



**OLD DOMINION**  
UNIVERSITY

**I D E A FUSION**

*GRADUATE CURRICULUM DEVELOPMENT AND CHANGE  
POLICIES AND PROCEDURES MANUAL*

*OFFICE OF ACADEMIC AFFAIRS  
AND  
THE GRADUATE SCHOOL*

*2017*

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## INTRODUCTION

The purpose of the *Graduate Curriculum Development and Change Policies and Procedures Manual* is to provide information related to the development, revision, and discontinuation of graduate curricula at Old Dominion University (ODU). It is intended for use by faculty, department/school chairs, deans, and other academic administrators who are involved in the development and approval of new and revised curricula or the discontinuation of programs.

The manual includes sections on program- and course-related actions, as well as other curricular components such as concentrations and certificates. Note that a Curricular Approval Form (Appendix C) is used for all actions related to new and revised curricula. The individual sections outline the required actions in order to implement the various types of curriculum changes. The manual also makes numerous references to various policies and procedures of the university, the State Council for Higher Education in Virginia (SCHEV), and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Appendices cover the relevant Old Dominion University and State Council for Higher Education in Virginia (SCHEV) policies, procedures, and forms that govern new academic programs and other curricular changes.

Questions about graduate policies and procedures may be directed to the Graduate School.

## STANDARDS OF EXCELLENCE IN GRADUATE PROGRAMS

All new programs or changes to existing programs require approval by the president and the Board of Visitors (BOV). In addition, new and spin-off programs must address the following standards in order to receive approval by the university, its Board of Visitors, SCHEV, and SACSCOC.

### 1. Uniqueness/Needs:

- a. The program must represent an innovative or cutting edge approach within a given field or profession with the potential for national recognition or,
- b. The program must meet a demonstrable need in the Commonwealth, region, or nation.
- c. The program must provide clear and specific evidence that the resource needs and professional implications for the pursuit of uniqueness are recognized by the program faculty and relevant administrators and are integrated into the unit's planning.

### 2. Viability:

- a. The program must determine the appropriate level of personnel (e.g., FTEs) necessary for instruction and administration, and demonstrate that this minimal level of personnel is available to the program.
- b. The program must specify the appropriate resources and infrastructure necessary to administer the program in a satisfactory manner, and demonstrate that this minimal level of resources and infrastructure is available to the program.
- c. Faculty participation in the program must be demonstrably supportive of the program's existence.
- d. The program must offer evidence that it is able to attract and retain a student body that is of sufficient size and quality to justify initiation and sustainability of the program.

### 3. Quality:

- a. The proposal must clearly articulate the program's mission, goals, and objectives and how they support the overall mission of the university.
- b. The proposal must include a plan to use program review and assessment information to determine program direction and guide program revision.
- c. There must be evidence in the proposal that faculty collaborated in the

development of the curriculum.

- d. The proposal must offer evidence of a commitment to student learning as demonstrated by a well-defined advisement/career advising system, and involvement of students in program affairs.
- e. The proposal must offer evidence that external reviewers have determined that the program will be of a quality equal to or better than similar programs within the profession or field at peer or aspirant institutions.
- f. The proposal must contain evidence of a system to track graduates to learn that they will be either employed in the program's field or profession and/or will be pursuing further graduate or professional education.
- g. If accreditation or certification is available to similar programs in the profession or field, the program should demonstrate that it is pursuing and/or has achieved such accreditation.

**4. Indicators of Potential for Excellence**

- a. The program presents evidence of regional or national recognition with the potential to influence the direction of the field.
- b. The program and its faculty should be recognized as distinguished within the larger field or profession.
- c. The faculty should produce a significant body of scholarship and/or professional activities.
- d. Facilities and infrastructure should be recognized as state-of-the-art within the field or profession.
- e. The program and/or its faculty should generate significant external funding in support of the program (e.g. assistantships).
- f. The majority of graduates of the program should demonstrate a high level of professional success.
- g. External evaluators should regard the program as distinguished as compared with similar programs in the profession or field.

***PROGRAM-RELATED ACTIONS***

## NEW AND SPIN-OFF DEGREE PROGRAM PROPOSALS

The following describes the process for developing a proposal for new and spin-off degree programs, including the internal and external steps for approval. They involve extensive reviews of a detailed program proposal. A new program is one that includes curriculum currently not offered by the institution. A spin-off program expands curriculum offered as part of an existing program or a minor into a stand-alone program. Internally, proposals must be approved at all levels including the Board of Visitors. Externally, SCHEV must approve a new degree program [see Appendix E, 1 and 2]. SACSCOC approves new programs when a substantive change is proposed (<http://www.sacscoc.org/pdf/081705/Substantive%20Change%20policy.pdf>).

### A. Program Proposal Development—Exploration

1. The concept for a new program or spin-off program originates at the department/school level, usually generated by an individual faculty member or a small group of faculty who are the program developers.
2. The concept is formulated into a brief written preliminary proposal that describes the program, including a rationale and course requirements and is discussed among the program developers, the department/school chair, and the dean of the college. Together, they determine whether (a) the plan is viable, (b) there is support for developing the concept further, and (c) there are adequate resources for implementation.
3. If a positive response is received at the department/school and college levels, the program concept is presented to the Dean of the Graduate School.
4. The Dean of the Graduate School, in consultation with the SCHEV Liaison, evaluates the concept according to the following criteria: to develop an understanding of the program being proposed; to determine whether it fits within the scope of the university's mission, goals, and strategic plan; to define its unique characteristics; to identify similar programs at other Virginia institutions; to explore alternative ways of implementing the curriculum; and to test the program concept in terms of student/employer demand and resource implications. The SCHEV Liaison informally consults with SCHEV staff members for guidance about the program concept.
5. Based on the criteria noted above, as well as guidance from SCHEV, the Dean of the Graduate School will make a recommendation to the Provost and Vice President for Academic Affairs as to whether a comprehensive program proposal should be developed. The Provost and Vice President for Academic Affairs may consult with the Vice Provost for Academic Affairs, the Dean of the Graduate School, the dean of the college in which the program is to be offered, and (if needed), the President about viability of the program concept to ascertain their interest in moving forward with a proposal to be developed in accordance with SCHEV guidelines.
6. If program viability appears inadequate, the Provost and Vice President for Academic Affairs informs the Dean of the Graduate School that the plan must be abandoned or reformulated. The Dean then informs the developers and the dean of the college of the need to abandon or alter the plan.

7. If program viability is strong, the Provost and Vice President for Academic Affairs authorizes a comprehensive program proposal to be prepared for SCHEV. The SCHEV Liaison works directly with the program developers and coordinates the formal proposal development process described below.

Note: Proposals for a new program should be included in department/school and college planning and operating budget proposals.

## **B. Program Proposal Development—Formal Documentation**

1. The SCHEV Liaison works directly with the program developers on drafting the formal program proposal, completing the internal and external review process, submitting documentation, and implementing the program. In addition to oversight and coordination, the SCHEV Liaison is responsible for the following actions:
  - a. Thoroughly briefing the program developers from the department/school and/or college on SCHEV's approval process and requirements.
  - b. Creating a program proposal development timetable that identifies the major steps in the process as well as deadlines for their completion, and ensuring meetings with:
    - i. Institutional Research – for assistance in preparing data on the enrollment and degree productivity of similar programs offered by other institutions in Virginia and in projecting enrollment data for the new program;
    - ii. Institutional Effectiveness and Assessment – for assistance with assessment planning, curriculum mapping, and other assessment efforts related to the new program;
    - iii. University Librarian – to determine the adequacy of current library holdings and the potential need for additional resources; and
    - iv. Distance Learning – to ascertain appropriate technologies that may be needed when delivering the program.
2. The program developers draft the proposal according to SCHEV format guidelines and requirements. During this time, they should work closely with the SCHEV Liaison and with the Office of Institutional Research and the Office of Institutional Effectiveness and Assessment. This part of the process usually involves the review of two or more drafts of the proposal. The program developers must also address the items listed below as part of the proposal development process:
  - a. All program proposals must include a resource needs section to be prepared following the SCHEV format. The program developers should consult with their department/school chair and the dean of the college about resources required for program implementation. They may also want to consult with the Associate Vice President for Academic Affairs on resource questions.
  - b. Resource needs should be included in annual operating or biennial budget requests from the department/school and college for the appropriate fiscal year.

3. When the SCHEV Liaison is satisfied that the draft program proposal is complete, a copy is provided to the Dean of the Graduate School and the Vice Provost for Academic Affairs for review. Revisions are made to the draft proposal as necessary, and the proposal is submitted through the review and approval processes described below.

### **C. Internal Program Proposal Review and Approval**

1. The faculty of the originating department/school or its designated committee finalizes the completed program proposal, incorporates input from external reviewers, as needed, and makes a recommendation on its approval to the department/school chair.
  - a. Proposals for interdisciplinary programs must be reviewed by the Administrator for Interdisciplinary Initiatives and a recommendation made by all departments/schools and colleges involved.
2. The department/school chair reviews the proposal and makes a recommendation regarding approval to the college curriculum committee.
3. The curriculum committee reviews the program proposal and makes a recommendation on approval to the dean of the college.
4. The dean of the college reviews the proposal, taking into consideration the recommendations of the department/school faculty, department/school chair, and college curriculum committee, and makes a recommendation to the Dean of the Graduate School and the Provost and Vice President for Academic Affairs, who, upon approving, forward it to the Provost's Council.
  - a. The dean of the college ensures that the resource requirements identified in the program proposal are justified and outlines a plan for obtaining such resources, including operating budget requests or biennial budget initiatives, if necessary.
5. The Provost and Vice President for Academic Affairs' designee transmits the program proposal to the Chair of the Faculty Senate for review and recommendation by the appropriate committee.
6. The Faculty Senate committee's review may include meetings with the program developer(s), department/school chair, and dean of the college, as needed, to discuss the proposal and any concerns that may arise. The committee submits a recommendation on the program proposal to the full Faculty Senate for review.
7. The Faculty Senate deliberates the committee's guidance and makes a recommendation on the program proposal; this recommendation is subsequently submitted to the Provost and Vice President for Academic Affairs and the President.
8. The Provost and Vice President for Academic Affairs reviews the program proposal and prior recommendations, with input, as appropriate, from the Provost's Council and

the senior academic affairs staff. The Provost and Vice President for Academic Affairs then makes a recommendation on implementation to the President.

9. The President reviews and approves the proposal, followed by its submission to the Academic and Research Advancement Committee of the Board of Visitors for review and recommendation to the full Board.
10. The Board of Visitors reviews the committee's recommendation and takes a formal action on the approval of the program proposal.
11. Following the Board's approval, the SCHEV Liaison will prepare the final program proposal for submission. The SCHEV Liaison also prepares a draft letter for the Provost and Vice President for Academic Affairs that will accompany the program proposal. The letter must describe the institution's commitment to the program, explain how it will fit into the University's strategic plan, and describe funding plans, including reallocation or other resource actions.
  - a. Communication between SCHEV and ODU generally runs through the SCHEV Liaison; if the SCHEV Liaison is unavailable, the Dean of the Graduate School, the Vice Provost for Academic Affairs, and/or their designees may take part in this communication.

#### **D. External Program Review and Approval: SCHEV**

1. Once the SCHEV Liaison has submitted the program proposal to SCHEV, the SCHEV staff generally takes a minimum of six months to approve it. The SCHEV staff first reviews the program proposal, communicating with the SCHEV Liaison or faculty about items requiring clarification and/or additional information. The SCHEV staff then submits its recommendation regarding approval to SCHEV's Academic Planning Committee for inclusion on the agenda of an upcoming meeting.
2. SCHEV staff notifies other state institutions about the new program proposal to determine if there are any objections or concerns related to possible duplication of program content across the state.
3. The SCHEV Academic Affairs Committee meets to review the program proposal. At this meeting, the program developers, dean of the college, the Dean of the Graduate School, and/or the Vice Provost for Academic Affairs are available to answer questions and/or provide clarification related to the program.
4. The Academic Affairs Committee makes a recommendation to the full SCHEV board for approval; the recommendation may also include stipulations related to the program's implementation.
5. SCHEV formally notifies ODU of its recommendation, and the Provost and Vice President for Academic Affairs forwards the notification to the Vice Provost for Academic Affairs, the Dean of the Graduate School, the dean of the college, the chair, and the program developers.

## **E. External Program Approval: SACSCOC**

Generally, new and spin-off degree programs are not submitted to SACSCOC for approval. Those that meet the guidelines for Substantive Change at SACSCOC Accredited Institutions (<http://www.sacscoc.org/pdf/081705/Substantive%20Change%20policy.pdf>) may be subject to notification and/or approval. In those cases, the institution must notify the SACSCOC President about the new degree program at least six months prior to the planned implementation date. Data submitted to SCHEV, along with SCHEV's approval letter, are submitted to SACSCOC along with the letter of notification. If SACSCOC requires notification or approval, the steps in this process include the following:

1. SACSCOC determines whether a prospectus is necessary and notifies the university accordingly; such a document more fully describes the new degree program, and may be required if the program has unique characteristics and/or is intended for distance learning delivery.
2. If a prospectus is required, it is prepared by the program developers, working with the Vice Provost for Academic Affairs and submitted not later than six months prior to the program's scheduled implementation date. Other university offices may also be involved in the development of a prospectus, depending on the nature and scope of the program.
3. SACSCOC reviews the program materials and prospectus, if required, and notifies the university about its decision to approve the program.

## **F. Implementation**

1. Once the university has obtained internal and external approvals, courses and program information are entered into CourseLeaf for inclusion in the Graduate Catalog and Banner (see Appendices E and F). Subsequently, preparations for program implementation begin, and they may include the following:
  - a. Student recruitment plan
  - b. Course scheduling
  - c. Faculty recruitment and/or assignments
  - d. Preparation of program information for the *Graduate Catalog*, web site, brochures, and any other communication materials
  - e. Budget requests, as necessary
  - f. Addressing of stipulations set forth by SCHEV and/or SACSCOC, if included in approvals
2. The program is launched.

## **Program Proposal Development/Approval Recommended Timetable**

Jan-Feb	Identification of program proposal developer; needs assessment completed; presentation of initial proposal to Vice Provost for Academic Affairs and/or SCHEV Liaison
March	Internal review at college level (curriculum committee)
April	Meeting with SCHEV Liaison on revised proposal
Summer	Two or more drafts sent to SCHEV
August	Presentation of proposal to Provost's Council; forwarding of proposal to Faculty Senate
November	Review and recommendation by Provost's Council
December	Faculty Senate and BOV approval; submission of final proposal to SCHEV; prospectus to SACSCOC
March	SCHEV approval
August	Program implementation

## **DEGREE PROGRAM MODIFICATION**

The university undergoes an established process for making changes to previously-approved degree programs. Some revisions are technical in nature, frequently involving a change in the program title, degree designation (such as M.S.Ed. to M.S.), or the CIP (Classification of Instructional Programs) code. Other revisions may involve simple or substantial modifications, such as a change in credit hour requirements for master's or doctoral programs. SCHEV must be notified and/or asked for approval for program revisions or modifications using the procedures, format, and guidelines contained in Appendix E, 3 and 4. Steps in the process are as follows:

1. Discussions about the proposed program revision(s) or modification(s) take place among the department/school chair, the dean of the college, the Dean of the Graduate School, the Vice Provost for Academic Affairs, and the SCHEV Liaison prior to the development of a formal proposal that details the changes.
2. When the chair, the dean of the college, the Dean of the Graduate School, and the Vice Provost for Academic Affairs reach consensus about the revision(s), the chair, in collaboration with the SCHEV Liaison, prepares a proposal with descriptions/justifications. The proposal – following SCHEV formatting – covers each of the items below:
  - a. A description of the change being proposed
  - b. The rationale for the change
  - c. Plans for assessing student learning and performance
3. If the proposed revisions involve more than a change in the degree designation or program title, the proposal must also provide details about the following items:
  - a. The new curriculum
  - b. The transition of current students to the revised program
  - c. Information related to any potential impact on the program's specialized accreditation
4. The chair forwards the proposal to the department/school curriculum committee; the committee notifies the chair of its recommendations, which are subsequently forwarded to the college curriculum committee.
5. The college curriculum committee reviews the proposal and makes a recommendation to the chair and the dean of the college.
6. The dean of the college reviews the proposal and submits a recommendation on the proposed revision(s) to the Dean of the Graduate School and the Vice Provost for Academic Affairs.
7. The Dean of the Graduate School and the Vice Provost for Academic Affairs consults with the Provost and Vice President for Academic Affairs and other administrators or faculty, as appropriate, and makes a recommendation on implementation to the Provost and Vice President for Academic Affairs.

8. The Provost and Vice President for Academic Affairs reviews the proposal and makes the final internal decision on the implementation of the proposed program revision(s).
9. The SCHEV Liaison submits the approved proposal for program revision(s) to SCHEV for review and approval.
10. When SCHEV approves the proposal (potentially after a review period of 2-3 months), revisions are implemented during the term and year indicated in the proposal. Information about the revised program will be included in the next *Graduate Catalog* published by the university, as entered by the department (see Appendix B).
11. Depending on the program revision, it may be necessary to inform SACSCOC of the change(s) in accordance with the provisions of the *Substantive Change Policy for SACSCOC Accredited Institutions*:  
<http://www.sacscoc.org/pdf/081705/Substantive%20Change%20policy.pdf>. If requested, the Vice Provost for Academic Affairs submits a prospectus to SACSCOC.

## **PROGRAM MERGER**

The following section describes the process for merging two or more existing academic degree programs at the university into a single academic degree program. The process is similar to the one used for the development and approval of a new degree program. The format for the formal proposal requires less information and is less complex than the one prepared for a new program. A copy of the SCHEV format for merging academic programs is included in Appendix E, 5.

### **A. Merger Proposal Development – Exploration**

1. The dean(s) of the college(s) and chair(s) of the department(s)/school(s) interested in program merger discuss the proposal to do so. Each ensures, respectively, that the college(s) and unit(s) identify plans for such a merger. If the merger creates an interdisciplinary program from two or more existing disciplines, the Administrator for Interdisciplinary Initiatives must be consulted.
2. The dean(s) and chair(s) present the proposal to the SCHEV Liaison, the Dean of the Graduate School and the Vice Provost for Academic Affairs. The presentation should cover the following: the implications of the merger being proposed; a determination of whether it fits within the scope of the university's mission, goals, and strategic plan; a definition of its unique characteristics, if any; a consideration of alternative ways of delivering the curriculum; and an exploration of student and/or employer demand and resource implications.
3. The SCHEV Liaison, the Dean of the Graduate School, and the Vice Provost for Academic Affairs provide the dean(s) of the colleges and chair(s) of the departments a copy of SCHEV's policies and procedures for program mergers. The Vice Provost for Academic Affairs simultaneously informs the Provost and Vice President for Academic Affairs of the exploratory stage in this merger proposal.
4. The SCHEV Liaison consults with SCHEV staff members about the merger proposal, and requests guidance on the process.
5. The Vice Provost for Academic Affairs requests that the staff in Institutional Research prepare data on the enrollment and degree productivity of programs proposed for merger and to identify similar programs offered by other higher education institutions in Virginia; in addition, the staff members in Institutional Research and the program faculty are asked to prepare preliminary enrollment projection data for the merger.
6. The Vice Provost for Academic Affairs makes a recommendation to the Dean of the Graduate School and the Provost and Vice President for Academic Affairs on the merger's viability and implementation planning. The discussion with the Dean of the Graduate School and the Provost and Vice President for Academic Affairs also includes alternative approaches to offer the curriculum and resource implications of the merger.
7. The Provost and Vice President for Academic Affairs consults with the dean of the college and the President, as needed, about the merger proposal, including resources implications, viability, and competitive programs in the Commonwealth.

## **B. Merger Proposal Development—Formal Documentation**

1. When the concept is approved internally, the SCHEV Liaison works directly with the proposal developers, initially providing specific information and forms on proposal submission for SCHEV and (if necessary) SACSCOC. The SCHEV Liaison also provides copies of the SCHEV policies and procedures guidelines to the program developers.
2. The program developers draft the proposal according to SCHEV guidelines. During this time they work closely with the SCHEV Liaison and the Office of Institutional Effectiveness and Assessment. This part of the process usually involves the review of one or more drafts.
3. When the SCHEV Liaison is satisfied that the draft program merger proposal is complete, a copy is provided to the Vice Provost for Academic Affairs for review and comment. Revisions are made to the draft proposal as necessary.

