of National Association for Campus Activities – attended and presented at numerous conferences for professional development.

Orientation:
- Developed a comprehensive and award-winning new student orientation program.
- Recruited, selected and trained orientation peer leaders.
- Created and organized curriculum and schedule.
- Supervision and evaluation of all staff and programs.
- Chair of the VisionQuest committee which included students, faculty, and staff.
- Management of the operating budget for Orientation.
- Member of the National Orientation Directors Association – attended and presented at numerous conferences for professional development.

Physical Education:
- Taught Physical Education classes in Fitness for Living; Water Aerobics; Sailing; Beginning,
Intermediate, and Advanced Swimming; Lifeguard Training; Rafting/Canoeing; Racquetball; Weird Games.

Special Projects:
- Worked with staff development and strategic planning retreats.
- Assisted with Southern Association of Colleges and Schools (SACS) self study and reaccreditations.
- Assisted with grant writing and Division-wide strategic planning.
- Member of American College Personnel Association.

Family Life Center, First Baptist Church  Abilene, TX
**Associate Director of Recreation**
December 1991 - February 1993

- Supervision of a dynamic, multi-functional, recreation facility which included a café, bowling alley, skating rink, arts and crafts area, games room, multi-court gymnasium, weight room, and racquetball courts.
- Organized and supervised a large, community based sports program including leagues and tournaments for most age groups.
- Supervised after-school program director and leaders, office and custodial staff, and all part-time employees such as officials and attendants.
- Responsible for organization, promotion, marketing, and evaluation of all programs.

City of Abilene  Abilene, TX
**Recreation Supervisor**
August 1989 - December 1991

- Citywide administration of Abilene’s entire recreation department.
- Prepared budgets and reports for seven community recreation centers.
- Responsible for all recreation facilities, staff, and programs.
- Directed all city-wide sports leagues and tournaments.
- Coordinated city-wide special events and promotional materials.
- Created, promoted, supervised, and contracted instructors for recreational classes and workshops.
- Coordinated numerous volunteers and parent advisory boards.
- Supervised after-school and summer programs and staff for children and teens.

PROFESSIONAL ORGANIZATION LEADERSHIP, PRESENTATIONS, and AWARDS

- National Intramural Recreational Sports Association (NIRSA) - Certified Recreational Sports Specialist
- “Making Assessment Work For You” NIRSA Region VI Conference, 2008
- Nominated for 2008-10 Region VI Vice President of NIRSA
- NIRSA State Director for Northern California, 2006-2008
- Keynote Speaker, Bacchus Network Area Two Conference, 2008
- “Mov’ It or Lose It – Fighting Apathy With Artful Motivation and Effective Delegation” California State University, Sacramento Alumni Chapter meeting, 2008
- 2007 Horace Moody Award winner from NIRSA for commitment to student development
- Host, NIRSA State workshop, 2007
- Host, California Sport Club Coalition Workshop, 2007
- “Collaboration, Marketing and Other Cool Stuff”, NIRSA Region VI conference, 2007
- Keynote Speaker, Bacchus Network Area Two Conference, 2006
- Host, NIRSA State Workshop, 2006
• Administrator of the Year –2001, McMurry University
• Opening Keynote facilitator, Texas Junior College Student Government Association Annual Conference, 2001
• Co-Host and Keynote Speaker – NIRSA Regional Student Lead-On, 2001
• Professional Development Workshop coordinator for National Association of Campus Activities (NACA), 2000
• Outstanding Performance Award –1999, McMurry University
• Consultant - University of St. Thomas, Orientation Leader Training, 1999 and 2000
• Consultant - Angelo State University, Orientation, Pre-registration, and Freshman Seminar, 2000
• Keynote Speaker - Association of College Unions International (ACUI) Regional Conference, 1999
• Education Session coordinator, NACA Regional Conference, 1999
• Outstanding Volunteer of the Year – 1999 Taylor County Chapter Red Cross
• Conference Social Chair, NIRSA Student Lead-On, 1999
  Facilitator of conference-opening session on “Team-Building through Initiatives and Games”
• Conference Committee, Special Events Chairperson, National Orientation Directors Association (NODA) Regional Conference, 1999
  Led conference-opening session on “Team-Building through Initiatives and Games”
  Breakout session presenter, “Sharing Your Vision – Training Orientation Leaders”
• Conference Showcase Selection Committee, NACA, 1998
  • Social Host, Texas Association of College and University Student Personnel Administrators (TACUSPA) Summer Legal Conference, 1998

ISTITUTIONAL INVOLVEMENTS

• Taught RPTA 122 “Perspectives on Leisure” Spring 2009
• Taught RPTA 122 “Perspectives on Leisure” Fall 2008
• Taught RPTA 122 “Perspectives on Leisure” Spring 2008
• Taught RPTA 122 “Perspectives on Leisure” Fall 2007
• Taught RPTA 122 “Perspectives on Leisure” Spring 2007
• Taught RPTA 122 “Perspectives on Leisure” Fall 2006
• Taught RPTA 122 “Perspectives on Leisure” Spring 2006
• Taught RPTA 122 “Perspectives on Leisure” Fall 2005
• Taught RPTA 122 “Perspectives on Leisure” Spring 2005
• Taught RPTA 122 “Perspectives on Leisure” Fall 2004
• Taught RPTA 122 “Perspectives on Leisure” Spring 2004
• Taught RPTA 122 “Perspectives on Leisure” Fall 2003
• Taught RPTA 122 “Perspectives on Leisure” Spring 2003
• Taught RPTA 122 “Perspectives on Leisure” Fall 2002
• Taught RPTA 122 “Perspectives on Leisure” Spring 2002
• Taught RPTA 122 “Perspectives on Leisure” Fall 2001

• Committees:
  • Serve on the Athletics Advisory Committee
  • LEAD Committee
  • Advisory Board for the Recreation Parks and Tourism Administration department
  • ASI Safety Committee
  • All Planning Committees for the WELL.
REFERENCES

Dr. Tom Jackson, Jr.
Vice President for Student Affairs
302 Student Activity Center
University of Louisville
Louisville, KY 40292
(502) 852-5273
(502) 852-5844 fax
t-jackson@tamuk.edu

Ben Telesca, M.Ed
Assistant Director of Campus Recreation Services and Risk Management
University of Nevada, Las Vegas
4505 S. Maryland Pkwy, Box 452012
Las Vegas, NV 89154-2012
(650) 384-5667
Ben.Telesca@unlv.edu

Dr. Warren Simpson
Director of Graduate Studies/Recreation
SRMT Program
Hardin-Simmons University
Box 16180 HSU
Abilene, TX 79698
(325) 669-2878
wsimpson@hsutx.edu

Dr. Ernie Olsen
Professor Emeritus
California State University, Sacramento
6000 J Street
Sacramento, CA 95819 - 6110
(916) 278-6752
olseneg@csus.edu

Dr. Beth Kivel
Associate Professor and Chair
Department of Recreation, Parks and Tourism Administration
California State University, Sacramento
6000 J Street
Sacramento, CA 95819 – 6110
(916) 278-6429
bkivel@csus.edu

Louis Camera
Director of Student Activities
California State University, Sacramento
6000 J Street
Sacramento, CA 95819-6009
(916) 278-7914
cameralu@csus.edu
Appendix D

LONGRANG2009 Edited 9-09.doc
PLANNING GOALS AND STATUS

A. Governance and Administration

Goal A-1: To represent in principle and practice the primary goals of administration and governance stipulated by the University and professional accreditation requirements, to the extent that they relate to the daily management of department affairs.