## **C. Internal Merger Proposal Review and Approval**

1. The complete program merger proposal is developed in consultation with the SCHEV Liaison and reviewed by the faculty of the originating department/school(s) or its designated committee(s), and a recommendation on its approval is made to the chair(s).
2. The chair(s) review the program merger proposal and make a recommendation to the dean(s) of the college(s).
3. The dean(s) of the college(s) submit the program merger proposal to the appropriate committee of the college(s) faculty governance structure(s), usually a curriculum committee, for a review and recommendation, through its usual process. Simultaneously, the dean(s) of the college(s) ensure that resource requirements for the merger are identified and justified in the department/school budget proposal(s) and included in the college(s) program merger proposal.
4. The dean(s) of the college(s) review the program merger proposal, taking into consideration any required resources, along with recommendations of the department/school faculty, chair(s), and college committee(s), and make a recommendation to the Dean of the Graduate School and the Vice Provost for Academic Affairs.
5. The Vice Provost for Academic Affairs transmits the program merger proposal to the Chair of the Faculty Senate for review and recommendation by the appropriate committee(s).
6. The Faculty Senate committee reviews the proposal with the faculty developer(s), chair(s), and dean(s) of the college(s), as needed, and subsequently submits its recommendation on the merger to the full Faculty Senate.
7. The Faculty Senate reviews the committee's recommendation and makes a recommendation on the program merger to the Chair of the Faculty Senate.

8. The Faculty Senate Chair forwards the Faculty Senate's recommendation on the program merger proposal to the Provost and Vice President for Academic Affairs and the President.
9. The Provost and Vice President for Academic Affairs reviews the program merger proposal and prior recommendations with his/her senior staff and Provost's Council, and makes a recommendation to the President.
10. The President receives recommendations and approves the program merger proposal.
11. The Provost and Vice President for Academic Affairs submits the merger proposal to the Board of Visitors' Academic and Research Advancement Committee for review and recommendation to the full board.
12. The Academic and Research Advancement Committee reviews the program merger proposal and makes a recommendation to the Board of Visitors.
13. The Board of Visitors reviews the Committee's recommendations and takes action on the approval of the program merger proposal.
14. Following the Board's approval, the required copies of the final program proposal are prepared by the SCHEV Liaison and the Vice Provost for Academic Affairs for submission to SCHEV.

**D. External Merger Proposal Review and Approval: SCHEV**

1. SCHEV staff reviews the program merger proposal, communicating with the SCHEV Liaison on items needing clarification and/or additional information. The staff then submits its recommendation on approval to SCHEV's Academic Affairs Committee for inclusion on the agenda of an upcoming meeting.
2. The program developers, the SCHEV Liaison, the dean of the college, the Dean of the Graduate School, and/or the Vice Provost for Academic Affairs attend the academic affairs committee meeting to respond to questions from the committee. The committee makes a recommendation to SCHEV for approval.
3. SCHEV formally notifies the university of its action on the program merger proposal. A copy of the notification is provided to the appropriate dean(s) of the college(s), chair(s), and proposal developers.
4. The merger is implemented as approved by SCHEV.

## **E. External Review and Approval: SACSCOC**

If necessary, the ODU President, through the university's SACSCOC Liaison, notifies the SACSCOC President about the merged degree program at least six months prior to the planned implementation date. Details about the need for this review may be found at the SACSCOC link <http://www.sacscoc.org/pdf/081705/Substantive%20Change%20policy.pdf>. If this external review is required:

1. SACSCOC determines whether a prospectus related to the merger is necessary and notifies the university accordingly. If a prospectus is required, it is prepared by the merger proposal developers, working with the Vice Provost for Academic Affairs, and submitted not later than six months prior to the program merger's scheduled implementation date.
2. SACSCOC reviews the program materials and/or prospectus and notifies the university about its decision to approve the merger.

## **F. Implementation**

1. The university receives notification of SCHEV (and possibly SACSCOC) approval and addresses any stipulations noted by one or both organizations.
2. Implementation begins, which includes including student recruitment, budget requests, course scheduling, faculty assignment/reassignment/recruitment, *University Catalog* program and course descriptions (see Appendices E and F), and other actions related to this merged program.
3. Faculty members ensure students in former programs have teach-out plans or transfer into merged program plans. Acceptance of new students begins.
4. Discontinuance of previous programs ensues (next section).

## **PROGRAM DISCONTINUATION OR CURTAILMENT**

There are university, SCHEV, and SACSCOC policies and procedures that must be followed for the discontinuation or curtailment of a currently authorized academic degree program.

Discontinuation is defined as the elimination of a program. Curtailment refers to a significant reduction in the scope of the program. The Old Dominion University policies on discontinuation or curtailment may be found in Appendix A and SCHEV policies, procedures and forms are located in Appendix E, 6. In addition, Appendix E, 6 and 7 should be referenced for SCHEV's policies on Program Productivity and Viability. Programs will be periodically reviewed to determine if they meet SCHEV's guidelines for productivity and viability. The following information outlines the steps that must be taken to discontinue or curtail an approved degree program.

### **A. Initiation of Program Discontinuation or Curtailment**

1. The chair (or other academic administrator) consults with administrators and faculty involved in overseeing the program about discontinuation or curtailment of the program.
2. The initiator submits documentation to the chair and/or dean of the college regarding the proposed action for either discontinuation or curtailment of a program. The written recommendation must include:
  - a. The specific facts precipitating the need for program discontinuation or curtailment;
  - b. A description of the proposed change and its rationale;
  - c. A preliminary analysis of financial impact;
  - d. A projection of the possible impact of affected faculty, staff, students;
  - e. A revised human resource plan; and
  - f. A timetable for implementation.
3. The dean provides documentation on discontinuation or curtailment to the SCHEV Liaison, the Dean of the Graduate School, and the Vice Provost for Academic Affairs.

### **B. Internal Review and Approval of Proposal for Discontinuation or Curtailment**

1. The dean of the college, the chair, and the college curriculum committee conducts a review of the program. This review includes the following criteria, at a minimum:
  - a. Relevancy and relationship of the program to the mission and objectives of the college and the university;
  - b. Overall quality of the program;
  - c. Cost and revenues associated with the program;
  - d. Student enrollment and productivity;
  - e. Current and projected relationship to other programs;
  - f. Distinctive features of the program;
  - g. Impact on women and minorities;
  - h. Implications with respect to research;
  - i. Impact on student needs;
  - j. Placement and employment opportunities for students; and
  - k. Alternatives to discontinuation or curtailment of the program.

2. The Vice Provost for Academic Affairs provides documentation to the Provost and Vice President for Academic Affairs for analysis; the Vice Provost for Academic Affairs simultaneously submits the review, recommendations and other appropriate documentation to the Chair of the Faculty Senate and President of the Student Government Association.
3. The Faculty Senate and Student Government Association forward their recommendations to the Provost and Vice President for Academic Affairs.
4. The Provost and Vice President for Academic Affairs reviews all of the materials (reviews, recommendations, and other appropriate documentation) and makes a recommendation on discontinuation or curtailment of the program to the President.
5. The President reviews all documentation, and makes a recommendation to the Board of Visitors for action.
6. The Board of Visitors reviews the recommendations, and approves discontinuation or curtailment of the program.

### **C. External Approval: SCHEV (Discontinuation Only)**

1. Upon the approval of the Board of Visitors to discontinue a degree program, a formal proposal, according to the SCHEV format contained in Appendix E, 5, will be prepared by the SCHEV Liaison, the Dean of the Graduate School, and the Vice Provost for Academic Affairs in collaboration with the faculty/department/school, college, or other appropriate unit at the university.
2. If the proposed program closure is in a critical shortage area, question #9 related to critical shortage areas on the SCHEV format must be addressed. Information on critical shortage areas is available on the websites of the Department of Education (<http://www.viriniagov/VDOE/newvdoe/teached.html>), the Virginia Employment Commission (<http://www.vec.virginia.gov/vecportal/wia/commprofiles.cfm>), and the U.S. Bureau of Labor Statistics (<http://www.bls.gov/emp/home.htm>).
3. The individual designated to develop the proposal will consult with the SCHEV Liaison, the Dean of the Graduate School, and the Vice Provost for Academic Affairs.
4. The SCHEV Liaison will work closely with the developer(s) in the preparation of the formal proposal.
5. The completed proposal is submitted to SCHEV for review and approval.
6. SCHEV staff reviews the proposal and submits it with a recommendation to SCHEV's Academic Affairs Committee. The committee's recommendation is submitted to SCHEV's full board for action.
7. SCHEV notifies the ODU Provost of its action on the proposed program discontinuation.

8. Copies of SCHEV's notification are distributed to the Vice Provost for Academic Affairs, the Dean of the Graduate School, the SCHEV Liaison, and the appropriate college dean and department/school chair.
9. The university proceeds with actions described in the proposal to discontinue the academic degree program.

**D. External Approval: SACSCOC (Discontinuation Only)**

The President, through the university's SACSCOC Liaison, notifies the SACSCOC President about the closed program immediately following the decision to end a program. The following steps take place in this process:

1. The SACSCOC Liaison provides SACSCOC with a description and timeline for the planned teach-out and the University's notification to students regarding this plan.
2. SACSCOC reviews the Teach-Out Agreement and notifies the university about its acceptance of this plan.

***COURSE-RELATED ACTIONS***

## **PROPOSING NEW COURSES AND MODIFYING OR DEACTIVATING CURRENT COURSES**

The following actions relate to the development and approval of new graduate courses, modification of currently approved courses, and deactivation of existing courses. A copy of the university's policy on approval of course-related actions and the process required for such actions are located in Appendices E and F.

1. Faculty members propose establishing a new course, modifying a current course, or deactivating an existing course and submit this proposal to the department/school chair. The Course Inventory Management (CIM) system in CourseLeaf will be used to process and record this transaction (see Appendix D). This system follows a workflow in which the new, revised or discontinued course is approved in a step-by-step process.
2. The department/school chair submits the course proposal to the department/school committee that has responsibility for reviewing and making recommendations on graduate curriculum.
  - a. Note: If the proposal is to deactivate an existing course, the department/school chair must notify the chair(s) of other department/school(s) that require the course in their program(s). The chair(s) of these departments must review the change(s) and inform and forward any concerns to the chair of the course's home department/school.
3. The department/school curriculum committee reviews the proposal and submits it to the department/school chair.
4. The department/school chair reviews the proposal, taking into consideration any comments from the chairs of departments/schools that use the course in their programs, and submits the proposal to the college curriculum committee for review and recommendation.
5. The college committee reviews the course proposal and submits it to the dean of the college for review.
6. The dean of the college or designee reviews the course proposal. If approved, the course proposal is submitted to the Dean of the Graduate School for review. Requests for changes in existing courses to become effective for the next academic year must be submitted before December 1<sup>st</sup> while requests for new courses may be submitted at any time.
7. The Dean of the Graduate School reviews the proposal recommended by the dean of the college, the college committee, the department/school chair, and the department/school curriculum committee.
  - a. Questions about potential duplication, missing information, and rationale will be directed to the chair of the department and the dean of the college for their responses.
  - b. The Dean of the Graduate School makes a decision on approval of behalf of the Provost and Vice President for Academic Affairs, consulting with the Provost and Vice President for Academic Affairs or Vice Provost for Academic Affairs, as necessary.
8. Courses not offered for five years will be deactivated by the Office of Academic Affairs. The dean of the college and the chair of the department/school will be informed of these actions.

9. The following implementation actions will take place after approval of the proposal:
  - a. Approved new courses will be implemented either at the beginning of the semester requested by the proposing department/school or the semester following approval.
  - b. Changes to currently approved courses will be effective with the publication date of the next *Graduate Catalog* (see Appendix B).
  - c. Courses approved for deactivation will be discontinued at the end of the academic year in which the action is requested.
  - d. All actions related to new courses, course changes and course deactivations will be included in the next edition of the *Graduate Catalog* (see Appendix B).

## **CONCENTRATIONS**

This section describes the steps necessary to propose and obtain approval of a new concentration in a currently approved degree program. The policies and form related to this type of curricular action are located in Appendices A and B.

### **A. General Rules**

1. The proposed concentration must be incorporated in and consistent with the content of a currently approved degree program, be in the same discipline area, and consistent with the nature, level, and purpose of the host degree program.
2. The concentration within a master's degree program must include a minimum of 50% of the core area of the program. The concentration within an educational specialist degree program must include a minimum of 25% of the core area of the program. Lastly, the concentration within a doctoral degree program must include a minimum of 25% of the core area of the program.
3. The development of a new concentration should be included in the department/school and college planning and budgeting process.
4. The proposal must include a full description of the new concentration, including a rationale, curriculum, target audiences, and resource needs.
5. The proposal process is internal and requires review and recommendation by the department/school, college curriculum committee, the dean of the college, and the Dean of the Graduate School and approval by the Provost and Vice President for Academic Affairs.

### **B. Development and Approval Process**

1. A discussion is held among the faculty member(s) proposing a new concentration, the department/school chair, the dean of the college, and the Dean of the Graduate School.
2. A proposal development team is established to design the new concentration, collect market data (as needed), project enrollments, and prepare a draft.
3. The proposal is reviewed by the department/school curriculum committee and a recommendation forwarded to the department/school chair for review.
4. The department/school chair reviews the proposal, makes a recommendation on the implementation of the proposed major, and submits the proposal to the college curriculum committee for review.
5. The college curriculum committee reviews the proposal and submits a recommendation to the dean of the college.
6. The dean of the college reviews the proposal and submits a recommendation to the Dean of the Graduate School and the Provost and Vice President for Academic Affairs on its implementation.

7. The Provost and Vice President for Academic Affairs consults with the Vice Provost for Academic Affairs, the Dean of the Graduate School, and other administrators or faculty, and, as appropriate, reviews the proposal and makes a decision on the implementation of the concentration.

### **C. Implementation**

Faculty and department chairs are encouraged to launch new concentrations when the subsequent edition of the *Graduate Catalog* is published. The Catalog Management (CAT) system, in Appendix B, is accessed when revising the catalog.

### **D. Changes to Concentrations**

Faculty and department chairs who wish to make revisions to concentrations will do so via the Curricular Approval Form. Such changes will include a description of the proposed change, rationale, new requirements, and other specific information required to process the change.

## CERTIFICATES

The following describes the process for proposing and approving academic-credit-based graduate certificate programs. A certificate is generally defined as a coherent course of study with specific requirements, generally including an average of four or five classes.

Graduate certificates require internal approval as well as external notification and possible approval. All graduate certificates are submitted to SCHEV in a formal notification process. The university policy that specifically defines graduate certificates is included as Appendix A (4). A Curricular Approval Form (Appendix C) is used for this action; attachments, as appropriate, are included with the form.

1. A proposal for the certificate that will be offered for academic credit usually originates with and is developed by a faculty member or group of faculty in a specific discipline or a closely-related set of disciplines.
2. The proposal – submitted on a Curriculum Approval Form – clearly describes the certificate and its level and purpose, provides details about the curriculum, defines the requirements (at minimum the completion of nine credit hours in a coherent sequence of courses with a 3.00 grade point average), includes a rationale, documents the demand/need for the certificate, projects anticipated enrollment, discusses any resource implications, describes the plan for assessment, and identifies the planned implementation date.
3. The interested faculty consult with the SCHEV Liaison, the Administrator of Interdisciplinary Initiatives (if appropriate), the Dean of the Graduate School, and the Vice Provost for Academic Affairs to determine next steps. The Vice Provost for Academic Affairs consults with SACSCOC to determine whether SACSCOC approval is required.
4. The certificate proposal is submitted for review and recommendation to the appropriate department/school curriculum committee, department/school chair, college curriculum committee, and the dean of the college.
5. The dean of the college submits the proposed certificate with his/her recommendation, together with all previous recommendations, to the SCHEV Liaison and the Dean of the Graduate School, who, in turn, submit it to the Provost and Vice President for Academic Affairs for review and approval.
6. Documentation related to the new certificate is completed by the SCHEV Liaison and forwarded to SCHEV.
7. If the certificate involves a substantive change, according to SACSCOC definitions (<http://www.sacscoc.org/pdf/081705/Substantive%20Change%20policy.pdf>), the Vice Provost for Academic Affairs works with the department to provide SACSCOC with all necessary documentation related to this new offering.
8. Once approved by the Provost and Vice President for Academic Affairs and entered into the *Graduate Catalog* (see Appendix B), the certificate may be launched on the date specified.

## **APPENDICES**

**APPENDIX A**

**Old Dominion University Policies  
Related to Curricular Changes**

## **University Policy on Approval of Curricular Changes, New Courses and Course Changes**

### **A. Curricular Changes**

1. Significant curricular changes, such as creation of a major or minor, creation or deletion of emphasis areas, degree policies or changes that exceed the University's minimum, or other substantial changes in curriculum will neither be effective nor implemented without the approval of the Provost and Vice President for Academic Affairs.
  - a. Recommendations at the appropriate departmental, college, and University levels will precede the decision by the Provost and Vice President for Academic Affairs. This process includes department Chairs, departmental and college governance committees related to curriculum, the dean of the academic college and the Faculty Senate (when applicable, such as for General Education requirements).
  - b. In addition, all proposed changes in curriculum that rely upon the resources of another college or department will require consultation and agreement by the providing unit prior to approval by the Office of Academic Affairs.
2. All curricular changes will be fully documented and indicate all approvals. At a minimum, this documentation will include a full description of the change, rationale, resources needed if applicable, and implementation process, which will include a plan for notification of students and a timetable.
3. Approved changes will be effective with the publication of the next Catalog. Changes shall not normally be applied to students graduating under earlier Catalogs.
4. Changes may not be accepted during the Catalog preparation period. The deadline for the submission of any curricular changes that are intended to be effective the beginning of the following academic year should be December 1.

### **B. Credit-Bearing Courses**

All requests for new credit-bearing courses or course changes must be submitted in the proper format to the Office of the Provost and Vice President for Academic Affairs after review and approval by the appropriate department and college committee, the department Chair and the dean.

1. Changes in courses that are offered as service courses for majors in other departments should be discussed with the Chairs of such departments prior to approval of the change. Proposed deactivation of courses that are offered as service courses for majors in other departments will require consultation and agreement by the affected department prior to approval by the Office of Academic Affairs.
2. Requests for changes in existing courses to be active for the next academic year should be submitted before November 1. Approved changes in existing courses will be effective with the publication of the next Catalog. Requests for new courses may be submitted at any time to be effective no sooner than the next semester.
3. The Office of Academic Affairs will identify courses not offered for five years and inform the affected department Chair and dean that the courses will be deactivated. These courses will remain active only upon the request of the department Chair and approval from the Office of Academic Affairs.

C. Noncredit Courses

1. All requests for new noncredit courses or course changes must be submitted in the proper format to the Office of the University Registrar after review and approval by the appropriate dean.

- Approved by the president

January 22, 1988

Revised August 4, 1996

Revised October 28, 2004

Revised April 9, 2007

Revised October 17, 2012

## **University Policy on the Review of Academic Programs, Departments or Colleges for the Purpose of Possible Curtailment or Discontinuance**

### **1. General Statement of Policy**

This policy provides the process for evaluation that shall be followed for the review of academic programs, departments or colleges for the purpose of possible curtailment or discontinuance.

The process described in this policy should be conducted expeditiously by all participating, reviewing, recommending, and deciding bodies. Failure to comply with the time limits may cause a forfeiture of the right to comment, review or recommend. Time limits shall be calculated in calendar days.

### **2. Process for the Evaluation of Programs, Departments or Colleges**

The following process shall be followed in evaluating academic programs, departments, or colleges for possible curtailment or discontinuance.