Status

The department has historically complied with University policies regarding department procedures, and has participated in all levels of University, governance as required by University and college policies. The department continues to keep apprised of University administrative goals, policies and procedures and deadlines as required to assure appropriate daily management of its affairs and has complied with them to the best of its knowledge-and belief. The department chair attends administrative council meetings with the deans and other department chairs twice a month; she has attended annual retreats with the administrative council; she attends a monthly meeting with all university chairs and the provost; the chair meets with the dean on a monthly basis to discuss departmental affairs. In addition, the department chair has attended additional trainings on human resource issues (dealing with difficult faculty), management issues (managing conflict) and understanding the most effective way to manage with limited resources. Suitable attention has also been paid to compliance with accreditation requirements related to general operation of the department.

Goal A-2: To participate effectively and efficiently in college and University governance.

Status

The department faculty has participated in college and University governance in accordance with pertinent regulations regarding representation. Department faculty members have frequently served as the college representatives to University committees. Currently, all faculty members serve on at least one university-level committee. Dr. Kath Pinch serves on at least five university-level committees; and Dr. Tony Sheppard currently serves as Chair of the Faculty Senate. Both Drs. Pinch and Sheppard were awarded the College of Health and Human Service University Service Awards in 2007 and 2008 respectively.

Because our department is small and because our faculty is deeply engaged as members and leaders of committees at the college and university level, each of us carries an inordinately heavy service workload. Each faculty member must serve in several capacities during the year simply to meet representation requirements while other units are able to spread this workload out over a number of faculty.

Goal A-3: To foster administrative practices which encourage and facilitate effective planning, organization, communication, financial management, evaluation and decision making.
Status

While the department has traditionally been governed on an informal basis with a minimum of written policy, the Chair (Dr. Kivel) created a policy handbook in 2006 which provides needed structure. This handbook is updated as needed. There has been considerable reliance upon the Department Chair to accomplish administrative responsibilities, make routine decisions and represent the department both on and off the campus. Meetings of the full-time faculty are scheduled on a regular basis to assure appropriate information, dissemination and input into decision making. Part-time faculty are invited to participate in both committee and faculty meetings. Minutes or summaries of actions for department faculty meetings are distributed on a consistent basis. Information dissemination to and orientation of part-time faculty have been accomplished on an individual basis by the Department Chair.

Since 2005, faculty have participated in annual back to school retreats on a variety of topics that have included: review and discussion of the graduate curriculum, managing the potential crisis associated with the H1N1 virus, dealing with the mental health needs of students, and meeting with the university attorney to help the faculty create a “Code of Conduct” (see Appendix Q of the 2009 accreditation document) for students.

In 2006, the faculty met with Dr. Michael Blazey for an all-day retreat to assist with long-range planning. The retreat resulted in the department beginning to recognize the need for identifying strategies to help increase student enrollment in the major and decrease our dependence upon General Education courses as the bulk of the department’s funding. Additional outcomes of that retreat led to the department name change, revising of the mission statement, identifying an outreach coordinator, advocating that our department send a representative to the General Education Advising program for a two-year rotation (now extended to a third year); and using funds strategically to create marketing materials to promote the department. In short, the 2006 retreat focused on how we could promote ourselves and our program. In contrast to the 2006 retreat, last year’s retreat focused on strengthening relationships within the department. The dean provided financial support to hire an outside facilitator to lead the faculty in a conversation about how we can best work with one another - strengthening our listening skills, dealing with interpersonal conflict, identifying strategies for more productive and efficient meetings.

A Therapeutic Recreation Concentration Coordinator, with limited assigned time, has been designated to handle matters relative to certification, curriculum development and professional networking. Coordinators have been designated for coordination of the graduate program (limited assigned time) and portfolio coordinator (no assigned time).

**Goal A-4: To practice effective interdepartmental and extra-departmental communications.**

Status
An undergraduate manual (Appendix R of the 2009 accreditation document) is used to provide students with basic information regarding academic requirements, advising procedures, information on scholarships, information on study abroad programs, information on pre-internship requirements and internship requirements, graduation requirements (including a sample Graduation Application) the alumni association, the Recreation, Park and Tourism Majors Association (RPTMA) and general information about the department. The undergraduate manual is revised on an annual basis and distributed to students during an annual convocation held the third week of September.

Bulletin boards are maintained in the area of the Department Office and in classrooms used by the department to publicize news related to the department. Each emphasis area, as well as a general board for the department, are updated on a regular basis and are widely used by students.

Communication to faculty is largely accomplished through e-mails, and announcements at faculty meetings. Faculty seem to be pleased with the present system of communication. We hold annual retreats every fall. Next year’s retreat will focus on feedback from the accreditation visit and plans for the next five years.

**Goal A-5: To conform to University expectations insuring educational opportunities for ethnic minorities.**

**Status**

The department faculty has regularly participated in college committees and have chaired the college equity committee. Faculty continue to provide mentoring on an informal basis and inform students about the College Faculty Student mentoring program. The department advertises its part-time opportunities through regular university channels and through individual letters to those who indicate an active interest in being considered for employment. Members of the faculty encouraged and supported a minority part-time instructor and former graduate student in the Department (Dr. Greg Shaw) in his successful quest for entry into the Ph.D. program at the University of California Davis and was subsequently hired by the department.

**Goal A-6: To meet and maintain accreditation and certification requirements.**

**Status**

The department was originally accredited by the Council on Accreditation of the National Recreation and Park Association and the American Association for Leisure and Recreation (NRPA-AALR) in 1979. Reaccreditation was achieved in 1983 (one year early) and again in 1989, 1994, 1999, and 2005.

The department has, also since 1979, participated in an annual review of its Therapeutic Recreation concentration to assure compliance with
Recreation Therapist certification criteria of the California Board of Recreation and Park Certification (CBRPC). The option has been in compliance with all the criteria for each of the report periods. Although there is no review procedure, the option is also in compliance with criteria for certification as a Certified Therapeutic Recreation Specialist with the National Council on Therapeutic Recreation Certification (NCTRC).

By virtue of having a general recreation administration option and being accredited by the Council on Accreditation, respectively, the department has been in compliance with certification requirements for the Registered Recreator Certificate of the CBRPC and the Certified Park & Recreation Professional (CPRP) certification offered by the National Certification Board (NCB) of the National Recreation and Park Association since inception of those programs.

**Goal A-7: To practice effective and efficient public relations.**

**Status**

On an individual level, many efforts have served to promote public relations. For instance, faculty members have worked with students, both individually and through the Recreation, Park and Tourism Majors Association, to participate in various community recreation events. The department, in cooperation with Peak Adventures, developed a Ropes Course which has served both on and off campus groups as well as department classes. Faculty members have also performed public services at a very significant level (see vitas).