1. The affected unit's program director, Chair, academic dean, or provost and vice president for academic affairs ("initiator") may initiate the action for possible curtailment or discontinuance. The initial recommendation, with the approval of the provost and vice president for academic affairs, if he/she is not the initiator, shall be in written form and provided simultaneously to the dean(s) of the affected unit(s), and the affected unit(s). The initial recommendation shall specify the facts precipitating the need for change, the proposed change and rationale and preliminary analysis of financial impact. This document shall also project the possible impact upon affected faculty, staff, and students; a revised human resource plan for these individuals; and the desired timetable for implementation.
2. The initiator shall consult closely with the administrators and faculty of the affected unit(s).
3. Upon receipt of the initial recommendation, and within forty-five (45) days, the dean(s) and the unit(s) to be affected, including the relevant college governance unit(s), shall, either jointly or separately, conduct an appropriate review of the program, department, or college, considering, among other things, the following criteria. The criteria need not be evenly weighted, nor should the list be considered exclusive.
  - a. The relevancy and relationship of the program to the mission and objectives of the college and university.
  - b. The overall quality of the affected unit presently and potentially.
  - c. Cost and revenues associated with the affected unit.
  - d. Student enrollment/productivity.
  - e. The current and projected relationship to other programs, departments, or institutions.
  - f. Distinctive and unique features in concept, design or implementation.
  - g. Impact on women and minorities.
  - h. Implications with respect to research.
  - i. Impact on student needs.
  - j. Placement and employment opportunities for students.
  - k. Alternatives to curtailment, discontinuation, consolidation, or significant reorganization.
4. Within fifteen (15) days prior to the expiration of the time for review, the provost and vice president for academic affairs shall notify the Chairs of the Senates that materials will be sent to them for action pursuant to this policy.

5. After review at the college level, the academic dean (including the college's governance unit(s)), and the affected unit will forward their recommendations, with all supporting documentation, within the time prescribed, simultaneously to the Faculty Senate, Student Senate and provost and vice president for academic affairs for review.
6. Within thirty (30) days of receipt of materials, the Faculty and Student Senates shall forward their recommendations to the provost and vice president for academic affairs.
7. The provost and vice president for academic affairs shall conduct an independent analysis of the initial recommendation (unless he/she initiated the process). Within fifteen (15) days of receipt of recommendations from the Senates, the provost and vice president for academic affairs shall review the recommendations of the dean(s), affected unit(s), Faculty Senate and Student Senate and make a recommendation of proposed action to the president.
8. Within fifteen (15) days of receipt of the provost and vice president for academic affairs' recommendations, the president shall review the recommendation of proposed action, consult any parties which are deemed appropriate, and make a final decision on whether or not the program, department or college shall be curtailed or discontinued. Upon completion of this review, the president shall make a recommendation on the matter to the Board of Visitors for action. After the Board has made its decision on the matter, the president shall inform all members of the university community in an appropriate manner.
3. To the greatest extent possible, the status quo shall be maintained within and with respect to the affected unit(s) until such time as a final decision has been reached by the Board of Visitors and it has directed the president to take action.

- Approved by the Board of Visitors  
March 11, 1991

## **University Policy on Program Review**

Institutional vigor, integrity, and distinction are dependent in good measure on a regular and critical review of ongoing programs. This process should not be prompted solely by the imperative of visitations by professional, regional, or national accrediting agencies. The university should regularly affirm that its academic offerings continue to serve the legitimate professional, intellectual, and aesthetic needs of the community and region that it serves. Refinement and redefinition of the types and scope of programs should reflect changing societal needs while maintaining the selective educational core undergirding all baccalaureate programs and the selective and distinctive character and quality of graduate programs. Old Dominion University subscribes to this principle and shall continue to pursue a regular schedule of assessment.

A new impetus has been added to the need for program review. Universities are being confronted not only by changes in student demographics and societal needs but by decreasing fiscal resources. The result is an added objective for program review. Besides identifying weak programs or programs that are no longer relevant, the developing need to reduce the scope of institutional offerings will require that choices be made between and among programs. Selective program curtailment or discontinuation will be necessary in order to maintain the level of support and excellence of the remainder.

The policy is designed to describe the process and the basis for making the choices. It is recognized at the outset that there is no simple way to quantify the inherent value of a discipline. The criteria are intended to explore each program in terms of the university mission, student demand, program interrelationship, cost factors (productivity), and the impact of program curtailment or discontinuation. Based on the responses and subsequent to broad-based institutional discussions, judgments will be made. While prompted by fiscal constraints, it is clearly understood that university status dictates that some program judgments will represent educational objectives and values and resource allocations which mitigate comparison with cost and other factors of other programs. The continuing objective of the assessment process is to retain the appropriate balance among academic programs, research, enrichment activities, and public service. In sum, the changing environment requires a dynamic and timely response in order to maintain levels of excellence and to fulfill the mission of the university.

-Approved by the president  
October 1, 2003

## University Policy on Certificate Programs

Old Dominion University offers a variety of certificate programs that meet the same high-quality standards as its academic degree programs, while addressing the specific needs of students and professionals. Certificates may be pursued in conjunction with or independent from graduate or undergraduate degree programs.

Certificate programs offered by Old Dominion University include the following:

### **Credit-Bearing Programs**

Certificate programs: These programs are available for those seeking a formal award certifying completion of undergraduate- or graduate-level work in academic or occupational fields of study. Such certificates are ideal for individuals who wish to explore areas of professional interest or for those who need to fulfill accreditation requirements. Such programs generally include a minimum of nine credit hours and a maximum of 21 credit hours.

Certificate of Advanced Graduate Studies (CAGS): The curriculum in such programs is designed for those seeking a formal award certifying completion of study beyond the master's level in an academic or occupational field of study. These programs are usually intended for professional licensure or professional development, and may be completed prior to or concurrent with doctoral studies, for those interested in such pursuits. The programs generally require a minimum of 24 credit hours.

The Curricular Change Approval Form must be completed for all new, revised, or discontinued credit-bearing certificate offerings, and submitted to appropriate parties for approval within six months of program initiation or discontinuance. Final approval of the Provost and Vice President for Academic Affairs is required.

Faculty in departments offering certificates will identify residency requirements for all prescribed coursework. The Office of the University Registrar confers certificates to those who have met requirements for these programs.

### **Non-Credit-Bearing Programs**

Certificate programs: Non-credit certificates in specific fields may be offered and awarded by colleges at the University upon approval by the appropriate faculty and administrators. These programs are designed to provide continuing education experiences to individuals or groups, usually in a specific profession or vocation. Content in these offerings alone will not meet the requirements of credit-bearing coursework, unless otherwise specified.

The design of all non-credit certificates must follow University guidelines as established by the Office of Academic Affairs.

-Approved by the President  
October 17, 1978  
Revised May 21, 2014

## **APPENDIX B**

### **Catalog Revision Process/Catalog Management (CAT)**

## **Catalog Management (CAT)** Editing the *Graduate Catalog*

Those authorized to edit the *Graduate Catalog* will access **nextcatalog.odu.edu** via the Firefox browser, if available. The steps required for catalog revisions include:

1. Logging in with Midas ID and password
2. Selecting *Graduate Catalog*
3. Using tabs along the right side to access page(s)
4. Clicking the Edit Page icon at the top of the left hand side of the screen; this reveals the author's toolbar
5. Clicking the "pencil" (edit) symbol at the area of the catalog copy or the particular course requiring revision(s)
6. Making edits as needed
7. Saving the edits by clicking OK at the bottom of the page
8. At the conclusion of editing, clicking the green Start Workflow button in the lower right section of the page. (**Note:** All authorized editors of the page must have completed their edits prior to launching Start Workflow.)
9. Logging off by exiting the browser, closing the page or choosing "file" and "exit."

**Department Chairs, Associate Deans, and other "approvers" in the CourseLeaf workflow** will receive an automated email from Catalog Editor with a link to click on to review/edit and approve changes for courses and catalog edits as in the example below.

From: Catalog Editor [<mailto:lilypadu@notify.courseleaf.com>]  
Sent: Wednesday, October 12, 2011 11:53 AM  
To: Bowman, Judy  
Subject: [Catalog] Review Request: jbowman

The catalog has pending changes for your review, including  
</undergraduate/olddominionuniversity/index.html>.

Please visit:

<http://nextcatalog.odu.edu/courseleaf/approve/?role=jbowman>

to review pages and provide your feedback.

*CONTACTS (for authorization and assistance):*

Undergraduate Catalog  
757.683.3260

Graduate Catalog  
757.683.6406

**APPENDIX C**

**Old Dominion University  
Curricular Approval Form**

## OLD DOMINION UNIVERSITY CURRICULAR APPROVAL FORM

The Curricular Approval Form should be used to propose (a) new programs, new majors/concentrations, or certificates, (b) simple modifications (i.e., change of delivery format or increasing/decreasing the total credit hours by fewer than six credits), (c) substantial modifications (i.e., significant changes to the core curriculum or focus of the program, conversion to new delivery format that is different from what was originally approved, increasing/decreasing total credit hours by six to 12 credits, (d) changes or revisions that exceed University minimum requirements, or (e) discontinuation of a program, major/ concentration, or certificate. Examples of changes that exceed University minimum requirements would be an increase in the GPA for admission and the establishment of a minimum grade or overall GPA in a program.

All proposals must be approved by the Department Chair, College Curriculum Committee, Dean, External Department Chair (if the proposal impacts or involves another department or program), and the Office of Academic Affairs before implementation. If changes are intended to appear in the upcoming Undergraduate or Graduate Catalog, they should be submitted to the Office of Academic Affairs in accordance with Catalog deadlines.

**Select Type of Program (check one):**

Degree Program       Major/Concentration       Certificate

**Proposed Action (check one primary action; one or more specific area of action):\***

New                       Revision                       Discontinuance

GPA requirement  
 Other (specify here)

Simple Modification

Substantial Modification

Additional delivery format

Change to core/focus of program

Change of 1-5 credit hours for the degree

Different delivery format

Change of 6-12 credit hours for the degree

*\*Depending on the type of proposed action requested, notification or approval from SCHEV and/or SACS may be required.*

1. Name of Degree or Certificate Program (include concentration, if applicable):

2. Description of Proposed Change:



c. Curriculum (Include complete Course List and/or Plan of Study – Indicate total number of credit hours)

d. Continuance Requirements (if applicable):

e. Exit or Graduation Requirements

6. Assessment Plan for new or revised programs, majors/concentrations, or certificates:  
Completed in coordination with the Assistant Vice President for Institutional Effectiveness and Assessment. Please provide a summary of the planned assessment action.

7. Target Audience (be specific):

8. Course Delivery Modality(ies):

9. Resources Needed:

**APPROVED:**

_____ Originator of Request	_____ Date	_____ College Dean	_____ Date
_____ Department Chair	_____ Date	_____ External Department Chair(s) <i>(If the change impacts or involves another department or program)</i>	_____ Date
_____ Chair, College Curriculum Committee	_____ Date	_____ Undergraduate or Graduate Catalog Administrator in Academic Affairs	_____ Date
_____ Vice Provost/SACS Liaison	_____ Date		

After final approval, please return the form to the Undergraduate or Graduate Catalog Administrator who will provide copies of the form to the SCHEV Liaison, the Office of Institutional Effectiveness and Assessment, the Office of Institutional Research, and the relevant college(s) and department(s).



**For Administrative Use Only**

**ADMINISTRATIVE CODING**

Effective Term \_\_\_\_\_ Major Code \_\_\_\_\_

College \_\_\_\_\_ Degree Code \_\_\_\_\_

Department \_\_\_\_\_

## **Appendix D**

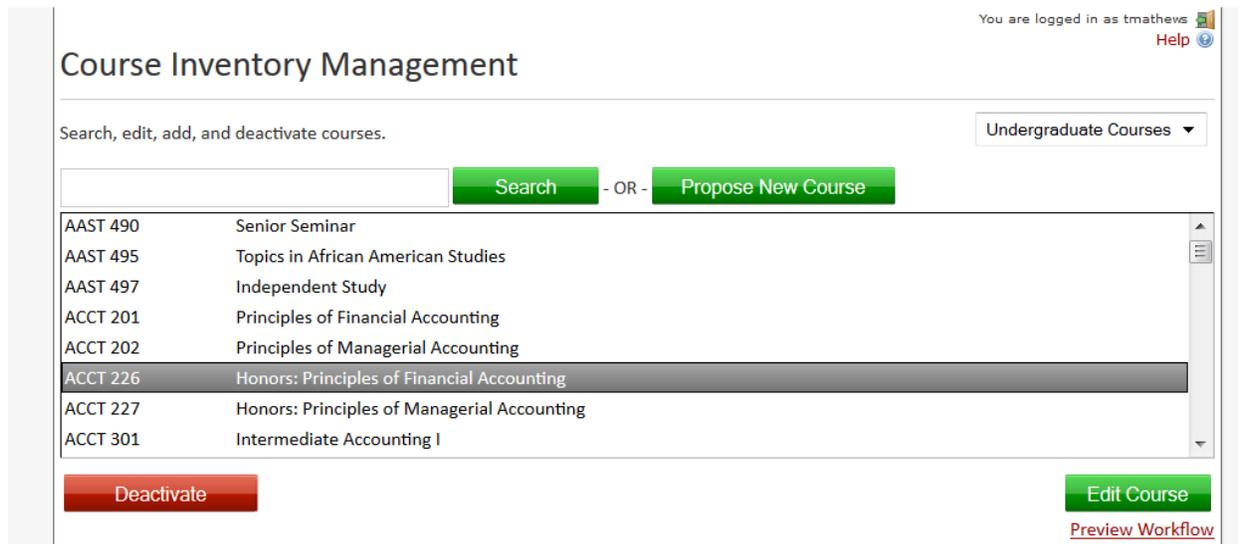
### **Old Dominion University Course Inventory Management (CIM)**

## Course Inventory Management (CIM) Proposal of New Courses, Course Changes and Course Deactivations

CIM site: [nextcatalog.odu.edu/courseadmin](http://nextcatalog.odu.edu/courseadmin)

Authorized users may update and add courses as follows:

- For new courses *Propose New Course* is selected and data elements are entered.
- For course changes and deactivations, steps include:
  - selecting Search
  - selecting Edit Course or Deactivate
  - completing the data elements to be changed or an end term for course deactivation
- The *help* icon  offers additional information regarding entering the data elements. Help may also be found at [Help.courseleaf.com](http://Help.courseleaf.com).



Course Inventory Management

You are logged in as tmathews [Help](#)

Search, edit, add, and deactivate courses. Undergraduate Courses

Search - OR - Propose New Course

AAST 490	Senior Seminar
AAST 495	Topics in African American Studies
AAST 497	Independent Study
ACCT 201	Principles of Financial Accounting
ACCT 202	Principles of Managerial Accounting
ACCT 226	Honors: Principles of Financial Accounting
ACCT 227	Honors: Principles of Managerial Accounting
ACCT 301	Intermediate Accounting I

Deactivate Edit Course [Preview Workflow](#)

*CONTACTS (for authorization and assistance):*

Undergraduate Courses

757.683.3260

Graduate Courses

757.683.6406

**Appendix E**

**State Council of Higher Education for Virginia  
Policies, Procedures, Forms**

# State Council of Higher Education for Virginia

## State-Level Requirements for Approval of Various Academic Program Actions At Public Institutions

This process chart was developed by SCHEV staff as a reference guide for public institutions seeking state action on academic programs. **Yellow shaded actions require preparation of program proposals.** Non-shaded actions require submission of designated forms and narrative statements. SCHEV's policy for "Academic Programs at Public Institutions: Policies and Procedures for Program Approvals and Changes" contains definitions of these terms, specific policy statements, and detailed instructions. Forms and guide documents are provided below.

 [2016 Academic Approval Policy](#) (Full print version)

Academic Program Action Sought by Institution	Council Approval	SCHEV Staff Approval	Action Reported to SCHEV
C.A.G.S. or Ed.S. <sup>1</sup>	X		
Certificates			X
CIP Code Change		X	
Degree Designation Change <sup>1</sup>		X	
First Professional Degree <sup>1</sup>	X		
Health Program <sup>1,2</sup>	X		
New Degree Program <sup>1</sup>	X		
Program Discontinuance		X <sup>4</sup>	X <sup>4</sup>
Program Merger		X <sup>4</sup>	
Program Modification		X	X <sup>3</sup>
Program Title Change		X	
Spin-Off Degree Program		X	
Sub Areas: Concentration, Emphasis, Focus, Major, Option, or Track			

<sup>1</sup> If a proposed academic program will elevate a public institution to a new degree level then, the institution must also seek approval to change its degree-level authority through the appropriate state procedures.

<sup>2</sup> §23.1-203(25) The State Council of Higher Education is hereby designated the planning and coordinating agency for all post-secondary educational programs for all health professions and occupations.

<sup>3</sup> Degree modifications defined as simple are reported to SCHEV. See guidelines and procedures.

<sup>4</sup> Submit the "Intent to Discontinue an Academic Program" cover sheet and requisite narrative. Action to remove a degree designation must be approved by SCHEV staff.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
PROGRAM PROPOSAL COVER SHEET**

1. Institution	2. Program action (Check one): New program proposal _____ Spin-off proposal _____ Certificate proposal _____
3. Title of proposed program	4. CIP code
5. Degree designation	6. Term and year of initiation
7a. For a proposed spin-off, title and degree designation of existing degree program	
7b. CIP code (existing program)	
8. Term and year of first graduates	9. Date approved by Board of Visitors
10. For community colleges: date approved by local board _____ date approved by State Board for Community Colleges _____	
11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)	
12. Location of program within institution (complete for every level, as appropriate).  Departments(s) or division of _____  School(s) or college(s) of _____  Campus(es) or off-campus site(s) _____  Distance Delivery (web-based, satellite, etc.) _____	

13. Name, title, telephone number, and e-mail address of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding this program proposal.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**  
**SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM**

**Instructions:**

- Enter the appropriate dates at the top of each column.
- Provide **fall headcount enrollment (HDCT)** and **annual full-time equivalent student (FTE) enrollment**. Round the FTE to the nearest whole number.
- Assumptions: Provide data for 1. Retention (%); 2. Part-time students (%); 3. Full-time students (%); 4. Expected time to graduation (in years) for full-time and part-time students; and 5. Number of credit hours per semester for full-time and part-time students.

**Note:** **Target Year** refers to the year the institution anticipates the program will have achieved full enrollment. The Council will review for possible closure any program that has not met SCHEV’s productivity standards within five years of the date of first program graduates. Programs that do not anticipate meeting SCHEV productivity standards should not be proposed (see Productivity Standards). Productivity standards are not guidelines for student projected enrollment and should not be used to complete the chart below. Projected enrollment should represent actual plans for student enrollment in the program.

**Projected enrollment:**

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
<u>20 - 20</u>		<u>20 - 20</u>		<u>20 - 20</u>		<u>20 - 20</u>			<u>20 - 20</u>		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

**Note:** VCCS institutions only complete Years 1 through 4. Graduation rates must be included in Year 4, Target year for the VCCS. Four-year institutions are not to complete the GRAD rate for Year 4.

**Definitions:**

HDCT—fall headcount enrollment

FTES—annual full-time equated student enrollment

GRADS—annual number of graduates of the proposed program

**vi) Projected Resource Needs**

**Instructions:**

- In a narrative, describe the available and additional program resources anticipated in each of the following categories, explaining the need to operate the program:

full-time faculty	part-time faculty
adjunct faculty	graduate assistants
classified positions	targeted financial aid
library	telecommunications
space	equipment (including computers)
other resources (specify)	

- Describe all sources of funds and the anticipated effect of an reallocation of funds and faculty within the instructional unit.
  - In addition to the above description, a narrative **must** be included to provide detailed explanation of the amount and sources of funds allocated and/or reallocated to support the proposed program.
  - With the assistance of the institution's budget officer or chief financial officer, complete and attach the "form "Projected Resource Needs for Proposed Program." On that form:
    - answer the questions listed in Part A.
    - use the number of full-time equivalent (FTE) positions when completing the table in Part B.
    - in Part C, use 0% salary increases and no inflation factor for any other cost item.
-

## PROJECTED RESOURCE NEEDS FOR PROPOSED PROGRAM

**Part A: Answer the following questions about general budget information.**

- Has the institution submitted or will it submit an addendum budget request to cover one-time costs? Yes\_\_\_\_\_ No\_\_\_\_\_
- Has the institution submitted or will it submit an addendum budget request to cover operating costs? Yes\_\_\_\_\_ No\_\_\_\_\_
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes\_\_\_\_\_ No\_\_\_\_\_
- Will each type of space for the proposed program be within projected guidelines? Yes\_\_\_\_\_ No\_\_\_\_\_
- Will a capital outlay request in support of this program be forthcoming? Yes\_\_\_\_\_ No\_\_\_\_\_

**Part D: Certification Statement(s)**

The institution will require additional state funding to initiate and sustain this program.