Based on a retreat in 2006, the department developed a strategic marketing plan to promote the major and recruit new students.

The plan has included:

- A student recruitment fair in 2006 which was funded by the J.R. Needy Foundation and which was attended by more than 100 students;
- Advertising of the major and the department in the student newspaper, “The Hornet”;
- Placing an advertisement in the New Student orientation planner in the summer of 2006, 2007 and 2008 – this manual is distributed to all incoming freshman – approximately 3,000 students each summer;
- Creating a new department brochure which was funded through educational equity funds;
- Creating an annual department newsletter beginning 2007 which is sent to more than 2000 alumni and which has been distributed at numerous outreach events and college sponsored events (see attached);
- Identifying Dr. Lisa Jorgensen as the department outreach coordinator;
- Chair facilitating a discussion with faculty to consider a name change and led the name change process across campus (see attached memo);
- Creating another brochure because of the department name change, which was again supported through educational equity funds;
The chair sought additional funding from the dean’s office to purchase additional marketing and promotional materials that included bookmarks, postcards and giveaways (pens, pencils, first aid kits, sunscreen, water bottles, all with the department’s new name). Dr. Jorgensen coordinated all department outreach activities, including visits to numerous community colleges, community-wide events and all on-campus recruitment events. Her efforts were noticed by outreach and admissions and in 2008-2009, she received assign time to work with this division;

Dr. Greg Shaw, who has a background in architecture and design, has created and updated the department website since 2006.

Dr. Shaw has also worked in General Education advising which has provided him the opportunity to promote the major;

Dr. Piatt has strategically promoted the Therapeutic Concentration by reaching out to colleagues in allied health programs and educating faculty, departments and staff in university advising, including pre-nursing advising staff, about the TR concentration;

This fall, Dr. Piatt is teaming up with a colleague in nursing to teach a learning community — it pairs a class of students enrolled in a first-year seminar with an introductory course in nursing — again, the idea is to introduce TR to first year students;

The Department Chair creating a lower-division general education course in the social sciences (Race, Class, Gender and Leisure) as a tool for recruiting majors;

Involvement of professionals from the community remained at a high level during the report period. In addition to serving as agency supervisors for the department's internship courses, practitioners also served as guest speakers, interviewers for mock employment interviews, portfolio reviewers, and resource persons for special projects at the request of individual faculty and students. It is estimated that close to 100 different practitioners are involved in such assistance during any one academic year. This inter-change between practitioners and the department is a vital component in the maintenance of good public relations.

B. Educational Programs Objectives and Strategies

Goal B-1: To provide undergraduate majors with the foundations of knowledge deemed central to the field of Recreation, Parks, and Tourism Administration and in this educational undertaking to promote social responsibility, ethical behavior, respect for the natural environment and appreciation for the cultural diversity of our society among our students.

Goal B-2: To provide undergraduate majors with appropriate specialized preparation for entry into one of the following career areas. (a) recreation program management, (b) commercial recreation management, (c) park and recreation resources management, or (d) therapeutic recreation.
Status

As of the 1994-1996 academic year, the department offers a Bachelor of Science (B.S.) Degree in Recreation Administration with concentrations in Recreation and Park Management (RPM) and Therapeutic Recreation (TR); a Master of Science (M.S.) Degree in Recreation Administration without specific options; a minor in Recreation Administration.

Since the Department’s last re-accreditation in 2004, several curricular changes have been made. In response to student, practitioner, and faculty input, RPTA 1, an entry level class, and RPTA 101 were changed from a half unit to 1 unit to reflect the amount of material covered and workload required. RPTA 1 focuses on general advising issues for majors, requirements for the internship experience, and serves as an introduction to the portfolio process. RPTA 101 is a seminar in which graduating seniors present their portfolio work for approval. Students also do all preparatory work for their internships, including such tasks as: securing potential sites, completing all paperwork, coordinating with potential sites, and learning how to successfully complete internships requirements. Additionally, RPTA 195 was substantially changed, with the addition of more stringent reports being required and the change from a non-graded course to a graded one.

To ensure that goals B-1 and B-2 are met, the department convened an assessment committee. This committee oversees the annual department assessment which includes:

An exit exam which was created in 2008 and which measures the extent to which students understand core competencies that are tied directly to NRPA standards;

A portfolio requirement which measures the extent to which students are competent in oral communication, written communication and group work; and

This year, we have created a pilot assessment for internship site supervisors to assess the extent to which students are successful in the 8.0 series competencies.

Goal B-3: To adapt our curriculum to the unique opportunities afforded department due to the University's close proximity to the seat of government for the State of California, through internships.

Status

Internships have been an integral part of the department's program during its entire 40+ year history and are well recognized as essential to any professional preparation curriculum. Courses are offered on a year round basis. The department has centralized coordination of its directed field experience, internship efforts to increase efficiency and assure continuity. A coordinator has been designated to solicit opportunities, handle contacts with potential and actual cooperating agencies, process and list opportunity announcements, maintain an agency file, assist students in identifying and contacting agencies, collect and process necessary paperwork,
assign and supervise faculty instructors and collect and file grades and evaluations. During the summer, courses are offered through the University's Summer Session. Instructors are assigned by the Department Chair.

During 2005-2007, faculty had numerous meetings to discuss strategies for strengthening the internship experience. Drs. David Rolloff and Dana Kivel revamped the internship manual (Please see attached); and once Dr. Erickson joined the faculty, she led conversations on how to strengthen the experience for students and agency site supervisors.

Specifically, these changes were made to the internship experience:

1. All students are advised that they should take RPTA 101 at least one semester prior to pursuing an internship;
2. Students are required to attend mandatory pre-internship advising meetings held in November for spring internships and in March for summer and fall internships;
3. Pedagogically, faculty discussed the merits of internships during the summer vs. the academic year and we decided that students receive more focused attention from faculty during the summer and three years ago began encouraging students to pursue their internships primarily during the summer (approximately 25-27 students do internships during the summer).
4. Beginning in the fall of 2008, internships shifted from pass/fail to a graded experience.
5. As a result of these strategies, we have seen an increase in the quality of student work and an increase in satisfaction with student work from the agency's perspective.

In conjunction with these changes, the "Internship Manual," which includes goals and objectives, policies and procedures, sample forms and suggested content areas for experiences was updated in 2007 and is distributed to students and agencies. Agencies also receive a detailed, standard letter outlining our expectations. Students in RPTA 101 Senior Seminar review the manual and complete assignments preparing them for their internship. Listings of opportunities are prepared and distributed on a regular basis during the school year. Faculty instructor needs are determined by use of an "Enrollment Intent Form" filed one semester ahead of planned enrollment. Faculty members are given supervision units at the rate of one unit for each three undergraduate or each two graduate students assigned to them. Students are typically assigned to an instructor whose expertise is appropriate to the nature of the experience although this may not be possible in all cases. Therapeutic Recreation concentration students doing their internship for certification are, in all cases, assigned to a faculty member who is certified to assure compliance with requirements of national and state certifying bodies.

Goal B-4: To foster among our faculty a commitment to continued education, research and personal study, to insure that our students receive the benefit of the most current and timely information available.