\_\_Yes \_\_\_\_\_  
Signature of Chief Academic Officer

\_\_No \_\_\_\_\_  
Signature of Chief Academic Officer

**If “no,” please complete Items 1, 2, and 3 below.**

**1. Estimated \$\$ and funding source to initiate and operate the program.**

Funding Source	Program initiation year 20      - 20	Target enrollment year 20      - 20
Reallocation within the department <i>(Note below the impact this will have within the department.)</i>		
Reallocation within the school or college <i>(Note below the impact this will have within the school/college.)</i>		

Reallocation within the institution <i>(Note below the impact this will have within the institution.)</i>		
Other funding sources <i>(Specify and note if these are currently available or anticipated.)</i>		

**2. Statement of Impact/Funding Source(s). A separate explanation is required for each source used.** (click on the line to start typing)

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**3. Secondary Certification.**

If resources are reallocated from another unit to support this proposal, the institution will **not** subsequently request additional state funding to restore those resources for their original purpose.

\_\_\_ Agree \_\_\_\_\_  
Signature of Chief Academic Officer

\_\_\_ Disagree \_\_\_\_\_  
Signature of Chief Academic Officer

*STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA*  
**FORMAT FOR REVISING ACADEMIC PROGRAM**  
**TITLE, CIP CODE OR DEGREE DESIGNATION**  
**COVER SHEET**

1. Institution	2. Program action (Check all that apply): Change of program title _____ Change of CIP code _____ Change of degree designation _____
3. Title, existing program	
4. Degree designation, existing program	5. CIP code, existing program
6. Last term and year for granting existing degree	
7. New program title (if applicable)	
8. Degree designation, add ____ revised _____	9. CIP code, revised program
10. Term and year of initiation, revised program	11. Term and year of first graduates, revised program
12. Location of program within institution (complete for every level, as appropriate). If any organizational unit(s) will be new, identify the unit(s).  Department(s) of _____  Division(s) of _____  School(s) or colleges of _____  Campus (or off campus site) _____	

13. Name, title, and telephone number(s) of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding the revision.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
MODIFIED ACADEMIC DEGREE PROGRAM  
COVER SHEET**

1. Institution	2. Type of Modification (Check all that apply) Credit hours _____ Curriculum change _____ New delivery format _____
3. Name/title, existing degree program	
4. New program name/title (if applicable)	
5. Degree designation, existing program	6. CIP code, existing degree program
7. Original degree program approval date (month and year) by Council _____ Degree designation and name/title _____ CIP code (If degree program was approved after 1980.) _____	
8. Delivery Format(s), existing program (face-to-face/site-based, web-based, hybrid, satellite)	
9. Delivery Format(s), modified program (face-to-face/site-based, web-based, hybrid, satellite)	
10. Term/year of initiation, modified program	11. Term/year of first graduates, modified program
12. For community college: local board approval date	13. Date approved by Board of Visitors or State Board for Community Colleges
14. If the existing or modified program is/will be collaborative or joint, identify collaborating institution(s) and attach letter(s) of support from corresponding chief academic officers(s).	
15. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices). Department(s) or division of _____ School(s) or colleges of _____ Campus(es) or off-campus site(s) _____	
16. Name, title, and telephone number(s) of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding the modified program.	

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
 FORMAT FOR MERGING ACADEMIC PROGRAMS  
 COVER SHEET**

1. Institution	
2. Title, degree designation, and CIP code, existing program # 1	
3. Title, degree designation, and CIP code, existing program # 2	
4. Title, degree designation, and CIP code, all additional existing programs	
5. If existing or merged programs are/will be collaborative or joint, identify collaborating institution(s) and attach letter(s) of support from corresponding chief academic officers(s)	
6. Last term/year for granting existing degree	7. Title, merged program
8. Degree designation, merged program	9. CIP code, merged program
10. Term/year of initiation, merged program	11. Term/year of first graduates, merged program
12. Location of program within institution (please complete for every level, as appropriate). If any of these organizational units will be new, please so indicate.  Department(s) of _____  Division(s) of _____  School(s) or colleges of _____  Campus (or off-campus site) _____	
13. Name, title, and telephone number(s) of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding the merger.	

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**  
**SUMMARY OF PROJECTED ENROLLMENTS IN THE MERGED PROGRAM**

Institution: \_\_\_\_\_ New program title: \_\_\_\_\_  
 CIP code: \_\_\_\_\_ Degree level: \_\_\_\_\_ Initiation date: \_\_\_\_\_

**Instructions:**

Put the appropriate dates at the top of each column. Provide a **fall headcount** and an **annual FTE**. Round the FTE to the nearest whole number.

**Part 1: Projected enrollment:**

20 - 20		20 - 20		20 - 20	
HDCT	FTES	HDCT	FTES	HDCT	FTES
_____	_____	_____	_____	_____	_____

**Part 2: Please check the student level(s) included in the figures above.**

**Undergraduate**

- Lower occupational/technical
- Lower bachelor's
- Upper bachelor's

**Graduate**

- First year
- Advanced
- First professional

**PROJECTED FTE POSITIONS FOR THE MERGED PROGRAM**

**Complete the following table.**

	Current FTE positions all programs to be merged 20 - 20	First year of merged program 20 - 20	Second year of merged program 20 - 20
Full-time faculty			
Part-time faculty			
Graduate assistants			
Classified positions			
<b>TOTAL</b>			

**State Council of Higher Education for Virginia  
 INTENT TO DISCONTINUE AN ACADEMIC DEGREE PROGRAM  
 COVER SHEET**

1. Institution	
2. Degree program title	
3. Degree designation	4. CIP code
5. Degree program approval date by Council	
6. Date beyond which no new enrollments will be accepted	7. Desired termination date for reporting degrees (semester and year)
8. For community colleges: local board discontinuance date	9. Board of Visitors or State Board for Community Colleges discontinuance date
<p>10. <b>For Critical Shortage Area Only.</b> Check all that apply and explain.</p> <p style="margin-left: 40px;"> <input type="checkbox"/> Lack of student demand                      <input type="checkbox"/> Lack of market demand  <input type="checkbox"/> State-wide public program duplication      <input type="checkbox"/> Other (Please describe)         </p> <p>Explanation: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>List constituents impacted by action.</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>11. If collaborative or joint program, identify collaborating institution(s). <b>Note:</b> Each collaborating institution must submit a separate "Intent to Discontinue" form.</p>	
<p>12. Name, title, e-mail address, and telephone number(s) of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding the discontinuance.</p>	

**State Council of Higher Education for Virginia**  
**Virginia Public Higher Education Policy on Program Productivity**

*Effective October, 2013*

**I. Statutory Duties Related to Program Productivity Review at Public Institutions**

The Code of Virginia §23-9.6:1, charges the State Council of Higher Education for Virginia (SCHEV) with various duties and accords Council the authority to carry out those duties.

**Duty #6**

- To review and require the discontinuance of any academic program which is presently offered by any public institution of higher education when the Council determines that such academic program is (i) nonproductive in terms of the number of degrees granted, the number of students served by the program, evidence of program effectiveness, or budgetary considerations, or (ii) supported by state funds and is unnecessarily duplicative of academic programs offered at other public institutions of higher education in the Commonwealth. As used herein, ‘academic programs’ includes both undergraduate and graduate programs (§23-9:6.1.6).
- The Council shall make a report to the Governor and the General Assembly with respect to the discontinuance of any academic program. No such discontinuance shall become effective until thirty days after the adjournment of the session of the General Assembly next following the filing of such report (§23-9:6.1.6).

**Duty #15**

- To adopt such rules and regulations as the Council believes necessary to implement all of the Council’s duties and responsibilities as set forth in the Code. The various public institutions of higher education shall comply with such rules and regulations ((§23-9.6:1.15).

**II. Principles Guiding Review of Program Productivity**

Council executes its duty to review the productivity of academic degree programs in furtherance of its general responsibility “to promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the State of Virginia” (§23-9.3[a]). Accordingly, this policy and the process it governs seek to accomplish the following goals:

- to establish minimal quantitative standards for program productivity in terms of program enrollment and degrees granted;
- to prompt the rigorous institutional review of program productivity, which must include—but need not be limited to—the examination of programs in terms of the SCHEV quantitative standards;

- to utilize the program productivity review to promote the efficient use of resources, including—but not limited to—minimizing unnecessary duplication of academic programs;
- to account for relevant qualitative and mission-related factors in deciding the final disposition of programs under review.

### III. Program Productivity Review Stages

SCHEV will review the productivity of academic degree programs at public institutions once every five years. The review will encompass all academic degree programs at all public institutions of higher education. For purposes of this review, Certificates of Advanced Graduate Study (CAGS) and Educational Specialist (Ed.S.) degrees will be treated as academic degree programs subject to review. Minors, concentrations, and the like will not be subject to review.

Associate degree programs are included in the SCHEV productivity review. Council has delegated to the State Board for Community Colleges the functional responsibility to review and discontinue any nonproductive community college associate degree programs. Quantitative standards applicable to associate degree programs are included in the appendix to this policy: “Virginia Community College System—Standards for Productivity Review of Associate Degree Programs.” Associate degree standards specified there will also be applicable to relevant degree programs at Richard Bland College.

- Stage 1**      Following completion of the fifth year enrollment data collection, SCHEV will provide official notice to four-year public institutions and Richard Bland College of academic degree programs that fail to meet quantitative standards for FTE enrollment and number of graduates. Institutions will notify SCHEV promptly of any exemptions, data corrections, or data aggregation options that may be used to remove targeted programs from further review.
- Stage 2**      Each four-year institution and Richard Bland College will make a submission to SCHEV, which includes:
- (i) a report of all degree program discontinuances since the last program productivity review;
  - (ii) notification via the “Institutional Action Form” provided in this policy, for each targeted program, whether the institution is
    - discontinuing the program; or
    - providing justification for continuing the program.
  - (iii) *optional*: a description of institutional planning priorities and deliberative processes that have informed its overall approach to the review of program productivity.

The VCCS will report the results of its program productivity reviews and the totality of program discontinuances over the last five years.

- Stage 3** SCHEV staff reviews institutional submissions. SCHEV may request additional information and/or meetings with institutions to discuss the overall implications of potential actions that may be taken with regard to targeted programs.
- Stage 4** Following the review of all submissions, SCHEV staff will submit to Council recommendations for action. The final plan approved by Council will include a closure effective date for each program to be discontinued. It is anticipated that recommendations will be submitted at the March meeting and a final plan will be approved at the July meeting, although these targets are subject to modification.
- Stage 5** Following Council's final action, SCHEV will submit a report on program discontinuances to the Governor and General Assembly, as per Code of Virginia §23- 9.6:1.

#### **IV. Four-Year Institution Program Productivity Quantitative Standards**

##### **A. Formula for Graduates**

$([\text{Student/faculty ratio}] \times [\text{number of FTEF}=2]) \div (\text{number of years to complete the degree}) = \text{minimum \# of graduates per year.}$

##### **Variables:**

Student/faculty ratio—derived from the base adequacy policy

Number of FTEF—two faculty FTE assumed per program

Number of years to complete the degree—baccalaureate (4); masters/professional (3); doctoral (5)

##### **Illustrative Calculations:**

Bachelor's degree in Business:  $24 \text{ Students/Faculty} \times 2 \text{ FTEF} \div 4 \text{ years} = 12 \text{ graduates per year}$

Master's degree in Business:  $11 \text{ Students/Faculty} \times 2 \text{ FTEF} \div 3 \text{ years} = 7 \text{ graduates per year}$

Doctorate in Business:  $9 \text{ Students/Faculty} \times 2 \text{ FTEF} \div 5 \text{ years} = 4 \text{ graduates per year}$

Prof degree in Law:  $17 \text{ Students/Faculty} \times 2 \text{ FTEF} \div 3 \text{ years} = 11 \text{ graduates per year}$

**B. Formula for FTE enrollment**

([Student/faculty ratio] X [number of FTEF=2]) = FTE enrollment.

**C. Four-Year Institution Quantitative Standards by Discipline and Level**

Discipline Groupings (as per Base Adequacy)	Baccalaureate		Master's/Prof		Doctoral	
	FTE	Grads	FTE	Grads	FTE	Grads
<b>Group 1</b>	48	12	22	7	18	4
Area Studies						
Business & Management						
Interdisciplinary Studies						
Library Science						
Military Science						
Public Affairs						
Social Sciences						
Study Abroad						
<b>Group 2</b>	40	10	20	7	16	3
Communications						
Education						
Home Economics						
Letters						
Mathematics						
Psychology						
<b>Group 3a</b>	36	9	18	6	14	3
Agric & Natl Resources						
Architec & Env Design						
Computer/Information Sys						
Fine & Applied Arts						
Foreign Languages						
<b>Group 3b</b>	36	9	16	5	12	2
Biological Sciences						
Engineering						
Physical Sciences						
<b>Group 4</b>	24	6	14	5	10	2
Health Professions <sup>1</sup>						
Pharmacy	-	-	12	4	-	-
<b>Other</b>	-	-	34	11	-	-
Law						

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<sup>1</sup> Excludes medicine, dentistry, and veterinary medicine

## D. Utilization of Quantitative Standards in Program Productivity Review

**Stage 1** of the program productivity review consists of SCHEV notifying institutions as to which programs have not satisfied both applicable standards (FTE and Grads) as specified in the table above. Upon receiving this notice, institutions should promptly review the information for targeted programs at the following link, <http://research.schev.edu/productivity/default.asp>, and report any apparent inaccuracies to SCHEV. If a data correction results in a program satisfying a previously failed quantitative standard, that program will be removed as a target of the productivity review. At this time, institutions should also notify SCHEV whether they wish to exercise any of the following options to remove eligible programs from further review:

- Five-Year Exemption. Any program that has been in existence for five or fewer years (i.e., since 2008-09) may be exempt from review, at request of the institution.
- Aggregating Data for Programs at the Same Level. For programs that offer more than one degree option in the same subject at the same level, SCHEV may consider aggregated data for all options at that level (e.g. BA/BS in Sociology, or MA/MFA in Music). Normally, this option will require that the aggregated programs have the same CIP code.
- Aggregating Data for Programs at the Master's and Doctoral Levels. For programs with the same CIP code that are offered at the master's and doctoral levels, data on enrollment and graduates may be combined to meet the applicable productivity standards. In such cases, aggregated data for the programs must satisfy the *aggregated productivity* standards for the programs in question.

## V. Justification of Targeted Programs on Qualitative Grounds

If a targeted program is not eligible for the five-year exemption and “data aggregation” does not apply, the institution must submit a completed “Institutional Action Form,” indicating whether it will discontinue the program or seek to justify its continuation. If seeking continuation, the institution must indicate which qualitative criteria apply to the program in question and submit supporting documentation for each criterion. Qualitative criteria are indicated on the Institutional Action Form. In general, in order for a proposed justification to be successful, the targeted program must receive a compelling defense in terms of mission centrality, efficient use of resources, quality, and institutional commitment. The specified qualitative criteria are intended to elicit a full range of factors according to which a compelling defense can be made. SCHEV may request additional information with regard to any particular targeted program or with regard to an institution's overall approach to program productivity review and program discontinuances.

**Program Productivity Review: *Institutional Action Form***  
**Complete a separate form for each targeted program**

1. Institution		
2. Program title		
3. CIP Code	4. Degree designation (e.g., AA, BS, MBA, PhD)	5. Date

**Check one of the following to indicate action the situation will take concerning this program:**

- Institution will close the program. Closure date: \_\_\_\_\_
- Institution seeks to justify continuation of the program on qualitative grounds and is submitting required documentation. *Proceed to "Program Justification" below.*

	Check if applies	Qualitative Criterion
1.		Program is central to the institution's mission. <i>(Provide justification.)</i>
2.		Program courses support general education and/or professional programs. <i>(Provide five-year average of FTE enrollments for lower- and upper-division courses taught by faculty dedicated to the program.)</i>
3.		Interdisciplinary program. <i>(Provide evidence that a majority of required courses in the curriculum are shared with other degree programs.)</i>
4.		Program shares a substantial number of courses and faculty with other similar programs. <i>(Provide CIP codes for other programs and evidence of shared resources.)</i>
5.		Student or employer demand, or demand for intellectual property is high and external funding for research will be jeopardized by program closure. <i>(Provide evidence and cite sources of demand or funding.)</i>
6.		Program provides access to an underserved population or geographical area. <i>(Provide justification.)</i>
7.		Program meets a unique need in the region, Commonwealth, or nation. <i>(Provide justification.)</i>
8.		Program has performed well in objective external qualitative reviews. <i>(Provide excerpts from recent review[s] attesting to program quality.)</i>
9.		Institution has specific plans to bolster program performance and increase enrollment and graduates per year. <i>(Explain.)</i>
10.		Other <i>(Explain and provide justification.)</i>

## **VI. Staff Recommendations and Council Action**

Following review of institutional submissions, staff will recommend actions to Council. Council action will generally be to continue or discontinue a targeted program. In certain exceptional cases, Council may place restrictions or ask for follow-up reports on a program that has been approved to continue.

In cases where an institution and SCHEV staff have not been able to come to agreement on a program or programs, the institution may request to appear before Council before final action is taken.

**State Council of Higher Education for Virginia**  
*Certificate Program Definitions*

These certificate definitions were developed by SCHEV staff to guide public institutions in preparing submissions to SCHEV when instituting new certificate programs. Generally, any new certificate program should fall within the boundaries of one of the categories of certificate listed below.

**Note:** If it should be necessary—due to particular disciplinary, certification, or other requirements—to design a certificate program that departs from these parameters, the institutional submission should include an appropriate explanation and citation of applicable external standards.

**Baccalaureate/undergraduate certificate**

A program of study in which all course work is at the bachelor level. The required number of courses varies, with a minimum of 9 credit hours and a maximum of 18 credit hours.

**Post-baccalaureate certificate**

A program of study designed to further undergraduate education that does not require enrollment in a graduate-level degree program. The required number of courses varies, with a minimum of 9 credit hours and a maximum of 15 credit hours of coursework beyond the bachelor's degree. The majority of required courses are at the graduate level with a limited number of courses at the upper division baccalaureate level. A prerequisite of a baccalaureate degree is required for admission.

**Graduate Certificate**

A program of study requiring graduate level coursework in a particular subject or area of specialization. The required number of courses varies, with a minimum of 12 credit hours and a maximum of 24 credit hours. A prerequisite of a baccalaureate degree is required for admission.

**Post-Professional Certificate**

A program of study in which the required number of courses varies, with a minimum of 12 credit hours and a maximum of 24 credit hours of graduate level coursework. A prerequisite of a baccalaureate degree or master's degree and licensure or national certification in a professional field is required for admission.

**Certificate of Advanced Graduate Study (CAGS)**

A program of study that is intermediate between the master's and doctorate level. The required number of courses varies depending on the discipline and coursework consists of advanced graduate study. A prerequisite of a master's degree is required for admission.

**Note:** Graduate certificate programs requiring more than 24 credit hours will be reviewed to determine whether the program of study is a certificate of advanced graduate study (CAGS).

June 6, 2014

## **Appendix F**

**Example of Successful Graduate Program  
Through Internal and External Processes  
Program Launched 2017**

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
PROGRAM PROPOSAL COVER SHEET**

<p>1. Institution  Old Dominion University</p>	<p>2. Academic Program (Check one): New program proposal    <u>  X  </u> Spin-off proposal        <u>      </u> Certificate document     <u>      </u></p>
<p>3. Name/title of proposed program Park, Recreation and Tourism Studies</p>	<p>4. CIP code 31.0301</p>
<p>5. Degree/certificate designation Master of Science</p>	<p>6. Term and year of initiation Fall 2017</p>
<p>7a. For a proposed spin-off, title and degree designation of existing degree program</p> <p>7b. CIP code (existing program)</p>	
<p>8. Term and year of first graduates Spring 2019</p>	<p>9. Date approved by Board of Visitors December 3, 2015</p>
<p>10. For community colleges: date approved by local board date approved by State Board for Community Colleges</p>	
<p>11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)</p>	
<p>12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices).</p> <p>Departments(s) or division of <u>Department of Human Movement Sciences</u></p> <p>School(s) or college(s) of <u>Darden College of Education</u></p> <p>Campus(es) or off-campus site(s) <u>Norfolk Campus</u></p> <p>Mode of delivery: face-to-face _____ distance (51% or more web-based) _____ hybrid (both face-to-face and distance) <u>  x  </u></p>	
<p>13. Name, title, telephone number, and e-mail address of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding this program proposal. Jeanie Kline, Ed.D. Special Assistant to V. Provost 757.683.3261 jkline@odu.edu</p>	

**Proposal for the Master of Science in Park, Recreation and Tourism Studies  
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## Description of the Proposed Program

### **Program Background**

Old Dominion University (ODU) seeks approval to offer a Master of Science in Park, Recreation and Tourism Studies (PRTS) to begin fall of 2017 in Norfolk, Virginia. The program will be located in the Darden College of Education's Department of Human Movement Sciences.

The purpose of the M.S. in Park, Recreation and Tourism Studies (PRTS) will be to prepare students for executive/upper-level management positions in the park, recreation and tourism field, with a particular focus on managing public recreation and tourism resources (e.g., municipal parks, state parks, national parks and open spaces). In order for top-level executives to effect change and have informed policy formulation, it will be necessary to expose students to theories related to recreation and tourism management and their application, using methodological approaches and statistics to properly inform decision-making.

The proposed program focuses on the professionalization of the park, recreation and tourism practitioner. A need exists for highly trained executives who can be a well-rounded, competent executives to tackle the ever-widening scope of responsibility in the park, recreation and tourism field. A comprehensive, malleable graduate program can prepare them in these areas.

Graduates will be knowledgeable regarding principles of recreation management at local, state and national levels, and prepared to address the needs of constituent communities, while managing man-made and natural resources. Thus, graduates will be provided the tools for managing park, recreation and tourism entities, overseeing human resources, examining community relations, and writing grants for continued or future programming. Further, graduates wishing to pursue adjunct teaching will have expertise in the content required for teaching park, recreating and tourism undergraduate classes; they will also be provided the opportunity to take courses related to faculty preparation at no cost, with the teaching certification appearing on their transcript.

The M.S. in PRTS will be unique in Virginia. It will be the only program in the Commonwealth:

1. to have a uniquely "park" focus in its curriculum;
2. to be aligned with the National Recreation and Park Association's content for the Certified Park and Recreation Executive national certification/designation; and
3. to require a grant writing course as part of its curriculum.

The proposed program incorporates the three areas of parks, recreation and tourism. The importance of all three is that park resources are used by both recreationists (i.e., local residents/participants who recreate in parks and open spaces) and tourists (i.e., visitors/non-local participants who recreate in parks and open spaces). In an era of doing more with less, traditional park and recreation educational programs have expanded their perspectives to include tourism aspects as they relate to the administration and provision of services at local, state and national parks. Recreation and tourism are related because recreation revolves around local participants, whereas tourism is recreation outside of one's local area.

This alignment is evident in current practices in the industry where municipalities have merged park districts with convention and visitors bureaus in order to maximize tourism revenues and economies of scale at local levels. Examples of this trend at different organizational levels can be found in the City of Chesapeake, VA, the City of Newport News, VA, Botetourt County, VA, and the state of South Carolina, all of whom established departments, offices or other units in Parks, Recreation and Tourism.

Similarly, a number of graduate programs now reflect this trend. Such programs may be found at the following institutions:

- Clemson, Department of Parks, Recreation and Tourism Management, offering M.S., and Ph.D. programs in Parks, Recreation, and Tourism Management
- Pennsylvania State, Department of Recreation, Park, and Tourism Management, where students may pursue a M.S. or Ph.D. in Recreation, Park, and Tourism Management
- North Carolina State, Department of Parks, Recreation & Tourism Management, offering M.S., and Ph.D. in Parks, Recreation and Tourism Management

A focus of park/recreation-oriented programs is on resource-based processes at parks and open spaces frequented by visitors, mostly in the not-for-profit/public sector, and oriented towards the management and administration of tourist destination amenities, such as parks, festivals, attractions, and events that bring tourists to an area. McLean and Hurd (2015) noted that “[there] is a mandate to embrace tourism, the world’s largest economy ... in ways that have not been done before. Partnerships are only a part of the role to be taken; there is a need [for a park and recreation agency] to think like a tourist destination (see Appendix I excerpt, p. 394).”<sup>2</sup> In fact, many national parks are tourism destinations in their own right.

### **Mission**

The mission of the institution says: “Old Dominion University, located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation and the world through rigorous academic programs, strategic partnerships, and active civic engagement.”

The Master of Science in Park, Recreation and Tourism Studies will align with this mission by providing a rigorous academic program that will prepare graduates for careers in the management, supervision, and administration of parks, recreation, and tourism resources. Students will be actively engaged in the local community, promoting quality of life through planning, managing and administering recreation and tourism activities that are individually enriching and socially beneficial.

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<sup>2</sup> McLean, D.D., & Hurd, A.R. (2012). Kraus’ Recreation and Leisure in Modern Society (9<sup>th</sup> ed.). Sudbury, MA: Jones & Bartlett Learning. (Excerpt available in Appendix I)

## **Admission Criteria**

Applicants for the M.S. in Park, Recreation and Tourism Studies are required to submit credentials to Old Dominion University for consideration. The criteria for acceptance include:

- A completed online application via [www.odu.edu/admission/graduate](http://www.odu.edu/admission/graduate)
- A baccalaureate degree from a regionally-accredited institution or an equivalent degree from a foreign institution
- An overall 2.8 (on a 4.0 scale) or higher cumulative GPA in the undergraduate degree\*
- A GPA of 3.0 or higher in the undergraduate major courses
- A combined GRE score of 291 or higher (verbal and quantitative sections) or a score of 400 or higher on either the GMAT or MAT\*
- Three letters of recommendation (from former faculty and/or employers)
- An essay describing the applicant's educational and career goals
- Copy of current resume
- A Test of English as a Foreign Language (TOEFL) score of 550 on the paper-based test (or 79-80 on the iBT) for non-native English speakers

\* Students who have a low GPA or a low score on standardized testing may be considered for admission on provisional status.

Admission as a graduate student at ODU does not imply acceptance into the Master of Science in Park, Recreation and Tourism Studies. A program admissions committee—with the Graduate Program Coordinator and at least two other faculty members from PRTS—will meet to consider applications and make determinations regarding acceptance to the program.

Students with previously completed graduate coursework at a regionally-accredited institution may submit a request for a maximum of 12 credit hours to be transferred. Such transfer hours would go through the admission committee for approval, and if approved, added to the transcript. Transfer courses may be accepted for research course requirements or electives, but may not be used to meet core course requirements.

## **Target Population**

The Master of Science in Park, Recreation and Tourism Studies (PRTS) targets individuals interested in advancing their knowledge and skills in order to secure executive/upper-level leadership positions in the field of park, recreation and tourism. The degree is aimed at those for whom a graduate degree could potentially aid them in pursuit of their goal of becoming a recreation/tourism administrator and/or adjunct instructor in the discipline. There are three groups that are potential targets for the PRTS proposed program:

(1) Undergraduates who are majors and non-majors.

PRTS majors from ODU and other accredited universities will be sought. Because accredited undergraduate PRTS programs require courses in accounting, marketing, administration, and finance, in addition to an internship, current PRTS majors or recent alumni will be an important market

- a. for the degree. Virginia Wesleyan College and Radford University offer undergraduate programs in Virginia, and undergraduate coordinators have expressed interest in ODU's proposed PRTS graduate program. PRTS undergraduate majors who have some work experience in the field while attending university would be a primary segment of this target market.
  - b. Non-majors who are in business, communication, and biology often find themselves in parks, recreation or tourism careers with some experience, but cannot advance to administrative roles without a master's in PRTS.
- (2) Alumni or Professionals in the field who have a B.S. degree, have field experience, some administrative experience, and would like an advanced degree to achieve a higher administrative role would be an additional target market and strong candidates for the M.S. in PRTS; and
- (3) Campus recreation administrators would also be targeted. Such individuals likely have experience in running campus recreation programs and working in higher education environments; in their desire to pursue administration they will require additional exposure to administrative knowledge, skills and abilities related to the recreation field. Campus recreation environments currently requires or prefers master's degrees in most supervisory/director positions.

### **Curriculum**

The proposed program, comprised of 30 graduate credit hours, is designed to prepare students and practitioners for advanced study in the concepts, theories, research, management, and administration of the park, recreation and tourism industry. The M.S. in PRTS seeks to give students advanced administrative and empirical knowledge related to organizational decision-making and recreation/tourism agency management.

The focus is on management and administration of an entire department or organization/agency, often with budgetary or human resources responsibilities – a more macro level approach. Expected knowledge, skills and abilities from the M.S. in PRTS would include proper assessment, testing and evaluation; understanding of trends and demographics, psychographics; ability to implement data collection methods, reporting, application and sharing of findings; and knowledge of grant writing.

The program combines social science and management concepts and theories with applied problem-solving techniques specific to the park, recreation and tourism industry. The core courses will provide the necessary knowledge and competencies (knowledge, skills, and abilities) for those seeking advancement in higher level administrative jobs in the park, recreation and tourism industries. The graduate student would need to know research and statistics, justification for budget requests, long range planning and human resource management, communication and planning, reports and grant writing, an awareness of current issues and trends for residents/tourists, and forward thinking based on sound application of leisure theories and services.

Students will complete courses focused on the sociological and psychological aspects of recreation, motivational theories, “best practices” in park management, and user behavior analysis. They will have a broad understanding of the history, philosophy and psychology that go into recreation delivery systems and recreation management, and specific knowledge and skills related to a range of decision-making for upper level management positions. Ultimately, students of the proposed program will be immersed in course work that develops leadership skills and advanced knowledge in parks, recreation and tourism.

Two research courses are required, including one in applied statistics and the other in research methods. They will add to students’ ability to analyze data gathered in the field.

Students must choose from one of two capstone options: a 6-credit thesis or a 3-credit non-thesis/research project and an additional elective course. The thesis option requires a successful defense of the thesis prospectus. The non-thesis (research project) option requires successful completion of a comprehensive examination covering the four required PRTS core courses.

New courses are denoted with an asterisk.

Park, Recreation & Tourism Studies Core: 12 credits required

- PRTS 650 Contemporary Issues in Park, Recreation and Tourism (3 credits)
- \*PRTS 720 Advanced Leisure Theories and their Applications (3 credits)
- \*PRTS 740 Recreation Management for Administrators (3 credits)
- \*PRTS 770 Grant Writing for Parks, Recreation and Tourism (3 credits)

Research Core: 6 credits required

- FOUN 612 Applied Research Methods (3 credits)
- FOUN 722 Introduction to Applied Statistics and Data Analysis (3 credits)

Restricted Electives: 6-9 credits (depending on Capstone Experience option)

- PRTS 619 Strategic Marketing for Parks, Recreation and Tourism (3 credits)
- PRTS 697 Independent Study in PRTS (3 credits)
- \*PRTS 710 Tourist Behavior and Market Research (3 credits)
- \*PRTS 730 Park Management for Professionals (3 credits)
- \*PRTS 760 Advanced Sustainable Tourism Management (3 credits)
- \*PRTS 780 Youth Development in Recreation (3 credits)
- SMGT 738 Fiscal Planning and Management in Sport (3 credits)
- SMGT 752 Facility Management for Sport and Recreation (3 credits)
- SMGT 753 Sponsorship and Event Planning (3 credits)
- SMGT 760 Legal Aspects of Sport and Recreation (3 credits)
- PADM 671 Public Budgeting and Financial Management (3 credits)
- PADM 711 Urban Services Administration (3 credits)
- PADM 714 Public-Private Partnerships (3 credits)
- PADM 715 Management of Nonprofit Organizations (3 credits)
- PADM 745 Managing Development and Change in Organizations (3 credits)

Capstone Experience: 3-6 credits required

Thesis Option:

PRTS 698 Thesis (3 credits)

PRTS 699 Thesis (3 credits)

Research Project/Non-Thesis Option:

PRTS 636 Research Project (3 credits)

Capstone options selected by students have various components, as denoted below.

#### Thesis option requirements

Students completing the thesis option must prepare and present a thesis that is acceptable to the thesis director and committee and the graduate program director. The thesis must represent—in content and methods—the skills, disciplines and knowledge required for graduate study, including competence in written language. Students are expected to complete 6 credits of thesis (PRTS 698/699) towards their degree following completion of 12 credit hours of degree requirement courses.

**Committee Selection:** Each student must form a master's committee comprising three individuals. Two members of the committee must be tenured or tenure-track graduate faculty members of the Department of Human Movement Sciences. A third member could be from within or outside the department. Faculty members in cooperating academic units can serve as primary research advisors to PRTS master's thesis students. **Proposal:** Students are expected to submit a thesis proposal after forming their master's thesis committee. The proposal will serve as a contract between the student and the committee, which establishes the goals that need to be accomplished for the committee's final thesis approval. The committee determines whether the proposal has merit and can lead to significant contributions to an area related to PRTS and whether the student has the knowledge and skills to complete the proposed work successfully and in a timely manner. The proposal must be approved by the committee. **Thesis Preparation and Oral Defense:** While preparing the thesis, the candidate enrolls in the thesis research course. The candidate can proceed to a public oral defense of the thesis once it has been approved by the committee. The defense must be announced at least two weeks in advance. The entire committee must be present at the defense. If the candidate fails to defend the thesis, the candidate may request a second defense, following the same procedures as for the initial defense. A candidate who fails a second attempt to defend the thesis is terminated from the program.

#### Non-Thesis option requirements

Students are expected to complete 3 credits of a research project (PRTS 636) towards their degree following completion of 12 credit hours of degree requirement courses. The project option is geared specifically for those students already working in the park, recreation or tourism industry, and it consists of a practical project that targets a specific problem or issue that may need to be addressed.

**Advisor Selection:** The student works under the guidance of a faculty member in the Department of Human Movement Sciences to develop and conduct a research project that will provide useful data for a park, recreation, or tourism organization. **Research Project:** While the project must represent—in content and methods—the skills, disciplines and knowledge required for graduate study, the depth and breadth of the research project is less than a thesis. This option is designed to mutually benefit the student and his/her park, recreation or Capstone Experience: 3-6 credits required

Thesis Option:

PRTS 698 Thesis (3 credits)

PRTS 699 Thesis (3 credits)

Research Project/Non-Thesis Option:

PRTS 636 Research Project (3 credits)

Capstone options selected by students have various components, as denoted below.

#### Thesis option requirements

Students completing the thesis option must prepare and present a thesis that is acceptable to the thesis director and committee and the graduate program director. The thesis must represent—in content and methods—the skills, disciplines and knowledge required for graduate study, including competence in written language. Students are expected to complete 6 credits of thesis (PRTS 698/699) towards their degree following completion of 12 credit hours of degree requirement courses.

**Committee Selection:** Each student must form a master's committee comprising three individuals. Two members of the committee must be tenured or tenure-track graduate faculty members of the Department of Human Movement Sciences. A third member could be from within or outside the department. Faculty members in cooperating academic units can serve as primary research advisors to PRTS master's thesis students. **Proposal:** Students are expected to submit a thesis proposal after forming their master's thesis committee. The proposal will serve as a contract between the student and the committee, which establishes the goals that need to be accomplished for the committee's final thesis approval. The committee determines whether the proposal has merit and can lead to significant contributions to an area related to PRTS and whether the student has the knowledge and skills to complete the proposed work successfully and in a timely manner. The proposal must be approved by the committee. **Thesis Preparation and Oral Defense:** While preparing the thesis, the candidate enrolls in the thesis research course. The candidate can proceed to a public oral defense of the thesis once it has been approved by the committee. The defense must be announced at least two weeks in advance. The entire committee must be present at the defense. If the candidate fails to defend the thesis, the candidate may request a second defense, following the same procedures as for the initial defense. A candidate who fails a second attempt to defend the thesis is terminated from the program.

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examination, taken after completion of the four core courses, which represent the basis of each section: PRTS 650, Contemporary Issues in PRT; PRTS 720, Advanced Leisure Theories and their Application; PRTS 730, Recreation Management for Administrators; PRTS 770 Grant Writing for PRT. Each of the four sections of the comprehensive exam is graded separately on a pass/fail basis. Students who fail one or more sections of the written comprehensive exams may re-take those sections via an oral exam. The oral exam may not occur in the same semester as the written exam. At least three HMS faculty members must be present for the oral exam, completed in a face-to-face format, whether in person or via web-conferencing, so the student can be seen by the faculty members during the exam. Prior to taking the oral exam, the student is required to meet with a faculty member until the faculty member ensures that the student has a thorough understanding of the material and is adequately prepared for the oral exam. These meetings may take place via email, phone, or face-to-face through video software options. If the oral exam is failed, the student will be dismissed from the Master of Science in Park, Recreation and Tourism Studies program.

#### Preparing Future Faculty Option: Certificate non-credit option

Although the curriculum is not specifically designed to “teach how to teach,” graduate students at Old Dominion University have the opportunity to earn a certificate from the Preparing Future Faculty (PFF) program.<sup>3</sup> The PFF program is designed to expose graduate students to the diverse roles, responsibilities, and rewards of an academic career. The PFF program works together with the Center for Learning and Teaching (CLT) on campus. Content from the program complements the M.S. in PRTS by offering workshops on grant writing, research skills, publishing, academic job searching, as well as workshops on preparing for an academic career (e.g., classroom preparation, using technology in the classroom, higher education operations, and classroom management techniques).

Faculty members in the PRTS program have also presented workshops in the PFF program. The PFF program is offered at no expense to the graduate student. This represents a valuable opportunity for graduate students of the M.S. in PRTS program who are seeking to be an adjunct instructor or lecturer at the undergraduate level. Additionally, upon completing the requirements<sup>4</sup> of the PFF Certificate, the “certificate is noted on the student’s transcript, and may be noted on a curriculum vita as evidence of teaching preparation.”<sup>5</sup>

Sample plans of study for full time and part time students are available in Appendix A. Course descriptions are available in Appendix B.

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<sup>3</sup> Old Dominion University. (2016). Preparing Future Faculty: Chair’s Welcome. <https://www.odu.edu/success/programs/pff> (Retrieved 9/15/16)

<sup>4</sup> Old Dominion University. (2016). PFF Certificate Requirements. <https://www.odu.edu/success/programs/pff/certificate/requirements> (Retrieved 9/15/16)

<sup>5</sup> Old Dominion University. (2016). PFF Certificate. <https://www.odu.edu/success/programs/pff/certificate> (Retrieved 9/15/16)

## **Student Retention and Continuation Plan**

In order to facilitate student success, retention and eventual graduation, the PRTS faculty plan to implement the following measures:

- Provide an initial orientation, guidelines, and a roadmap to completing the degree.
- Assign each student a faculty mentor.
- Institute a once-a-semester advising/mentoring meeting with all students to monitor students' progress towards the degree.
- Model collaboration and collegiality by involving students with current research and preparing them for conference submissions and presentations.
- Institute exit interviews for ongoing feedback to foster a supportive environment.

In addition to an orientation during the week immediately preceding the first semester of the program, students will receive ongoing advisement from the program coordinator each semester and—for those who plan to write a thesis—from their thesis director. Continuation within the program is contingent upon maintaining a 3.0 average across all academic coursework. If a student is struggling to achieve a 3.0, the advisor will work with the student to put a plan of action in place to improve academic performance. This may include such communication as recommending a tutor, recommending a change of study habits, additional resources for a difficult topic, or referral to the University's Student Success Center.

## **Faculty**

Currently, the Department of Human Movement Science has 3 faculty members who will be dedicated to the proposed program. The group includes one full professor and two assistant professors, all of whom hold terminal degrees.

Combined, the park, recreation and tourism faculty have over 30 years of teaching experience in higher education within the field of park, recreation and tourism. They have established records as productive scholars and content experts, with over 80 peer-reviewed publications among them. They have published in top tier journals as well as in specialized journals. Publications from the faculty represent works in the field related conceptual, theoretical, and applied aspects of parks, recreation and tourism, as well as quantitative and qualitative approaches to research.

Additional faculty in other departments (e.g., Sport Management, Public Administration, and Foundations) – all with terminal degrees, time in field, and teaching in their respective instructional areas – will teach research and restricted elective courses in the proposed program.

Abbreviated CVs of the faculty may be found in Appendix C.

## **Program Administration**

The program will be housed in the Department of Human Movement Sciences (HMS) within the Darden College of Education. A full-time faculty member from the department will serve as Graduate Program Coordinator (GPC); this individual will teach in the program, serve on committees, and provide administrative oversight for the Master of Science in Park, Recreation and Tourism Studies. The GPC will also ensure program compliance with University policies and procedures.