Status
CSUS has historically been a "teacher's college." The emphasis has been largely on the acquisition of practical skills. Having said this, research has taken a growing priority within the department since the last review period. Faculty have undertaken a number of significant research projects. A few of the more notable efforts include: Sheppard’s Boating and Waterways Grant of $800,000+ and a number of related research projects and in 2007, Drs. Rolloff, Kivel, Erickson and Pinch received a $589,000 contract with California State Parks to conduct a statewide visitor survey at 26 State Park units throughout the state of California. The research team hired more than 20 undergraduate and graduate students who talked with more than 10,000 people, 9700 of whom agreed to take the survey. Initial results of the study were used by California State Parks to lobby the governor and state legislature to keep state parks open. To date, no parks have been closed. Of particular note is Dr. Dana Kivel’s appointment as co-chair of the NRPA Leisure Research Symposium for 2008 and 2009; she also is guest editing a special issue for the 4th Quarter 2009 Journal of Leisure Research on "Critical race theory and social justice perspectives on whiteness, difference(s) and (anti)racism in leisure studies.”

Various other scholarly activities, including numerous publications and presentations are summarized in Table 7 in Appendix N of the 2009 accreditation document. Given the time constraints generated by our main mission of teaching, as well as those of university and community service, these efforts are truly noteworthy.

**Goal B-5:** To be an active participant in university general education program.

**Status**

Academic departments, by their very nature, must provide students with academic training within relatively narrow parameters. Such training must be in depth and conform to the expectations of accrediting bodies and professional demands. Consequently, to insure that students receive exposure to knowledge not specific to their disciplines, the University has mandated a general curriculum designed to acquaint students with the skills and concepts representing knowledge from across the University curriculum. This curriculum is referred to as the General Education Program. In 1979 a new general education program was instituted at CSUS. Three RPTA courses were accepted as part of this program: RPTA 34 - Outdoor Living Techniques, RPTA 100 Recreation and Leisure Lifestyle Development and RPTA 106 - Recreation for Special Groups. In 1983 the General Education Program was revised again. RPTA 106 was deleted and RPTA 122 - Perspectives on Leisure was added. Currently, RPTA 34, 100 and 122 are included in under Area E - Understanding Personal Development. The Area E requirement is met with three units. Within recent years, the department has offered two section of RPTA 34, four to five sections of RPTA 100 and 9 to 14 sections of RPTA 122. Additionally, the Department Chair created a lower-division general education course in the social sciences (Race, Class, Gender and Leisure) as a tool for recruiting majors. Dr. Greg Shaw has also developed a course entitled "Architectural Appreciation through Tourism" that is an introduction to the arts using the concept of the "tourist gaze" for use in the general education program. It is presently being reviewed for inclusion. This course, if approved,
would serve as recruiting tool as well as a generator of FTE for the department.

To meet the rising demand for our GE courses, we have added an on-line section of RPTA 100 starting in spring 2009. This course was very popular quickly filling to more than 120 students per section. This fall, two sections are being offered and both will be filled. There is every indication that leisure education courses will retain their popularity with the general student body. Interest in Recreation, Parks, and Tourism Administration is growing. Overall, the courses offered by the department are respected across the campus. In addition, the continuous rise in competition and personal stress among our students will continue to make these courses a valuable component in the G.E. Program. Consequently, demand for these courses is anticipated to increase.

C. Instructional Support

Goal C-1: To maintain an effective working relationship with the Testing Center and to encourage the use of its resources by RPTA students, faculty and practitioners.

Status

The Testing Center provides support for the department in two ways. It provides an alternative location for students who cannot take class tests at the time the test is given in class or under the conditions which the test is offered (i.e. some students with impairments need special testing conditions.); and it houses a collection of test resource books and specimen sets for various behavioral instruments. These materials are used in at least three classes taught in the department and by local professionals. Some of the materials were bought by the department and are housed at the Testing Center so that more people may have access to them.

Department faculty have the option of using the Testing Center for make-up testing but some prefer to use department controlled spaces because of time constraints and a fee imposed by the center in response to budget cuts. Use of the center for accommodation of persons with disabilities is available without restriction and is more universally used by faculty.

Individual faculty have maintained rapport with Information Resources & Technology (IRT) and have used the center's services extensively. Personnel from the Media Center have been very helpful when called upon to assist.

Goal C-2: To maintain an effective working relationship with Information Resources & Technology (IRT) and to use its resources to the benefit of the RPTA instructional program.

Status

Information Resources & Technology (IRT) is a comprehensive non-print
resource center designed to meet the instructional needs of the University and the community which it serves. The IRT staff provides support for teaching and learning with the most progressive educational methods and technology available - a total telecommunications and audiovisual resource.

IRT provides the department a wealth of instructional support. Specifically, professional assistance for instructional planning, production and implementation to support the creation and use of instructional materials; consultative services and assistance in the development of grant proposals involving the application of media technology; and the provision of facilities for faculty developed Media. In addition, IRT conducts workshops for faculty and students on the use of video and audio and traditional audiovisual equipment.

The media center offers facilities and staff in the following areas: photography, graphics, computer graphics, audio, video, interactive video, multi-image presentation, sound reinforcement, projection services and amplified telephone service.

Furthermore, 10 lectures were recorded in fall 2008 by the Media Center specifically to support RIS 100 on-line classroom instruction. Several instructors have had the Media Center produce slide shows and other educational visual or audio aids. The department is billed only for the cost of supplies and materials.

D. Student Support

Goal D-1: To encourage student involvement in pre-professional activities.

Status

The Department supports the Recreation, Park and Tourism Majors Association (RPTMA). The purpose of this organization is to encourage and assist the advancement of the park and recreation field, promote student awareness of careers in parks and recreation, provide a means for development, and provide extended recreation and park experiences to students. Membership and participation fosters the development of professional values and leadership skills. RPTMA is also recognized by Associated Students as an official student organization. Students selected by RPTMA may participate as voting members on the working committees of the department, thereby ensuring student participation in the governance of the department. Class representatives are also designated to bring class issues, concerns, and ideas to the organization, thus ensuring a mechanism for students to be heard. The officers of the organization communicate regularly with the Department Chair, also providing a mechanism for student issues to be heard. RPTMA also hosts an orientation for new students entering the major each semester and sponsors events of interest for its members. Approximately two-thirds of declared majors regularly participate as members of RPTMA. The group is assisted by a faculty member who serves as sponsor. It raises its own funds and, on several occasions, has assisted the department by donations of awards and other materials which cannot be purchased with State funds. RPTMA has been recognized as the outstanding major’s club on campus. In response to the growing number of students in the TR concentration, and in anticipation of the new Recreation and Wellness Center opening in 2010, a new branch of
RPTMA, the Adaptive Recreation and Sports Club, was established in summer 2009 by a group of RPTA students to provide adaptive recreation activities to students on the campus at Sacramento State.