An administrative assistant, housed in the Department of Human Movement Sciences, will support the program. The administrative assistant will be helping with the processing of applications, scheduling of courses, handling registration errors, updating course offerings, and website management.

## **Student Assessment**

Students will have ongoing formative assessments such as quizzes, exams, projects and presentations as they complete the respective core and research components of the academic program. For those students choosing the non-thesis option, the PRTS program will culminate in a summative assessment of student learning in a comprehensive examination. For those students choosing to pursue a thesis as their capstone experience, the submission of the resulting study will serve as the culminating experience. The program is designed to meet the skill sets previously identified from a search of typical job descriptions for upper level administrators and managers. The expectation is that as a result of completion of the academic program, students will achieve the following learning outcomes:

- Synthesize and evaluate theoretical and practical knowledge in specific core content areas that are the foundation of the park, recreation and tourism field.
- Demonstrate and apply written, oral, and technological communication skills to express ideas, foster understanding, and effectively interact with stakeholders, including visitors, residents, employees, and board members.
- Design and manage the delivery of park, recreation and tourism services by proposing appropriate management procedures and providing ethical leadership.
- Formulate appropriate research methods to design, conduct and report research for a park, recreation or tourism agency, apply for grants, or evaluate recreation programs for organizational return on investment.

Data related to the student learning outcomes will be collected on an annual basis and reported in the University's assessment database. Evidence of student achievement of learning objectives will be assessed during the program through practical and written exams, assignments, research projects and presentations. Each course will have objectives that need to be met in order for the student to successfully pass that course.

In order to assure that students are learning the major objectives of the program, faculty will assess student learning in several ways including annual evaluation of all courses, tracking students' academic progress each semester, reviewing faculty evaluations conducted by the student and through peer evaluation.

The PRTS faculty will conduct the following activities each year as part of the efforts to assess learning:

- Analyze **student learning** in coursework by evaluating representative student research papers, case study papers, oral presentations, and assignments;
- Analyze **course evaluations** to assess faculty performance from the point of view of graduate students as it relates to the delivery of quality instruction in the classroom. Subject matter and pedagogy will be examined for necessary changes that contribute to successful student learning;
- Analyze **oral and written examinations** of student research experiences to assess how well they have mastered the learning outcomes of the program;
- Analyze **exit assessment interviews** with the graduate program coordinator. The exit interviews will focus on core curricular content and the results will be used to revise course requirements and offerings as needed.

Below is a map of the student learning outcomes (SLOs) for the M.S. in PRTS program, as well as the method of assessment associated with each. Each SLO is addressed multiple times during the curriculum because acquiring the knowledge, skills and aptitude for mastery of the objectives is a process, rather than a one-time event. For example, a student may engage in an activity such as critically analyzing research publications during three different semesters, and each time his or her understanding and skill will be further developed. At completion of the curriculum each student will have had the opportunity to demonstrate mastery of each student learning outcome.

## Curricular Map

### Master of Science in Park, Recreation and Tourism Studies Program Competencies

Student Learning Outcomes	Courses & Co-Curricular Activities that Develop Competency Course Number & Title Assessment (rubric used for grading)
1. Synthesize and evaluate theoretical and practical knowledge in specific core content areas that are the foundation of the park, recreation and tourism field.	<p>Measures:</p> <p><b>CAPSTONE – Thesis or Research Project in Park, Recreation &amp; Tourism Studies</b> Assessment: 90% of students will meet the standards of the capstone project</p> <p><b>PRTS 650 – Contemporary Issues in Park, Recreation &amp; Tourism Studies</b> Assessment: 80% of students will meet the standards on the research paper</p>
2. Demonstrate and apply written, oral, and technological communication skills to express ideas, foster understanding, and effectively interact with stakeholders, including visitors, residents, employees, and board members.	<p>Measures:</p> <p><b>CAPSTONE – Thesis or Research Project in Park, Recreation &amp; Tourism Studies</b> Assessment: 90% of students will meet the standards of the capstone project</p> <p><b>PRTS 650 – Contemporary Issues in Park, Recreation &amp; Tourism Studies</b> Assessment: 80% of students will meet the standards on the research paper</p>
3. Design and manage the delivery of park, recreation and tourism services by proposing and employing appropriate problem-solving techniques and management knowledge, skills, and abilities (e.g., administration, marketing, human resources, risk management, finance, assessment and budgeting) to maximize efficiency in an organization.	<p>Measures:</p> <p><b>PRTS 740 – Recreation Management for Administrators</b> Assessment: 80% of students will meet the standards on the Finance Assignment</p> <p><b>PRTS 740 – Recreation Management for Administrators</b> Assessment: 80% of students will meet the standards on the Risk Management Plan</p>
4. Formulate appropriate research methods to design, conduct and report research for a	Measures:

<b>Student Learning Outcomes</b>	<b>Courses &amp; Co-Curricular Activities that Develop Competency</b> Course Number & Title Assessment (rubric used for grading)
park, recreation or tourism agency, and evaluate recreation programs for organizational return on investment.	<p><b>FOUN 612 – Applied Research Methods</b> Assessment: 80% of students will meet the standards on the final comprehensive exam</p> <p><b>FOUN 722 – Introduction to Applied Statistics and Data Analysis</b> Assessment: 80% of students will meet the standards on the final course project</p> <p><b>PRTS 720 – Advanced Leisure Theories and their Applications</b> Assessment: 80% of students will meet the standards on the Critical Theory Paper</p>
5. Successfully pursue a grant, which includes the ability to search for, write, and apply for grants, as well as the ability to create a budget and timeline for grant projects.	<p>Measures:</p> <p><b>CAPSTONE – Thesis or Research Project in Park, Recreation &amp; Tourism Studies</b> Assessment: 90% of students will meet the standards of the capstone project</p> <p><b>PRTS 650 – Contemporary Issues in Park, Recreation &amp; Tourism Studies</b> Assessment: 80% of students will meet the standards on the research paper</p>

## Employment Skills/Workplace Competencies

Graduates of the M.S. in Park, Recreation and Tourism Studies (PRTS) will have the ability to:

1. Provide oversight of operations in PRT (e.g., writing/implementation of policies and procedures at facilities, risk management, inventory management, emergency preparedness, and conduct needs assessment).
2. Prepare research reports and grant proposals.
3. Prepare financial and business documents for PRT.
4. Assess, evaluate and manage human resources in PRT.
5. Serve as a subject matter expert in PRT.
6. Lead organizations in an efficient and proficient manner.
7. Plan, evaluate, and oversee PRT agency (e.g., local, state, national) programs (the ability to set goals and objectives, operate according to agency mission, establish priorities, plan/evaluate recreation programs and park/event services, create vision and be current with professional trends).
8. Value professionalism (developing greater skills in ethical decision-making, being involved in professional organizations, being committed to the profession; networking within and outside of the profession, valuing certifications).
9. Conduct research for PRT organizations by gathering and analyzing routine and complex data and communicate key information for decision-making.
10. Construct well-developed and informative presentations for different constituents (e.g., community, visitors, board of directors, and other professionals).

### Curriculum Content Fulfilling Workplace Competencies

Competencies	PRTS CORE COURSES				RESEARCH COURSES	
	PRTS 650	PRTS 720	PRTS 740	PRTS 770	FOUN 612	FOUN 712
1			X		X	
2			X	X	X	X
3			X	X		
4	X	X		X		
5	X	X	X	X		
6			X			X
7	X					
8			X	X	X	
9	X		X			
10					X	X

## **Program Assessment**

The program will be assessed by the Department of Human Movement Sciences. The department review will be completed annually in the fall of each year starting with the second year students are admitted, and will consist of:

- Analyzing retention and attrition rates in order to maximize the positive influences and ameliorate the negative ones that affect program completion;
- Analyzing the results of the Old Dominion University Graduate Student Satisfaction Survey for areas where additional student support is needed;
- Analyzing graduate job placement to assess if the program is preparing students with the knowledge, skills and abilities for jobs in the field and evaluate the program's ability to meet market demands; and
- Analyzing the dissemination of graduate student related works (theses, abstracts, case-studies, research manuscripts).

Results from these assessments will be used to evaluate the quality of the program, to stimulate program development, and to assess the role of the program in fulfilling ODU's institutional mission. The program review may result in strategic decisions about the program, may identify areas of potential improvement, may make resource recommendations, may articulate considerations for expansion or consolidation, and may consider other aspects of programmatic quality with respect to policies and practices relative to:

- Student recruitment, admissions, advising, and retention;
- Enrollment projections including consideration of 5-year benchmarks and other on-going enrollment targets;
- Course descriptions and implementation;
- Curriculum changes and development;
- Faculty development and research activities;
- Facilities;
- Internal and external funding; and
- Description of strengths and weaknesses with attention to points of action for the future.

The results of the annual review will be incorporated into the College of Education's annual review. The Dean and Associate Dean will read the program review each year to ensure that progress is being made with respect to meeting student learning outcome measures, ensuring that benchmarks are met and excellence is maintained. Similarly, the College's annual review/report will be sent to the Vice Provost for Academic Affairs for review each year. The Vice Provost summarizes the results for the Provost, and makes recommendations, if needed, for meeting benchmarks or updating student learning outcomes.

It is important to note that ODU does not have a set cycle for reviews, but rather has ongoing annual evaluations assessment and planning system. Information provided on the annual evaluations would be collected by the graduate program coordinator each semester and reported

in September of each year to the Office of Institutional Effectiveness and Assessment. Because data are collected on an annual basis, it allows for flexibility in reporting.

### **Benchmarks of Success**

Benchmarks of success for this master's program will include enrollment goals and professional placement of graduates. Success will be determined by the way the program affects academic and career goals as well as the future job prospects and mobility of its students:

- 8-10 new students will be admitted in the inaugural year;
- 25-27 new students will be admitted annually by year 5;
- 50% of the graduating thesis students will submit a manuscript in conjunction with their research mentor or advisor for peer review;
- 90% of non-thesis students completing the program will pass the comprehensive examinations;
- 80% of the students who begin the program will successfully complete the program;
- 50% of the students will advance in promotion within 2 years of completing the program;
- 80% of the students will have earned jobs within the park, recreation or tourism industry within six months of program completion; and
- 80% of students who complete the program will be satisfied with the program as determined by the University's Graduate Student Satisfaction Survey.

Faculty and administrators will conduct an evaluation of the success of the program in meeting these benchmarks. Methods of benchmark related data collection will include surveys, interviews, and consultations with interested parties. If the M.S. in PRTS program has not met one or more of the benchmarks of success, the Graduate Program Director will meet with program faculty and determine what course of action is required to make sure that the inadequacy is addressed. The plan of action will be submitted to the Department Chair and Associate Dean for approval, suggestions, and any allocation of resources necessary for success.

### **Expansion of an Existing Program**

This program is not an expansion of an existing concentration, track, focus area, option, major, or minor program.

## **Relationship to Existing ODU Degree Programs**

The proposed program can operate without compromising existing programs. Operation and initiation of the proposed program will not affect existing programs. No existing programs will close as a result of the proposed program.

## **Collaboration or Standalone**

This is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

## Justification for the Proposed Program

### **Response to Current Needs (Specific Demand)**

The specific demand for graduate degrees in park, recreation and tourism studies stems from two general developments within the field: (1) the advocacy for more professionalization of managers to hold a master's degree, and (2) the advent of parks and recreation being used as a public health response to general health and wellness issues. Each of these will be discussed in turn, including where the proposed M.S. in PRTS seeks to address the needs derived from the trends.

#### External Market Demand: Parks and Community Health and Wellness

#### 21<sup>st</sup> Century Recreation Movement

Related to research, and its analysis, is the ability to understand contemporary issues and have the ability to interpret trends to better serve one's constituents. One of the most critical aspects of a recreation/tourism executive is to provide a continuous argument for the essential role that parks and recreation plays in improving the quality of life in communities, especially given that many of the resources involved in recreation/tourism are supported with public dollars.

According to Hoffmann and Dolesh (2014, para. 8-9):<sup>6</sup>

“New hybrid management structures, such as “P3” public-private partnership entities and other nongovernmental management structures, will require more versatile, adaptable and capable employees. ... Remaining relevant is always the challenge, but the pressures to anticipate, plan and deliver are considerably greater than they have ever been before. Professionals must expand their skills and know-how to ensure they are ahead of the curve in meeting the needs of our communities. As our own agencies adapt to meet changing conditions, the professionals of the future must be trained and equipped to

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<sup>6</sup> *NRPA Trendwatch 2014*. Retrieved September 23, 2015 from <http://www.parksandrecreation.org/2014/January/NRPA-Trendwatch-2014/>

contribute toward creating and sustaining livable, healthy and environmentally resilient communities.”

Students of the PRTS graduate program will be able to extrapolate from current events and future trends how to best situate the recreation/tourism agency to meet community recreation needs and be an advocate for the field. Graduates of the proposed program will possess knowledge of business acumen and skills specific to parks, recreation and tourism, and the program will address issues related to theories, trends, and agency management in order to create more capable managers. Graduates of the proposed program will possess superior written and oral skills, research and statistical knowledge, the ability to write a grant, and the information related to best practices in park, recreation and tourism management.

The role of parks and outdoor spaces as places of community rejuvenation was brought to the American consciousness in most recent times by Richard Louv, recipient of the Audubon Medal for his 2008 national best seller *Last Child in the Woods: Saving our Children from Nature-Deficit Disorder*. On his website, Louv notes, “*Last Child in the Woods* is the first book to bring together a new and growing body of research indicating that direct exposure to nature is essential for healthy childhood development and for the physical and emotional health of children and adults.”<sup>7</sup> And while researchers in park, recreation and tourism already knew this, it wasn’t until Louv’s publication that parks and recreation entered into the modern era of utility for community public health purposes. NRPA notes the following (para. 2-3):<sup>8</sup>

“The scientific evidence is mounting that parks and recreation are building healthier communities and top health officials in the country – U.S. Health and Human Services, Centers for Disease Control and Prevention – validate that parks and recreation are a critical solution for our nation’s health epidemic.

Parks and recreation are enacting strategies focused on improving access to healthy food, increasing opportunities for physical activity, decreasing tobacco consumption, and so much more. The solutions they provide are making a real difference, like in Montgomery, AL, where leadership by the park and recreation agency has helped reduce the rate of obesity from 34 to 30.9 percent, taking the county from the Most Obese in 2010 to 15th in 2012.”

Contemporary and future issues do not operate in a vacuum, and must be considered in terms of changing demographics and what that means for service provision. For example, in a recent report on the “state of obesity,” rates of obesity vary by state, race and age groups, but the report also indicates that health communities can help people lead healthier lives, and many of the simple-to-institute measures can be provided by park and recreation agencies.<sup>9</sup> As the U.S. celebrates the 100 year anniversary of the National Park Service, state parks have an opportunity

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<sup>7</sup> Louv, R. (2016). *Last Child in the Woods* (website): <http://richardlouv.com/books/last-child/> (Retrieved 9/11/16)

<sup>8</sup> NRPA. (2016). Health and Wellness: <http://www.nrpa.org/About-NRPA/Impacting-Communities/Health-and-Wellness/>

<sup>9</sup> Trust for America’s Health. (2015). Reports: The State of Obesity 2015: <http://healthyamericans.org/reports/stateofobesity2015/> (Retrieved 9/11/16)

to jointly celebrate the potential to help create healthy lives. In contrast to national parks, state parks, located near urban areas, provide a distinct recreation opportunity for many people given their proximity to population centers, an increasingly diverse constituency, and continued urbanization.

In 2010, the percent of the U.S. population living within urban settings increased to 80.7%, an increase of 12.1% since 2000 (U.S. Census Bureau, 2013).<sup>10</sup> In 2014, for the first time in U.S. history, more than 50% of children under age 5 were reported as minorities (U.S. Census Bureau, 2015).<sup>11</sup> The demographic shifts to a more urban and multicultural atmosphere will present recreation managers with multi-faceted challenges.

Over the years, park and recreation agencies at local, state, and national levels have taken on the tasks of facilitating summer feeding programs; implementing activities for seniors, afterschool and day care; hosting various entertainment events like concerts and movies; and still more (NRPA, 2015).<sup>12</sup> In so doing, park and recreation professionals often partner with other essential services like fire and police, and are routinely called upon to justify their department's existence to lawmakers and bureaucrats who hold the purse strings. Today, "park prescriptions" are being used to improved individual and community health. "These programs vary across communities – from walks on a trail with a doctor, to an exercise plan prescribed by a healthcare provider."<sup>13</sup>

#### Public and Private Grants

Looking at most annual reports, at any level of service, one would notice that health and wellness programs, as well as other public initiatives, generally require funds from outside agencies/entities; such entities might include government, non-profit, and joint non-profit/for-profit initiatives. Given that operating budgets are generally fixed, or moderately incremental, and largely dependent on public dollars, most executives may need to become aware of how to seek out and write for external dollars. Additionally, some entities, such as visitors' bureaus, may also write their own request for proposals (RFPs) in order to conduct research on visitors. As such, future leaders need to be trained in grant writing initiatives and explore private/public partnerships for funding community recreation or responding to the need for more research (covered in PRTS 770, Grant Writing for Parks and Recreation). Future professionals will need to have knowledge of both sides of the RFPs – writing an RFP, and responding to one, for successful funding of community initiatives.

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<sup>10</sup> U.S. Census Bureau. (2013). 2010 Census urban area facts (click on General Information):

<https://www.census.gov/geo/reference/ua/uafacts.html> (Retrieved 9/11/16)

<sup>11</sup> U.S. Census Bureau. (2015). Stats for Stories: National Diversity Day:

<https://www.census.gov/newsroom/stories/2015/october/diversity.html> (Retrieved 9/11/16)

<sup>12</sup> NRPA. (2015). 2015 Annual Report:

[http://www.nrpa.org/uploadedFiles/nrpaorg/About\\_NRPA/Impacting\\_Communities/Annual-Report-2015.pdf](http://www.nrpa.org/uploadedFiles/nrpaorg/About_NRPA/Impacting_Communities/Annual-Report-2015.pdf) (Retrieved 9/11/16)

<sup>13</sup> NRPA. (2016). Park Prescriptions: <http://www.nrpa.org/Grants-and-Partners/Recreation-and-Health/Park-Prescriptions/> (Retrieved 9/11/16)

### Expertise Required for PRT Executives

*Parks & Recreation* magazine, the official publication of the National Recreation and Park Association (NRPA), reported the following in its *NRPA Trendwatch 2014* (para. 6-7):<sup>14</sup>

“With general-fund support for public-sector budgets becoming ever tighter, consolidations and other influences on the composition of “traditional” park and recreation professionals will require employees to have business acumen and skill sets under their belts beyond the present traditional expectations for revenue building, fundraising and marketing. A new understanding of the range of human-capital needs will be necessary, especially a better understanding of the role of contractual, seasonal and private-sector employees. What skill sets, training and professional development will these employees need, and how will they be delivered? What will be the standards for top-notch public service?”

From a national perspective, skills development and training will be critical for young adults. NRPA’s three pillars offer a sound framework for needed professional development and training that will well prepare those entering the job market to meet critical national priorities. Agency and university training and educational offerings must be reflective of the hybrid nature of new employment categories and needs for business acumen and skills. Equally, training and skills development for midcareer professionals will be vital to bridge succession gaps created by the exodus of the largest cohort of professionals presently employed in the field: baby boomers quickly departing their positions due to retirement.”