Additionally, students are encouraged to join professional organizations, including CPRS, NRPA, NIRSA, and CRA. Membership entitles them to participation in these organizations, including, attendance at conferences and workshops, receipt of magazines, newsletters, and job bulletins, invitations to student retreats, etc. Although no records are readily available, it is estimated that approximately one-fourth of the department's majors are members of the California Park and Recreation Society (CPRS) and/or the National Recreation and Park Association (NRPA). Others are members of the Resort and Commercial Recreation Association, the National Intramural Recreation and Sports Association and the National Interpretive Association. The department encourages membership by having applications and information available to students on a regular basis and explaining benefits of membership through classes and advising sessions. Emphasis is placed on getting junior and senior students to join professional groups of their own choosing and on having them participate as volunteers at conferences and workshops. During the report period, majors have performed as volunteers at the California and Pacific Southwest Recreation and Park Training Conference, National Recreation and Park Association Annual Congress, and the California Conference on Tourism, amongst others. Students from the program have also been active in the Student Section of the CPRS during the report period and have served as the Student Section representative to the Board of Directors of CPRS, District II.

Goal D-3: To provide students with academic and career advisement.

Status

Academic and career advising have long been recognized as very important in professional preparation programs such as those offered by the department. Over the years, the department has maintained an academic or major advising system that assures that every student receives appropriate assistance. Every undergraduate major student is required to seek the assistance of an academic (major) advisor. The assigning of an initial advisor is based on faculty advising workloads and on the option being pursued by the student. A student may change advisors when this is deemed desirable. The procedures for advising may be summarized as follows:

1. When entering the major, possibly as early as freshman or transfer orientation days, students complete an informational questionnaire that addresses option choices and graduation timelines. This becomes an integral part of the student file and is updated during subsequent meetings with the assigned advisor.

2. New students attend informational advising sessions as a cohort for instructions and advice on issues that are common to all majors, including an explanation of the advising and record keeping processes.

3. After updating of University computer records, advisor assignments are posted and students encouraged to make an
appointment for advising. An initial advising session may include one or more of the following areas of discussion depending on the needs of the student:

a. Selection or confirmation of "catalog rights" for graduation.
b. Assistance with general education requirements and selection of general education courses.
c. Determination of equivalent transfer courses for the major.
d. Selection and scheduling of major and option core courses.
e. Selection of elective courses.
f. Information on the department's pattern for offering courses.
g. Discussion of graduation contract requirements and procedures.
h. Discussion of career goals.
i. Orientation regarding resources available to the student.

Notes are inserted in the advising file after every meeting to ensure consistency in such matters as the approval of elective coursework. This facilitates transitions between advisors and protects both the student and department by providing a record of such decisions.

4. Students are encouraged to meet with their advisor at least once per semester to review progress and make plans for subsequent semesters. At an appropriate time, the student will also seek assistance in the selection and design of one or more directed field experiences and in the preparation of a graduation application.

5. The department regularly participates in new student orientations conducted by the Academic Advising Center. Such orientations provide an opportunity for group and individual advising of new students to assure that they get off to a good start. Sessions include an introduction to the history and current status of the department, articulation of the courses previously taken by the student and suggestions for courses to be taken during the first semester. Students who are not able to attend the formal orientation sessions are able to receive individual advising by making an appointment with the Department Chair or with the relevant undergraduate or graduate advisor.

6. Dr. Greg Shaw has been an advisor in general education for two years and is now completing his third and final year as a GE advisor. He has been a significant resource for our majors.

7. Therapeutic Recreation has always conducted initial mandatory group advising sessions for all TR students. This year the Recreation and Park Management concentration also developed a mandatory advising meeting requirement and recently held its first meeting.

8. During the annual convocation held the third week of September, students are given information regarding career
opportunities in the field, as well as being advised regarding departmental advising policies.

Goal D-4: Promote an international perspective among our students through cultural exchanges.

Status

The Office of Global Education at CSUS is mandated to assist in the internationalization of the CSU educational experience through coordinating the placement of international students at CSUS, facilitating placement of CSUS students at foreign campuses, promoting international faculty exchanges, conducting community outreach to international organizations and coordinating international internships.

The department has enjoyed a good relationship with the Office of Global Education and has worked over the years on various exchanges. At least half of the faculty have served and/or currently serve on the panels that interview students for their study abroad experience. The department has hosted students from Lincoln University, New Zealand. Six RPTA majors have participated in international exchanges within the past four years.

A member of the department faculty is a member the World Leisure and Recreation/WICE Faculty, and another has taught in the WICE Program in the Netherlands.

Goal D-5: To promote and develop scholarships, grants and awards.

Status

The department regularly provides students with information about scholarships, grants and awards which are brought to its attention. Information flyers and application, forms are made available through the Department Office when they are supplied by the organization offering the scholarship, grant or award. In the last four years five students have received scholarships from CPRS. The department has participated in scholarship and award programs in which students are nominated by the department and works closely with the J. R. Needy Foundation, created in the memory of a former Department Chair, which has awarded two major scholarships per year since its creation in 1985. Additionally, a scholarship was created in honor of Judy Quattrin (Judy M. Quattrin Community Recreation Student Scholarship) was established in 2002. This annual award of $500 will once again be awarded this year. A number of students have applied for and received special grants from Associated Student or University sources to support travel to professional conferences or workshops. Gifts to the department, the J. R. Needy Foundation, and the Judy M. Quattrin Community Recreation Student Scholarship are reported to the Office of University Affairs for appropriate recognition. A departmental Senior Achievement Award is given to one or more students each year at the RPTA Senior Recognition Ceremony and the department has nominated students for the CSUS Alumni Association Senior Achievement Award on several occasions during the past few years.
Dr. Dana Kivel has served on the California Foundation for Parks and Recreation (CFPR) scholarship committee of CPRS for the past four years and will chair this committee beginning this fall. This committee awards more than $20,000 in scholarships to students majoring in recreation, parks, tourism, and therapeutic recreation throughout the state of California. Dr. Lisa Jorgensen serves as the department scholarship coordinator and works with the J.R. Needy Foundation and with Judy Quattrin to oversee this annual scholarship award process.

E.  Faculty and Staff Support

Goal E-1: To recruit, retain and provide for the continuing development of quality faculty and staff.

Status

There are ten full-time faculty members (nine tenure track), five of whom are tenured. Two of the full-time faculty members are at the rank of Professor, three at the Associate Professor rank, and five at the Assistant Professor level. One faculty member is a full time lecturer, non-tenure track. In addition to the above faculty, one tenured faculty member participates in the Faculty Early Retirement Program (FERP). He is considered to be a part-time employee and not counted in the above full-time calculations.

No other retirements are currently anticipated during the planning period. The full-time faculty is diverse in terms of interest and expertise and is currently able to cover all of the content areas being taught within the program. During the last five years, the number of part-time faculty employed has ranged from 2 to 8. The department has been able to maintain an excellent part-time faculty pool and, thus, has had little difficulty in finding qualified instructors.

Goal E-2: To promote affirmative action goals, and to create a work environment that fosters productivity and feelings of well-being among the faculty and staff.

Status

The department concurs with the University guidelines and policies regarding affirmative action; the process used by the department in recruiting has consistently conformed to the University Affirmative Action Hiring Process. This process calls for a recruitment plan which must be submitted to the college Dean before the department can advertise a position. This plan must include: (1) a timetable for the recruitment process, (2) recruitment strategies (outlined in University Manual, p. 3), (3) characteristics of candidates which are related to the department's affirmative action goals, and (4) advertisements must appear in professional journals and newsletters likely to be consulted by minority candidates. Once a candidate pool has been achieved, the pool must be evaluated for adequate minority
representation. This having been achieved, the department's search committee is authorized to give credit to candidates in relation to the department's affirmative action goals.

Candidates are then ranked and the top candidates are invited for an interview. Where a minority candidate is not selected for an interview, the search committee is prohibited from conducting interviews without first obtaining permission from the Dean.

Currently our full-time faculty consists of six female professors and four male professors, one of whom is an ethnic minority.

Goal E-3: To enhance the overall efficiency and effectiveness of the department's clerical staff in such a fashion as to foster both productivity and feelings of well-being among the clerical and technical staff.

Status

The Department has one full-time Administrative Support Coordinator II and one part-time Administrative Support Assistant II. Due to budget cuts, a student assistant position was cut during this report period. The Department also has a photo duplicator and a collator. The University has supplied a copy machine in the Department's work area. The Department's telephone services include voice mail for the main office, all full-time and part-time faculty. Support services are considered to be very adequate and comparable with those available to other academic units in the institution.

F. Physical Resources

Goal F-1: To secure and use faculty and administrative space and facilities in a manner consistent with the needs of the faculty and staff.

Status

All full-time faculty and part-time faculty who teach 12 or more units have a private office of approximately 110 square feet. Several part-time faculty share an office. All of the offices except one are on the same floor as the Department Office. All offices are equipped in keeping with University standards.

Goal F-2: To insure as much as is possible within the department's scope of authority, safe, aesthetic and accessible classrooms, offices, laboratory and work spaces.

Status

A classroom space allocation system has been employed to assure equity and the best possible use of available space. The department's basic allocation for prime instruction periods is two classrooms. The allocated classrooms both seat 40 students and are well equipped. However, now that our major classes are growing in size, we need access to rooms that hold 50-70 students and have made this request to our dean. Through negotiation with the Vice President for Academic Affairs, who controls the use of large classrooms, use of surplus
rooms from the College allocation and trades with other units, the
Department has been able to meet its needs for professional courses
and for growth in its general education courses which continue to be
very popular. Because we have been teaching our large GE courses on
line, we have less of a need for the large, 120 seat classrooms. The
department also uses the CSUS Aquatic Center for portions of its
course on Recreation Waterfront Management and relies upon a number of
community agency settings for practical and special course projects.

G. Financial Resources

Goal G-1: To manage state funds in a responsible and effective manner
with particular emphasis on, (A) operating expenses (B) administrative
travel and (C) instructionally related travel.

Status

Budget allocations for operating expenses have been sufficient to
support routine operations. Budget cutbacks have reduced funds for
operating expenses by 50% for coming year. Administrative travel
allocations have been made on the basis of need to attend state level
conferences on a regular basis and national conferences for recruiting
faculty and representing the department in matters relative to
reaccreditation. The instructionally related travel allocation for the
department has beep adequate to support required field trips and
minimum supervision of directed field experience and internship
students. While funding has been sufficient in past years, budget
cutbacks have eliminated funds for travel for the coming year.

Goal G-2: To actively seek additional funds through engaging in
partnership with alumni, recreation and leisure businesses, and
actively pursuing grants to support creative activities by faculty and
students.

Status

Due to cutbacks in the California State Budget, independent funding
has become particularly important. Money generated by outside sources
can be applied to student scholarships, assistantships and support for
student attendance at professional meetings, seminars, and
conferences. Furthermore, outside money can be used to acquire
equipment and support research efforts. For the most part, it is up to
the individual faculty members to seek outside funding through grant
proposals. Over the years several of our faculty members have been
very successful at generating external money (i.e., as noted above the
Boating and Waterways grant of $800,000 from Sheppard’s Boating and
Waterways Grant of $800,000 and that Drs. Rolloff, Kivel, Erickson and
Pinch received a $589,000 contract with California State Parks to
conduct a statewide visitor survey at 26 parks throughout the state of
California). In order for faculty members to be even more successful
in seeking outside money, assigned time for grant development is
important.

H. Other Concerns

Goal H-1: To maintain effective alumni relations
**Status**

During the past five years, the department has promoted good alumni relations by arranging for an Alumni, Faculty, Student Reception at the Annual California and Pacific Southwest Recreation and Park Conference, participating regularly in the Alumni Honors Luncheon sponsored by the CSUS Alumni Association, and inviting alumni to attend the RPTA Annual Banquet and other events sponsored by the department. Additionally, the department has done a number of things which are prerequisite to the development of more extensive alumni relations. We have created an alumni newsletter that is sent to alumni. Also, as noted above, faculty participate in events with alumni on an annual basis at the CPRS conference; we have a booth at this conference which alumni visit, gathering information about the department and sharing information about their professional work. This serves as an important networking opportunity for students seeking internships and employment. It has developed a list of all degree recipients since inception of the program in the late 1950's, cooperated with the CSUS Alumni Association in the development of its listing of alumni which now includes more than 1800 alumni of the program, gathered information about alumni through use of an "Alumni Data Input Form" and made significant efforts to keep in touch with alumni on a regular basis.
Appendix E

1. Overall Teacher Ratings APPENDIX E
2. Student Appraisal Rating Sheet
1. Overall Teacher Ratings APPENDIX E
## APPENDIX E
Overall Scores on Standard Appraisal of Teaching
Fall 2004 through Fall 2008

<table>
<thead>
<tr>
<th>Question #</th>
<th>Fall 2004</th>
<th>Spring 2005</th>
<th>Fall 2005</th>
<th>Spring 2006</th>
<th>Fall 2006</th>
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<td>Overall</td>
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<td>4.61</td>
<td>4.59</td>
<td>4.63</td>
<td>4.64</td>
<td>4.59</td>
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</table>
2. Student Appraisal Rating Sheet
STUDENT APPRAISAL OF TEACHING

Introduction: Thoughtful student reaction can help improve teaching effectiveness. This questionnaire is designed for that purpose.

Instructions: Use a No. 2 pencil to mark the NCS answer sheet. Begin by filling in the “YR” and “COURSE CODE” blocks on the left side of the sheet. Be sure to completely fill in the bubbles. Then continue on with the evaluation by rating your professor on each item below. Use a scale of A through E; “A” represents the highest or most effective performance, “C” is average and “E” is the lowest performance. Use the NA bubbles for items which are not applicable. The lined space “Area for Additional Comments” on the front side of the OpScan may be used for comments. DO NOT SIGN YOUR NAME!

1. Rate the extent to which the major objectives of this course have been made clear.

2. How do you rate the extent to which course objectives and lesson assignments appear to agree?

3. Rate the extent to which the course objectives have been achieved.

4. Rate the extent to which class presentations appear planned and organized.

5. Rate the extent to which important concepts are presented clearly.

6. How do you rate your professor’s mastery of course content?

7. To what extent is class time well used?

8. Rate your professor on how effectively he/she encourages critical thinking and analysis.

9. To what extent does your professor encourage you to seek his/her help when necessary?

10. Rate your professor on how effectively he/she encourages student involvement in the class.

11. How effectively does your professor react to student viewpoints that differ from his/her own?

12. Rate the grading system used in this class.

13. Considering the previous 11 items, how would you rate this teacher in comparison to all others you have taken classes from in the CSUS Dept. of Recreation, Parks & Tourism Administration?