Chase and Masberg (2008) interviewed 98 recreation professionals in supervisory and above positions, most of whom were directors, managers or supervisors. Just over 60% (59 out of 98, 60.2%) felt the master’s degree was necessary for certain upper level positions. Chase and Masberg reported, “Respondents ( $n = 59$ ) felt that a master’s degree should be a prerequisite for certain positions, specifically for director or assistant director ( $n = 25$ ; 42.4%) and upper management ( $n = 6$ ; 27.1%)” (see Appendix I excerpt, p. 82).<sup>15</sup>

In 2015, McLean and Hurd echoed this sentiment by noting that “authorities agree that master’s degree work should involve advanced study in recreation and park administration ... The assumption is that individuals on this level are preparing for supervisory or managerial positions or, in some cases, roles as researchers or chief executive officers” (see Appendix I excerpt, p. 267).<sup>16</sup>

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<sup>14</sup> *NRPA Trendwatch 2014*. Retrieved September 23, 2015 from

<http://www.parksandrecreation.org/2014/January/NRPA-Trendwatch-2014/>

<sup>15</sup> Chase, D.M., & Masberg, B.A. (2008). Partnering for skill development: Park and recreation agencies and university programs. *Managing Leisure*, 13, 74-91. (see Appendix I excerpt)

<sup>16</sup> Mclean, D.D., & Hurd, A.R. (2012). *Kraus’ Recreation and Leisure in Modern Society* (9<sup>th</sup> ed.). Sudbury, MA: Jones & Bartlett Learning. (see Appendix I excerpt)

## **Why Old Dominion University?**

Unique to Old Dominion University is its location in Southeastern Virginia, where the park, recreation and tourism studies program is positioned to take advantage of a myriad of opportunities to connect students with the recreation and tourism industry. In addition to regular collaborations with the university's on-campus Student Recreation Center, and its Outdoor Adventure Program, the faculty have a rich history of associations with local organizations such as Marriott, Sheraton, Hilton Garden Inn, Virginia Beach Resorts, Visit Norfolk, Virginia Beach Convention Center, Norfolk Festevents, YMCA, Norfolk Parks, Recreation and Open Spaces, First Landing State Park, the National Recreation and Park Association, Military Morale Welfare and Recreation (MWR) units, Virginia State Parks and many more.

These partnerships have been instrumental in expanding professional networks for park, recreation and tourism students through cooperating on campus- and community-based projects, speaking to classes, mentoring, accessing internship sites, and hiring Old Dominion graduates to join their organizations.

Southeastern Virginia has the largest concentration of festivals in the state, with 14 of the top 20 festivals in Virginia found in Hampton Roads.<sup>17</sup> The region is home to over 10 municipal park agencies, 7 major visitors' bureaus, and a well-known resort destination in Virginia Beach. This location makes ODU an ideal setting to enhance knowledge, expertise and scholarly work through exploring such topics as recreation and the military, tourism perceptions and motivations, youth development through recreation, surf tourism, and urban park management.

The M.S. in Park, Recreation and Tourism Studies will provide an excellent resource that can enrich efforts to address the needs of the surrounding municipal park districts and convention centers that serve the Hampton Roads communities and beyond.

Letters of support are available in Appendix D.

Excerpts of article and book chapters are available in Appendix I: (1) Chase & Masberg (2008) and (2) McLean & Hurd (2012) and (3) McLean & Hurd (2015).

## **Employment Demand**

The graduates of the proposed program will be working in various areas within parks, recreation, and tourism (e.g., Assistant Directors/Directors of recreation in the park and recreation industry, meeting planners and research analysts in the tourism industry, and senior executives in the convention industry). Graduates would be competitive to fill in positions such as research analysts, campus recreation directors, facility administrators, operations managers, and senior executives. There is a need for managers, directors, and executives in resorts, convention and meeting services, the National Park Service, and university recreation facilities.

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<sup>17</sup> *Top 20 Events and Festivals in Virginia USA*. Retrieved October 24, 2015 from <http://www.topeventsusa.com/state-events-virginia.html>

According to a 2012 study from Georgetown University,<sup>18</sup> the benefit of obtaining a graduate education in recreation has a very clear impact on being gainfully employed:

From the perspective of **unemployment rates**, recreation majors have lower unemployment rates as they move from a recent college graduate/bachelor's (8.3% unemployment rate) to an experienced college graduate (4.5% unemployment rate) to a graduate degree holder (2% unemployment rate; see pages 6 and 16).

The Bureau of Labor Statistics' (BLS) 2014-2024 *Occupational Outlook Handbook* (OOH) expects a projection growth of 10% for Recreation Workers.<sup>19</sup> However, the BLS classifies Recreation Workers as mostly entry-level professionals requiring an undergraduate degree or less. This classification does not include professionals at the managerial, supervisory, and directorial positions.

Significant components of the park, recreation and tourism industry are categorized under other groupings such as Business and Financial, Community and Social Service, Human Resources Management, Public Relations, or Market Research.

In particular, it should be noted that there are no job titles for a specific executive level position for PRT professionals in the *Occupational Outlook Handbook*; however, below are examples of types of jobs at the administrative level of PRT professions:

- Market Research Analysts (19%; top positions often require a master's degree)<sup>20</sup>
- Social and Community Services Managers (10%; prefer a master's degree)<sup>21</sup>
- Public Relations and Fundraising Managers (7%; bachelor's required, master's preferred)<sup>22</sup>

Graduates of the program will be able to evaluate programs, manage grants and fundraising, provide an overall vision and leadership, oversee and monitor financial operations, supervise staff and contractors, develop strategic plans that respond to new opportunities, and serve as a subject matter expert.

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<sup>18</sup> Carnevale, A.P., Cheah, B., & Strohl, J. (2012). Hard times: College majors, unemployment and earnings: Not all college degrees are created equal. Retrieved May 4, 2016 from <https://repository.library.georgetown.edu/bitstream/handle/10822/559308/Unemployment.Final.update1.pdf?sequence=1>

<sup>19</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Recreation Workers, Retrieved on September 18, 2016 from <http://www.bls.gov/ooh/personal-care-and-service/recreation-workers.htm>

<sup>20</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Market Research Analysts, on the Internet at <http://www.bls.gov/ooh/business-and-financial/market-research-analysts.htm> (visited September 18, 2016).

<sup>21</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Social and Community Service Managers, on the Internet at <http://www.bls.gov/ooh/management/social-and-community-service-managers.htm> (visited September 18, 2016).

<sup>22</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Public Relations and Fundraising Managers, on the Internet at <http://www.bls.gov/ooh/management/public-relations-managers.htm> (visited September 18, 2016).

More specific to Virginia, information from the U.S. Department of Labor’s Bureau of Labor Statistics and the *Virginia Employment Commission’s* Labor Market Information (LMI) projects good growth and employment for Recreation Workers. These data were searched for occupations related to Parks, Recreation and Tourism for the following professions in Virginia:

- Recreation Workers (17%)
- Market Research Analysts and Marketing Specialists (22%)
- Social and Community Services Managers (13%)
- Public Relations and Fundraising Managers (10%)

The table below shows the long term employment projections for Multiple Occupations in Virginia for the 2014-2024 projection period.<sup>23</sup>

<b>Occupation</b>	<b>2014 Estimated Employment</b>	<b>2024 Projected Employment</b>	<b>Total 2014- 2024 Employment Change</b>	<b>Annual Avg. Percent Change</b>	<b>Total Percent Change</b>
Market Research Analysts/ Mktg Specialists	16,913	20,596	3,683	1.99%	21.78%
Public Relations/ Fundraising Managers	1,400	1,535	135	0.92%	9.64%
Recreation Workers	10,805	12,614	1,809	1.56%	16.74%
Soc/Community Service Managers	2,684	3,034	350	1.23%	13.04%

### Employer Feedback

Faculty requested that the National Recreation and Park Association provide links to Certified Park and Recreation Executives (top executives in parks and recreation); these individuals were subsequently surveyed about hiring prospective graduates from the proposed program. A survey link was open from October 21, 2015 to December 1, 2015 and sent to 55 prospective employers in the field, which included directors and managers of park, recreation or tourism

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<sup>23</sup> Virginia Employment Commission, Industry and Occupational Projections. *Occupational Projections (Long-term) for Multiple Occupations in Virginia in 2014-2024: Occupational Projections Table*. Retrieved on December 6, 2016 from <https://data.virginialmi.com/vosnet/Default.aspx> (click on Occupation Profile → Occupation Details link)

agencies/organizations. Of the 55 surveys sent out, 38 were completed, representing a 69% response rates.

Employer Survey: Among the 38 Certified Park and Recreation Executives (CPREs) who responded to the survey, 10 (26%) were from Virginia. CPREs were asked if their organization would be interested in hiring an applicant with the M.S. in Park, Recreation and Tourism Studies from ODU (measured on a scale from 1=Not at all interested to 4=Very interested). Of the 38 who responded, 19 employers (50%) were “very interested,” and 17 employers (45%) were “somewhat interested.”

When 37 employers were asked the likelihood of hiring a student who graduated with the M.S. in PRTS from ODU (measured on a scale from 1=Not at all likely to 4=Very likely), 18 (49%) of the employers were “very likely,” and 18 employers (49%) were “somewhat likely” to hire a student of the M.S. in PRTS program, based on the employers’ assessment of the curriculum. Employers were asked if they needed skills that were difficult to find in a typical applicant pool and 26 out of 38 (68.4%) indicated that “yes,” it was difficult to find necessary skills in applicants. The follow up question asked if the M.S. in PRTS curriculum addresses some of these needed skills that are difficult to find in an applicant pool, of those employers who responded, 23 out of 25 (92%) said “yes.”

The survey and its results are shown in Appendix E.  
Job announcements may be found in Appendix F.

### **Student Demand**

In order to determine interest in the Master of Science in Park, Recreation and Tourism Studies, faculty conducted surveys among two unique audiences: (1) current students in the PRTS undergraduate curriculum and (2) Old Dominion alumni who graduated within the last two years from the Park, Recreation and Tourism Studies undergraduate degree. The survey—that included the proposed curriculum—was deployed from October 21, 2015 to December 1, 2015. The following results were compiled:

Survey of Current Students: Twenty-six (26) current students responded to this survey, representing 19 tourism management students (73.1%), and 7 park and recreation management students (26.9%). When students were asked if they would consider enrolling in the M.S. in PRTS, 11 indicated very likely; and 9 indicated somewhat likely.

Survey of Alumni: Twenty-two (22) alumni responded to the survey, and 15 were in a practitioner role, while 7 were in a supervisor/director role. When alumni were asked if they would consider enrolling in the M.S. in PRTS, based on the listing of courses, 9 indicated very likely and 9 indicated somewhat likely. When asked if the M.S. in PRTS would help with career advancement, 10 strongly agreed and 9 agreed.

Survey results for current students are presented in Appendix G.  
Survey results for alumni are available in Appendix H.

**Projected Enrollment:**

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2017-2018		2018-2019		2019-2020		2020-2021			2021-2022		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
<u>14</u>	<u>12</u>	<u>18</u>	<u>15</u>	<u>22</u>	<u>18</u>	<u>28</u>	<u>22</u>		<u>35</u>	<u>28</u>	<u>10</u>

**Assumptions**

Retention percentage: 80%

Full-time students: 40% Part-time students: 60%;

Expected time to graduation for full-time: 2 years; and part-time: 3 years

Number of credit hours per semester for full-time: 9; and for part-time: 6

**Duplication**

Old Dominion University (ODU) would be the first graduate degree program under the Parks, Recreation and Leisure Facilities Management, General CIP Code (31.0301) in the Commonwealth of Virginia. The M.S. in PRTS at ODU would be the first degree in the state of Virginia to offer park-related content and the preparation of park administrators.

There is one institution, George Mason University, which offers a degree program similar to the proposed program. There are also two institutions, Virginia Tech and James Madison University, which offer concentrations that are similar or related to the proposed degree program.

JMU offers an M.S. in Kinesiology, with a concentration in Sport and Recreation Leadership. The degree program is heavily focused on athletic administration and sport leadership. Although the title of the degree includes the word recreation, no content in the curriculum is in park, recreation and tourism studies. JMU’s program utilizes recreation in the context of organized recreational sports, with a focus on coaches, athletic directors, amateur sport associations, and youth’s sports.

Virginia Tech offers a Master of Science in Business Administration, with a concentration in Hospitality and Tourism Management. The concentration includes 9 credit hours of coursework in hospitality and tourism; however, the requirements of the concentration do not compare to the curriculum requirements of the standalone proposed degree program.

**George Mason University**

George Mason University (GMU) offers a Master of Science in Sport and Recreation Studies, with a concentration in Recreation Administration (RA). The degree requires 30-credit hours. GMU has a 15-credit hour core, with the remaining 15 credits in the concentration.

GMU’s core and concentration in RA does have some similarities and differences to the proposed degree program.

Similarities with GMU:

Core: The foundation course in GMU’s Sport and Recreation Studies core is Foundations of Sport and Recreation Studies (3 credits). The content of GMU’s foundations course includes some areas covered in ODU’s core course, Advanced Leisure Theories and their Applications (3 credits). However, less than 25% of the content in the GMU course is similar to ODU’s course, and the other 75% of the course is heavily sports related. In addition, both programs require research coursework – three credit hours at GMU and six credit hours at ODU. At GMU, students take Research Design and Statistical Reasoning (3 credits), which is similar to ODU’s Applied Research Methods in Education (3 credits); ODU students take an additional course, Introduction to Applied Statistics and Data Analysis (3 credits).

Concentration: The courses in the concentration are not comparable to the courses in the proposed degree, as shown below.

Differences with GMU:

Core: Core coursework at ODU is prescribed at 18 credit hours: a 12-credit PRTS core and 6-credit research core is required of all students. GMU students have multiple course options in their 15-credit core (including Foundations, Sport Ethics/Legal courses, Sport Management/Administration courses, and a Methods course). Options for management and administration courses are heavily sports oriented. Students at GMU select from among a number of choices in the areas of ethics/law, social-psychological perspectives, and management/administration. Overall, GMU’s program emphasizes the sport industry/administration and ODU’s program is focused on park, recreation, and tourism management.

Concentration: In addition to the 15-credit core at GMU, 15 hours of courses are completed by students in the Recreation Administration concentration (9 credits of electives + 6 credits of capstone. In addition, there is no course content at GMU’s Recreation Administration concentration that addresses park administration. A key requirement for ODU students is a course in grant writing. A course in grant writing is not required at GMU.

A capstone option of a thesis are available at GMU and ODU. GMU requires 6 credits of either (a) Independent Study and Thesis or (b) Independent Study and Master’s Project. ODU’s capstone option requires 6 hours in either (a) Thesis or (b) Research Project.

The following data for GMU’s Master of Science in Sport and Recreation Studies represents the most recent five years, with all concentrations included.

<b>Institution/Year</b>	<b>2011/2012</b>	<b>2012/2013</b>	<b>2013/2014</b>	<b>2014/2015</b>	<b>2015/2016</b>
GMU Headcount <sup>24</sup>	27	27	34	29	32
GMU Graduates <sup>25</sup>	-	12	6	6	9

<sup>24</sup> [http://research.schev.edu/enrollment/E16\\_report.asp](http://research.schev.edu/enrollment/E16_report.asp) (retrieved December 1, 2016)

<sup>25</sup> [http://research.schev.edu/Completions/C1Level2\\_Report.asp](http://research.schev.edu/Completions/C1Level2_Report.asp) (retrieved December 1, 2016)

## Projected Resources for the Proposed Program

### **Resource Needs**

Old Dominion University has adequate faculty, staff, equipment, space, and library resources to launch and maintain the proposed program. The following subsections detail the resources required to operate the program from its initiation through the target year. The proposed program allocates 1.0 FTE of instructional effort for every 11.0 FTE of enrollment. The proposed program will therefore require a total of 1.0 FTE of instructional effort in 2017-18, rising to 2.5 FTE by the target year 2021-2022.

#### Full-time Faculty

One of the three existing faculty members who will teach in this proposed program will dedicate 50% or more of their teaching load to this program. By the target year, a second faculty member will teach at least a 50% load in the graduate program. Full-time faculty represent .5 FTE in the first year and another .5 FTE by the target year.

#### Part-time Faculty

Two of the PRTS faculty members will have a teach load below 50% when the program is launched. Therefore .5 FTE is designated for part-time faculty members in the first year. Another .5 FTE will consist of faculty members from other departments in the first year, for a total of 1.0 FTE. By the target year, faculty members from Human Movement Sciences and other departments will teach in the program; thus, another .5 FTE will be designated by 2021-2022.

#### Adjunct Faculty

No adjunct faculty members are required to launch and sustain the proposed program.

#### Graduate Assistants

No graduate assistantships are being requested to launch and sustain the proposed program.

#### Classified Positions

One classified position in the Department of Human Movement Sciences, an Administrative and Program Specialist III, will provide support to the faculty who teach in the Master of Science in Park, Recreation and Tourism Studies. It is estimated that 20% (\$6,000 in salary; \$2,226 in benefits) of the individual's time will be devoted to this program.

#### Equipment (including computers)

No new equipment resources are needed to initiate and sustain this proposed program.

#### Library

No additional resources are needed to launch and sustain the proposed degree program. The University Library has a comprehensive collection in the park, recreation and tourism studies discipline. Many current journals are found in the online databases, and the library has a robust interlibrary loan program for resources outside of the current collection.

#### Telecommunications

No new telecommunication resources are needed to launch and sustain the proposed program.

Space

No additional space is required to launch and sustain the proposed program.

Targeted Financial Aid

Financial aid will not be available or required to launch and sustain the proposed program.

Other Resources (specify)

No other resources are needed to initiate and sustain this proposed program.

**Resource Needs: Parts A-D**

**Part A: Answer the following questions about general budget information.**

- Has the institution submitted or will it submit an addendum budget request to cover one-time costs? Yes\_\_\_\_\_ No\_ X \_
- Has the institution submitted or will it submit an addendum budget request to cover operating costs? Yes\_\_\_\_\_ No\_ X \_
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes\_\_\_\_\_ No\_ X \_
- Will each type of space for the proposed program be within projected guidelines? Yes\_ X \_ No\_\_\_\_\_
- Will a capital outlay request in support of this program be forthcoming? Yes\_\_\_\_\_ No\_ X \_

<b>Part B: Fill in the number of FTE and other positions needed for the program</b>				
	<b>Program Initiation Year</b>		<b>Expected by Target Enrollment Year</b>	
	<b>2017- 2018</b>		<b>2021- 2022</b>	
	<b>On-going and reallocated</b>	<b>Added (New)</b>	<b>Added (New)***</b>	<b>Total FTE positions</b>
Full-time faculty FTE*	0.50		0.50	1.00
Part-time faculty FTE**	1.00		0.50	1.50
Adjunct faculty				0.00
Graduate assistants (HDCT)				0.00
Classified positions	0.20			0.20
<b>TOTAL</b>	<b>1.70</b>	<b>0.00</b>	<b>1.00</b>	<b>2.70</b>

\*Faculty dedicated to the program. \*\*Faculty effort can be in the department or split with another unit.  
\*\*\* Added **after** initiation year

**Part C: Estimated resources to initiate and operate the program**

	Program Initiation Year		Expected by Target Enrollment Year	
	2017- 2018		2021- 2022	
Full-time faculty	0.50	0.00	0.50	1.00
salaries	\$38,000		\$38,000	\$76,000
fringe benefits	\$14,098		\$14,098	\$28,196
Part-time faculty (faculty FTE split with unit(s))	1.00	0.00	0.50	1.50
salaries	\$76,000		\$38,000	\$114,000
fringe benefits	\$28,196		\$14,098	\$42,294
Adjunct faculty	0.00	0.00	0.00	0.00
salaries				\$0
fringe benefits				\$0
Graduate assistants	0.00	0.00	0.00	0.00
salaries				\$0
fringe benefits				\$0
Classified Positions	0.20	0.00	0.00	0.20
salaries	\$6,000			\$6,000
fringe benefits	\$2,226			\$2,226
<b>Personnel cost</b>				
salaries	\$120,000	\$0	\$76,000	\$196,000
fringe benefits	\$44,520	\$0	\$28,196	\$72,716
Total personnel cost	\$164,520	\$0	\$104,196	\$268,716
Equipment				\$0
Library				\$0
Telecommunication costs				\$0
Other costs				\$0
<b>TOTAL</b>	<b>\$164,520</b>	<b>\$0</b>	<b>\$104,196</b>	<b>\$268,716</b>

**Part D: Certification Statement(s)**

The institution will require additional state funding to initiate and sustain this program.

Yes \_\_\_\_\_  
Signature of Chief Academic Officer

No \_\_\_\_\_  
Signature of Chief Academic Officer

If “no,” please complete Items 1, 2, and 3 below.

**1. Estimated \$\$ and funding source to initiate and operate the program.**

Funding Source	Program initiation year 2017 - 2018	Target enrollment year 2021 - 2022
<b>Reallocation within the department</b> <i>(Note below the impact this will have within the department.)</i>	\$164,520	\$268,716
<b>Reallocation within the school or college</b> <i>(Note below the impact this will have within the school or college.)</i>	\$0.00	\$0.00
<b>Reallocation within the institution</b> <i>(Note below the impact this will have within the institution.)</i>	\$0.00	\$0.00
<b>Other funding sources</b> <i>(Specify and note if these are currently available or anticipated.)</i>	\$0.00	\$0.00

**2. Statement of Impact/Funding Source(s). A separate explanation is required for each source used.**

**Reallocation within the Department:** All resources are currently available in the Department of Human Movement Sciences. Faculty currently teaching in the undergraduate Park, Recreation and Tourism Studies program will teach the core and several restricted elective courses in the proposed program. The classified position is existing and this additional program will have minimal impact on this position’s support of other programs in the department. No additional resources are being reallocated to launch and sustain the proposed program. This proposed program will have no adverse impact on existing degree programs in the department.