14. How would you rate this teacher in contrast to all others you have taken classes from at CSUS?

THANK YOU FOR PARTICIPATING IN THIS EVALUATION
Appendix F

1. Age of RLS book collection 3-2009
2. Periodical databases for RPTA
3. RLS Accreditation Review 2009
4. RPTA periodical holdings 2-09
1. Age of RLS book collection 3-2009
CSUS Library Book Collection size and age
Recreation, Parks and Tourism Administration topic areas

<table>
<thead>
<tr>
<th>Call #</th>
<th>Topic area</th>
<th>#books total</th>
<th>#books published 1988-1998</th>
<th>#Books published 1999-2009</th>
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<tr>
<td>BJ 1498</td>
<td>Philosophy of Leisure</td>
<td>44</td>
<td>6</td>
<td>4</td>
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<tr>
<td>E 160</td>
<td>Parks &amp; Recreation Areas</td>
<td>65</td>
<td>16</td>
<td>6</td>
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<tr>
<td>G 154-155</td>
<td>Tourism</td>
<td>834</td>
<td>416</td>
<td>112</td>
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<tr>
<td>GV 1-199</td>
<td>Recreation &amp; leisure generally</td>
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<td>285</td>
<td>212</td>
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<td>GV 423-426</td>
<td>Playground design</td>
<td>45</td>
<td>11</td>
<td>10</td>
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<tr>
<td>GV 445-447</td>
<td>Adapted PE &amp; recreation</td>
<td>138</td>
<td>28</td>
<td>14</td>
</tr>
<tr>
<td>GV 710</td>
<td>Intramural recreation &amp; sports</td>
<td>26</td>
<td>5</td>
<td>3</td>
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<tr>
<td>GV 1201-1203</td>
<td>Games</td>
<td>81</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>GV 1851-1853</td>
<td>Amusement park industry</td>
<td>25</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>LB 1047</td>
<td>Outdoor education</td>
<td>74</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>RM 736</td>
<td>Therapeutic recreation</td>
<td>236</td>
<td>47</td>
<td>22</td>
</tr>
<tr>
<td>SB 481-486</td>
<td>Parks &amp; interpretation</td>
<td>669</td>
<td>33</td>
<td>22</td>
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<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td><strong>3,821</strong></td>
<td><strong>872</strong></td>
<td><strong>445</strong></td>
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</tbody>
</table>

Chart indicates relevant Library of Congress (LC) call numbers for RPTA core topic areas. Total holdings are shown for each call number area and the number of items are broken out for recent publication dates.

rva:2-09
2. Periodical databases for RPTA
The databases listed below are all electronic subscriptions, most of which contain or link to full text of a significant number of the articles indexed. A total of 111 such article databases are linked from the Library Home Page, covering all topic areas. Those listed below are more typically of use to people researching topics related to Recreation, Parks, and Tourism Administration.

ABI Inform

Academic Search Premier

Business Source Premier

Dissertations and Theses Full Text

ERIC

Lexis-Nexis

PsycInfo

ScienceDirect

Social Sciences Citation Index

Social Sciences Full Text

Social Services Index

Sociological Abstracts

SportDiscus

Wiley Interscience
3. RLS Accreditation Review 2009
Library Collections and Services in Support of the Recreation Parks and Tourism Administration Department

Prepared by Rosalind Van Auker
Social Sciences Reference Librarian
Library Faculty Liaison, RPTA
February 2009

This report addresses the information resources and services provided by the CSUS Library in support of the Recreation, Parks, and Tourism Administration Department programs. As I will explain below, these resources are both physical and virtual, like the Library itself. The physical CSUS Library contains print and media materials, reference and other services, and study/research space along with teaching labs, a campus computer lab, and numerous public workstations. The virtual CSUS Library is accessible from the CSUS Library Home Page at http://library.csus.edu. It links users to high quality online information resources (text, visual, and audio), online research assistance, and online interfaces for other Library services.

The sections that follow describe Library services and collections. Charts providing details about specific Library holdings relevant to Recreation, Parks and Tourism Administration are appended.

Collections

The CSUS Library collections in the area of Recreation, Parks and Tourism Administration adequately support the curriculum, but there is always room for improvement. Books requested by RPTA faculty have been purchased, and the librarian has selected many additional titles. During this time, RPTA print journal holdings have remained static, but electronic full-text titles have expanded substantially. Reduced library materials budgets due to state fiscal constraints in combination with inflation in book and periodical prices have substantially eroded library purchasing power in recent years; this has affected book collections more than database or journal holdings as a larger and larger proportion of the library materials budget is spent on journals and databases.

Collection development in the CSUS Library is based upon a strong relationship between the teaching faculty and the librarians. The librarians are each assigned subject areas for which they serve as Library Faculty Liaison. Each librarian also provides course-related library instruction, specialized reference assistance, and research consultations in their subject areas, to ensure that the Library and its collections stay closely aligned with departmental curriculum and faculty research needs.

Each teaching department also designates a faculty member to serve as Faculty Library Liaison. This person works to communicate departmental needs to the librarian responsible for the subject area (suggesting specific book titles to purchase, new
periodicals to consider for subscription, etc.). This faculty member is also the person responsible for sharing information received from the Library with his/her colleagues in the department. This two-way arrangement is designed to make sure that Library collections continue to meet evolving departmental and curricular needs. The effectiveness of the process is dependent on having an active and interested teaching faculty member. The RPTA Department Faculty Library Liaison is Dr. Jen Piatt, who has been very conscientious in her efforts to communicate regularly with the Library.

The Library uses a formula allocation process for the allocation of book funds. This process takes into account undergraduate enrollment, graduate enrollment, FTE faculty, degrees awarded, and the average monograph cost for each discipline. Occasionally the Library receives augmentations (such as state lottery funds) to use for library materials, which can cause the overall allocation to vary quite a bit from year to year.

Periodicals and indexes, both print and electronic are purchased out of the total library materials allocation. Many periodicals are purchased in packages based on publisher, though some are still selected as individual titles. Others are purchased as part of electronic databases that provide indexing along with full text of the periodicals indexed. At present, decisions about periodical and database acquisitions in all subjects are made by the Library Collection Development Committee, which is comprised of librarians with a wide array of subject expertise. This group’s evaluations and recommendations take into account faculty requests, curricular changes, the publication of new periodical titles, usage of current titles, and local availability.

At the present time, the CSUS Library subscribes to tens of thousands of periodicals. A minority of these titles are received in paper. As a general rule, if a journal is available in electronic format, that is the format selected for acquisition, since it is more convenient for users, allows off campus access, and supports many simultaneous users. Remote authentication using campus Saclink account numbers is used to provide off campus access, so our faculty and students have high quality full text journal content available from any location. A list of periodicals available from the CSUS Library which are particularly relevant to Recreation and Leisure Studies is appended. Available format is indicated.

The CSUS Library also subscribes to many electronic periodical databases (list attached) that provide efficient and convenient access to periodical literature across the disciplines. The sophisticated tools used to enable this convenient access have even been embedded in Google Scholar, so students searching with that interface can connect to CSUS licensed full text journal content directly from Google Scholar.

One way that the CSU System has tried to minimize the impact of funding constraints is to aggressively pursue systemwide purchase agreements with publishers of electronic periodicals and indexes. Centralized negotiation and group purchasing have been effective at securing favorable pricing for the many expensive research products needed by our students and faculty. Most of these full text products are paid for by the
CSUS Library and some are centrally funded by the Chancellor’s Office and made available systemwide.

Because of the interdisciplinary nature of Recreation, Parks, and Tourism Administration, it is important to note that the library holdings information presented in this report do may not reflect all the book and database and journal content useful for RPTA topics. The Library holds more than one million items and the book holdings chart only shows those that are in selected call number areas. Many relevant materials are located in other call numbers, such as those for sociology, physical education, psychology, allied health fields, business, communication, etc.

**Auxiliary Collections**

The CSUS Library is a partial depository for **U.S. federal government documents** and also receives both **California state and local (county and city) documents**. Our large collection of government documents is a significant source of information on recreation-related topics. For documents not owned by the CSUS Library, students and faculty can also view the materials at the California State Library, which is a complete federal and state documents depository.

The **Library Media Center** houses audio and visual material in support of the CSUS curriculum. This material is available for faculty use in the classroom, or students may be assigned to view materials in the Library Media area, where necessary equipment is available. Teaching faculty and librarians make suggestions for media material to be purchased. Faculty previewing of recommended titles can be arranged by the Library Media Center.

The Library maintains a **map collection** housed in a separate area on Library Floor 2 North. This collection includes topographic maps and wall maps. Most can be checked out for classroom presentations.

The Library maintains copies of all **CSUS theses and projects**. These copies are kept in microfiche and in paper format. The paper copies can be checked out. All are listed in EUREKA, the online catalog.

**Services**

**Reference Service**

The CSUS Library building is open 96 hours per week. At the Library Reference Desk, professional librarians provide in person reference service 72 hours each week. In addition to their work at the Reference Desk, subject specialist librarians are available to meet individually with students or faculty by appointment. Phone and e-mail reference queries are also directed to the appropriate subject specialist librarian. Users have many opportunities for individualized assistance with research topics.
CSUS Library also provides our users with 24-hour access to online reference assistance, called Ask-A-Librarian. In a chat environment, users can get immediate assistance with their research topic. As a result of this initiative, students who cannot come to the Library during our open hours can still have immediate access to one-on-one reference librarian assistance in real time just by clicking on a link on our home page. This is a nationwide project that has many contributing libraries; CSUS Library contributes five hours per week and other libraries provide the rest of the hours.

One other way Library users can get assistance with their research is by using the Subject Research Guides posted on the Library Web Page. These multi-page guides are designed by librarians to give students a head start on their research topics. High quality print and online resources are listed along with links to writing helps and bibliography help.

Library Instruction

Librarians are available to meet with RPTA classes to present hands-on workshops on research strategies for recreation, park and tourism topics. Typically RPTA faculty will contact the librarian to schedule these presentations and the librarians work with the faculty to tailor their presentations to cover the areas most useful to students in a particular class or to provide students with library research skills necessary to complete a particular assignment. These workshops are held either in the Library's own teaching labs or in one of the campus labs. Each semester, several RPTA faculty bring their classes over for a library research workshop.

Each semester, the Library presents a series of drop-in workshops designed to provide hands-on information competence instruction in a convenient manner. Topics include "Citing Your Sources (APA and MLA)", "Crack the Database Code", and "Search Smarter (web search engines)". A series of detailed online information competence tutorials is linked from the Library Home Page for those students who would like to learn this material at their own pace. The Library has also developed a number of useful short video clips on basic library topics. These are linked from the Library Home Page, so students can quickly and conveniently learn how to look for books or journals or use basic Library services.

Course Reserves

The Library Reserve Book Room houses and circulates course-related materials placed by faculty for use by students enrolled in specific courses. Materials are made available in paper or electronically, depending on faculty request and copyright requirements. Media materials required for class viewing are made available in the Library Media Center.

Online Curriculum Library Services
The Library maintains the Online Curriculum Library Services Office to assist faculty as they seek to incorporate electronic information resources into web-based and web-enhanced courses. This can conveniently be accomplished for courses using WebCT/Blackboard or by using LOCUS, an open-source tool developed in the Library to allow faculty to easily create online course reading lists using the Library’s electronic resources.

**Interlibrary Services**

The Interlibrary Services Office fields requests for materials not owned by the CSUS Library. Students and faculty use an online form to request books, periodical articles, and other materials. Interlibrary Services locates and borrows these materials. There is no charge for this service.

**Reciprocal Borrowing Agreements**

CSUS faculty and students can borrow directly from other CSU campuses in California through the Mutual Use Program. In addition, the CSUS Library has a reciprocal borrowing agreement with the University of California at Davis under which faculty and students have borrowing privileges at each library. CSU Sacramento students are required to have a current semester sticker on their OneCard. CSU Sacramento faculty may initiate the service by way of a letter from their department chair.

rva: att: 3/2009
4. RPTA periodical holdings 2-09
CSUS Library periodical holdings in Recreation, Parks and Tourism Administration

This list includes titles available in paper and those available online. Paper copies are listed in black only. Those with online availability are listed in blue or have a database name indicated in blue.

Annals of Tourism Research
CAHPERD Journal-Times
California Parks and Recreation
Camping Magazine
Cornell Hospitality Quarterly
Employee Services Management
International Journal of Contemporary Hospitality Management
International Journal of Culture, Tourism and Hospitality Research available in ABI/Inform and Emerald
International Journal of Hospitality Management
International Journal of Tourism Research
International Journal of Wilderness
International Review for the Sociology of Sport
JOPERD: Journal of Physical Education, Recreation and Dance
Journal of Experiential Education also available in Academic Search Premier
Journal of Hospitality and Tourism Research
Journal of Hospitality, Leisure, Sport & Tourism Education
Journal of Interpretation Research
Journal of Leisure Research also available in Academic Search Premier and ABI/Inform
Journal of Park & Recreation Administration
Journal of Sport Tourism available in Business Source Premier
Journal of Sustainable Tourism available in Academic Search Premier
Journal of Travel Research available in SAGE Journals Online
Legacy: the Journal of the National Association for Interpretation
Leisure Sciences also available in MetaPress Routledge
Leisure Studies also available in Academic Search Premier
National Parks
Outdoor California
Park Science (online journal of the National Park Service).
http://www2.nature.nps.gov/parksci/
Parks and Recreation also available in Academic Search Premier
Recreational Sports Journal (NIRSA)
Schole: a Journal of Leisure Studies and Recreation Education
Therapeutic Recreation Journal
Tourism and Hospitality Research available in Business Source Premier and ABI/Inform
Tourism Economics
Tourism Geographies available in Academic Search Premier
Tourism Management
TOURISMOS: An International Multidisciplinary Journal of Tourism

rva: 2-09