**Reallocation within the College/University:** Faculty members who teach research courses, sport management courses and public administration courses may have additional students in their courses as a result of this program. No adverse impact is anticipated as a result of these additional students in those classes.

**1. Secondary Certification.**

If resources are reallocated from another unit to support this proposal, the institution will **not** subsequently request additional state funding to restore those resources for their original purpose.

Agree \_\_\_\_\_  
Signature of Chief Academic Officer

Disagree \_\_\_\_\_  
Signature of Chief Academic Officer

## **APPENDICES**

**APPENDIX A**  
**SAMPLE PLANS OF STUDY**

**Sample Plan of Study I  
Thesis Track-Full Time**

Example for full-time student with a Master of Science in Park, Recreation and Tourism Studies

<b>Fall I</b>	<b>Credits</b>	<b>Category</b>
PRTS 650: Contemporary Issues in Park, Recreation & Tourism	3	Core
PRTS 770: Grant Writing for Parks and Recreation	3	Core
FOUN 612: Applied Research Methods	3	Core
Semester Total 9		
<b>Spring I</b>		
FOUN 722: Introduction to Applied Statistics and Data Analysis	3	Core
PRTS 710: Tourist Behavior and Market Analysis	3	Elective
ELECTIVE	3	Elective
Semester Total 9		
<b>Fall II</b>		
PRTS 720: Advanced Leisure Theories and their Application	3	Core
PRTS 740: Recreation Management for Administrators	3	Core
PRTS 698: Thesis	3	Thesis
Semester Total 9		
<b>Spring II</b>		
PRTS 699: Thesis	3	Thesis
Semester Total 3		
Total Program Credits 30		

**Sample Plan of Study II  
Thesis Track-Part Time**

Example for part-time student with a Master of Science in Park, Recreation and Tourism Studies

<b>Fall I</b>	<b>Credits</b>	<b>Category</b>
PRTS 650: Contemporary Issues in Park, Recreation & Tourism	3	Core
PRTS 770: Grant Writing for Parks and Recreation	3	Core
Semester Total 6		
<b>Spring I</b>		
PRTS 710: Tourist Behavior and Market Analysis	3	Elective
FOUN 722: Introduction to Applied Statistics and Data Analysis	3	Core
Semester Total 6		
<b>Fall II</b>		
PRTS 720: Advanced Leisure Theories and their Application	3	Core
PRTS 740: Recreation Management for Administrators	3	Core
Semester Total 6		
<b>Spring II</b>		
FOUN 612: Applied Research Methods	3	Core
PRTS 760: Advanced Sustainable Tourism Management	3	Elective
Semester Total 6		
<b>Fall III</b>		
PRTS 698: Thesis	3	Thesis
PRTS 699: Thesis	3	Thesis
Semester Total 6		
Total Program Credits 30		

**Sample Plan of Study III  
Research Project Track-Full Time**

Example for full-time student with a Master of Science in Park, Recreation and Tourism Studies

<b>Fall I</b>	<b>Credits</b>	<b>Category</b>
PRTS 650: Contemporary Issues in Park, Recreation & Tourism	3	Core
PRTS 770: Grant Writing for Parks and Recreation	3	Core
FOUN 612: Applied Research Methods	3	Core
Semester Total 9		
<b>Spring I</b>		
PRTS 710: Tourist Behavior and Market Analysis	3	Elective
FOUN 722: Introduction to Applied Statistics and Data Analysis	3	Core
ELECTIVE	3	Elective
Semester Total 9		
<b>Fall II</b>		
PRTS 720: Advanced Leisure Theories and their Application	3	Core
PRTS 740: Recreation Management for Administrators	3	Core
ELECTIVE	3	Elective
Semester Total 9		
<b>Spring II</b>		
PRTS 636: Research Problems in PRTS	3	Research Project
Semester Total 3		
Total Program Credits 30		

**Sample Plan of Study IV**  
**Research Project Track-Part Time**

Example for part-time student with a Master of Science in Park, Recreation and Tourism Studies

<b>Fall I</b>	<b>Credits</b>	<b>Category</b>
PRTS 650: Contemporary Issues in Park, Recreation & Tourism	3	Core
PRTS 770: Grant Writing for Parks and Recreation	3	Core
Semester Total 6		
<b>Spring I</b>		
PRTS 710: Tourist Behavior and Market Analysis	3	Elective
FOUN 722: Introduction to Applied Statistics and Data Analysis	3	Core
Semester Total 6		
<b>Fall II</b>		
PRTS 720: Advanced Leisure Theories and their Application	3	Core
PRTS 740: Recreation Management for Administrators	3	Core
Semester Total 6		
<b>Spring II</b>		
FOUN 612: Applied Research Methods	3	Research
PRTS 760: Advanced Sustainable Tourism Management	3	Elective
Semester Total 6		
<b>Fall III</b>		
PRTS 636: Research Problems in PRTS	3	Research Project
ELECTIVE	3	Elective
Semester Total 6		
Total Program Credits 30		

## **APPENDIX B COURSE DESCRIPTIONS**

### **PRTS Core: 12 Credits Required**

#### **PRTS 650: Contemporary Issues in Parks, Recreation and Tourism (3 credits)**

This course is designed to increase the student's ability to critically analyze and discuss the contemporary issues and trends in parks, recreation and tourism. This course will require students to describe, evaluate, and critique the current research in the field; evaluate the future trajectory of park, recreation and tourism studies; and assess both personal and professional philosophies to elucidate his/her role as an advanced-level practitioner in parks, recreation or tourism industry. Contemporary issues will be assessed according to individual, community, or industry perspectives. Contemporary issues will be assessed according to individual, community, or industry perspectives.

#### **PRTS 720: Advanced Leisure Theories and their Application (3 credits) NEW**

The course examines the concepts, theories and philosophies related to outdoor recreation, travel and tourism, and community recreation. Discussion will focus on the application of social science theories to the study of leisure, parks, recreation and tourism in order to better inform the decision-making process and data collection strategies.

#### **PRTS 740: Recreation Management for Administrators (3 credits) NEW**

This course provides preparation for upper-level recreation administration. National standards for managerial, administrative and executive decision-making for parks and recreation professionals will be discussed, in addition to practical knowledge and current real-world skills necessary in today's changing park and recreation environment. Content areas include finance, human resources, programming, operations, communication, planning and evaluation. The course is designed to prepare professionals to sit for the Certified Park and Recreation Professional (CPRP) or Certified Park and Recreation Executive (CPRE) exam.

#### **PRTS 770: Grant Writing for Parks and Recreation (3 credits) NEW**

Grant writing is an essential skill for the park, recreation and tourism professional. This course examines the grant writing process and explores alternative funding opportunities. This includes, but is not limited to, the Office of Research, the ODU Research Foundation, budgeting, human subjects, and partnerships. Students will be expected to submit a grant application by the end of the course.

### **Research Core: 6 Credits Required**

#### **FOUN 612: Applied Research Methods in Education (3 credits)**

The primary goal of this course is to provide students with the knowledge and skills to write a research proposal and conduct research. It is intended for those students who are completing a thesis to meet their program requirements, those planning on pursuing a doctoral degree, or those who anticipate conducting research for any other reasons. The course examines types of educational research and criteria for selection of topics for research projects; describes criteria for effective collection and organization of data; review of literature, analysis of data and proposal writing.

#### **FOUN 722: Introduction to Applied Statistics and Data Analysis (3 credits)**

Introduction to basic topics in statistical analysis, including descriptive statistics and simple inferential statistics such as correlation, regression, t-tests, one-way analysis of variance, and chi-square.

## **Research Project / Thesis: 3-6 Credits**

### **PRTS 636: Research Problems in PRTS (3 credits)**

Students will be provided with an intensive hands-on experience involving research related to human movement sciences, or work in an apprenticeship research capacity with a faculty mentor. The research project is to be agreed upon by the student and faculty mentor prior to registration. Prerequisites: permission of primary faculty advisor.

### **PRTS 698: Thesis in PRTS (3 credits)**

This course is designed to provide supervised and mentored research experience within specialized topics applicable to human movement sciences. Prerequisite: permission of primary advisor and committee.

### **PRTS 699: Thesis in PRTS (3 credits)**

This course is designed to provide supervised and mentored research experience within specialized topics applicable to human movement sciences. Prerequisite: permission of primary advisor and committee.

## **Restricted Electives: 6-9 Credits**

### **PRTS 619. Strategic Marketing for Parks, Recreation and Tourism (3 Credits)**

Course is designed to examine the principles and practices of strategic marketing as it pertains to tourism planning and development. The course will explore market analysis in segmenting and identifying specified tourist markets.

### **PRTS 697. Independent Study in Park, Recreation and Tourism (3 Credits)**

Independent investigations in parks, recreation and tourism studies. Independent study must be approved in advance of registration and must be investigated under the supervision of a PRTS faculty advisor.

### **PRTS 710: Tourist Behavior and Market Research (3 credits) NEW**

This course explores the complexities and evolution of tourism consumer behavior from a multidisciplinary perspective. Choosing, buying and consuming tourism/travel products and services includes a range of psychosocial processes, individual and environmental influences, motivations, and meanings that researchers, marketers and managers of national parks and tourism destinations should take into account when evaluating the tourism market. This course provides an overview of such processes and influences and explains the basic and advanced concepts and theories that underlie tourist decision-making and market behavior.

### **PRTS 730: Park Management for Professionals (3 credits) NEW**

This course targets the pursued and needed research of outdoor recreation in parks and open space. Empirical studies investigating areas such as: sense of place, motivations for outdoor recreation, carrying capacity, crowding, recreation opportunity spectrum, and other sensitive issues will be covered. The course will also include an historical overview of social sciences in outdoor recreation. The course will also cover principles to guide park management.

### **PRTS 760: Advanced Sustainable Tourism Management (3 credits) NEW**

This course examines the planning, development and management of the tourism industry with regard to economic, social, cultural and environmental sustainability. Current theory and research in the field of sustainable tourism will also be explored in order for students to develop a critical perspective on sustainable tourism development.

### **PRTS 780: Youth Development in Recreation (3 credits) NEW**

The Positive Youth Development (PYD) movement has been greatly influenced by sport and recreation. With the recent increase of diabetes, obesity, sedentary lifestyles, and risky behaviors among youth, sport and recreation professionals are charged to help alleviate these societal issues. More specifically, practitioners need to target the socio-emotional needs of our youth through the sport and recreation experience. By using class

lectures, technology, video, and self-directed research, students will explore research, theory, practice, and techniques of structuring positive experiences for youth. This course includes the examination of theories on youth development, behavior management, motivation, resiliency, and social skills as they relate to the sport and recreation experience.

**PADM 671. Public Budgeting and Financial Management (3 Credits)**

The purpose of this course is to examine the institutions, principles, and techniques of national, state, and local budgeting processes and financial administration. The course explores the allocation as well as the re-distributive role of government and the market. While applying information technology, students will analyze the practices and fundamental concepts of government budgeting, financial management, and public finance, with an emphasis on revenue, expenditure, capital budgeting, and debt structures.

**PADM 711. Urban Services Administration (3 Credits)**

Analysis of the range of administrative tools and strategies for the delivery of urban services. Emphasizes new administrative alternatives under conditions of urban change.

**PADM 714. Public-Private Partnerships (3 Credits)**

An in-depth analysis of the forces behind the privatization movement. Examines the context of privatization, the theoretical and empirical arguments on both sides of the debate, and the different forms of privatization practiced in the U.S. The course draws on a wide range of disciplines in a quest for an understanding of the privatization phenomenon—political science, public administration, public policy, sociology, economics, management, and others.

**PADM 715. Management of Nonprofit Organizations (3 Credits)**

Successful nonprofit organizations require substantial capability in key areas of management such as developing a strong board of directors, recruiting and motivating talented staff and volunteers, creating a strategic plan and wisely managing fiscal and human resources. This course addresses these topics from theoretical and practitioner perspectives.

**PADM 745. Managing Development and Change in Organizations (3 Credits)**

Examination of the theory and practice of organization development. Participants will take the role of change agent and public manager and apply a range of organization development techniques to public agency situations while giving attention to the particular cultural, political, legal and organizational characteristics of public organizations.

**SMGT 738. Fiscal Planning and Management in Sport (3 Credits)**

This course is designed to examine the principles and practices of financial management in diverse sport service settings. This course will explore the basic concepts of financial planning and analysis required to effectively manage a successful operation. The concepts covered in this course include finance, economics, accounting, and general business practices. The course is intended to offer a broad perspective of sport finance along with the basic skills associated with fiscal planning and management. Students will gain an understanding of the core principles associated with the financial management of sport enterprises.

**SMGT 752. Facility Management for Sport and Recreation (3 Credits)**

This course examines the principles of facility operation for sport, recreation, and entertainment events. It will provide students with an understanding of the unique challenges and opportunities commonly faced by facility managers. Students will analyze current research related to planning, funding, and operating sport/recreation facilities.

**SMGT 753. Sponsorship and Event Planning (3 Credits)**

This course focuses on two separate yet related topics: sponsorship and event planning. Many events in today's marketplace forge partnerships with sponsors to provide benefits that are favorable to both parties. This course is designed to provide students with a detailed examination of the relationship between sport or leisure events

and corporate sponsorship. In addition, this course will cover many aspects associated with planning an event such as working with stakeholders, budgeting, selecting a site, marketing and presenting the event.

**SMGT 760. Legal Aspects of Sport and Recreation (3 Credits)**

Course will introduce students to various aspects of the legal system as it relates to the management and supervision of sport and recreation facilities, programs, participants, spectators and events.

**APPENDIX C**  
**ABBREVIATED CVs FOR FACULTY**

Gómez, Edwin, PhD, 1999, Park, Recreation and Tourism Resources-Urban Studies, Michigan State University. Professor of Park, Recreation and Tourism Studies. Specialization Areas: urban parks, ethnicity/race and recreation, structural equation models.

Hill, Eddie, PhD, 2004, Park, Recreation and Tourism-Youth Development, University of Utah. Assistant Professor of Park, Recreation and Tourism Studies. Specialization Areas: youth development, outdoor education, and the camp experience.

Usher, Lindsay E., PhD, 2013, Recreation, Park and Tourism Management, Pennsylvania State University. Assistant Professor of Park, Recreation and Tourism Studies. Specialization Areas: surf culture and tourism, climate change and coastal tourism, sustainable tourism development.

**APPENDIX D  
SPECIFIC DEMAND  
LETTERS OF SUPPORT**

## VIRGINIA IS FOR LOVERS

Dr. Eddie Hill, CPRP  
Assistant Professor  
Old Dominion University  
Human Movement Sciences Dept.  
Park, Recreation & Tourism Studies Program  
Student Recreation Center, Room 2014  
Norfolk, Va 23529-0196

October 29, 2015

To Whom It May Concern:

I am writing on behalf of Virginia Tourism Corporation in support of the creation of the new Park, Recreation, and Tourism Master's Program at Old Dominion University. The caliber of this new program would not only provide a unique opportunity to the students of Old Dominion University, but it would also provide great benefit to the Commonwealth of Virginia.

Tourism is an instant revenue generator in Virginia. Last year, visitors spent \$22.4 billion, which supported nearly 217,000 jobs and contributed \$1.5 billion in state and local taxes. Expanding educational and training opportunities for individuals seeking employment in the travel and tourism industry is essential for the growth and strength of the tourism industry as a whole. As we work to make Virginia's future brighter, travel and tourism has a significant economic impact and ability to create good jobs within our communities for students graduating from the Master's Program at Old Dominion University.

In ever-changing and ever-challenging economic times, we must find ways to keep Virginia moving in the right direction. The travel industry not only sustains small businesses and communities, but also serves as an important contributor to an upwardly mobile job market. In turn, these travel-related jobs give American workers a first foothold on the job ladder and provide valuable skills and education that lead to rewarding careers. By supporting the creation of a Park, Recreation, and Tourism Master's Program, Old Dominion will be positively contributing to important forward motion for Virginia's economy.

Additionally, equipping these students with the tools they need to succeed in the travel and tourism industry will help advance their careers in an extremely stable industry. At a time when millions of Americans have seen their jobs shipped overseas, travel jobs provide an unwavering guarantee: They cannot be outsourced. Jobs tied to our iconic cities, beautiful scenery, and historic landmarks will always stay in America. A national park ranger at the Grand Canyon can no more be outsourced than the Grand Canyon itself, just as a park ranger at First Landing State Park can no more be outsourced than First Landing itself.

A Master's program in Parks, Recreation and Tourism is beneficial for the development of tourism in Virginia as it would help provide the necessary tools and culture individuals who are better equipped for the demands of the industry.

Sincerely,



Rita D. McClenny  
President & CEO  
Virginia Tourism Corporation

**Virginia Tourism Corporation**  
901 East Byrd Street, Suite 1900  
Richmond, VA 23219-4048 USA

**TEL** (804) 545-5500  
**FAX** (804) 545-5501

**Consumer:** [www.Virginia.org](http://www.Virginia.org)  
**Industry:** [www.VATC.org](http://www.VATC.org)



## National Recreation and Park Association

Dr. Edwin Gómez, CPRP  
Professor of Park, Recreation & Tourism Studies  
Old Dominion University  
Student Recreation Center, Room 2021  
Norfolk, VA 23509-0196

11/2/2015

Dear Dr. Gómez,

I am writing to support the proposed Masters of Science degree in Park, Recreation and Tourism Studies at Old Dominion University. The proposed program will fill a void in graduate level training that upper-level park and recreation professionals need to continue leading their communities in Health and Wellness, Conservation, and Social Equity.

The role of park and recreation professionals is of great importance to local communities. The traditional role professionals have played is changing, and agencies and their management teams are increasingly regarded as primary solution providers for many of the difficult problems facing our communities nationwide. These challenges require dynamic individuals to create systems-level solutions using policy, partnerships and cross-governmental collaboration. I am particularly excited to see PRTS 740 and PRTS 750 included in the curriculum, as they directly address this need and will assist student's development of the skills needed to be successful leaders in their communities.

I believe a program of this caliber will help lead the field of parks and recreation to new heights and provide a sought-after degree program not currently available in the Commonwealth of Virginia. The National Recreation and Park Association has a strong tradition of collaborating with institutions of higher learning and is open to discussing ways in which we could collaborate to meet the needs of the parks and recreation community and NRPA members.

Respectfully,

A handwritten signature in black ink, appearing to read "Eric Hamp".

Eric Hamp  
Director, Professional Development and Member Relations  
National Recreation and Park Association  
22377 Belmont Ridge Rd | Ashburn, VA 20148

22377 Belmont Ridge Road | Ashburn, Virginia | 20148 | [www.nrpa.org](http://www.nrpa.org)  
703.858.0874 | Fax 703.858.0794



I have been asked by Dr. Edwin Gomez of Old Dominion University's Program in Parks, Recreation and Tourism Studies to comment upon several aspects of a proposed Masters of Science degree. My involvement with this discipline/profession and Old Dominion University's Program goes back almost 30 years. In that time I have seen Old Dominion University make many contributions to professional preparation and I am pleased to offer my opinion as a colleague.

Specifically, I my comments relate to the following items in bold:

**What is the general caliber of the program?**

I find the caliber of the program to be excellent. One of my professional roles is to serve as an accreditation visitor for my discipline's national accrediting body. In that capacity I am exposed to numerous curricula around the country. While my primary focus is undergraduate curricula I must also have an understanding of an institution's graduate curricula. I find ODU's proposed graduate curricula to have an appropriate depth of content in its required courses and breadth of courses from which to choose. Of particular note is the inclusion of courses that will meet the needs of professionals in the field including PRTS 730, 740, and 750. These courses, along with FOUN 612 and 722 balance out the demands of a graduate degree with the applicability to our profession and will be very valuable to degree-seeking practitioners. I also believe that the option of a research project or thesis as a capstone requirement fits well with national expectations for such degrees.

**Is it consistent with content found in other M.S. programs?**

I believe that this program is extremely consistent. From a course credit standpoint, this degree and its 30 required hours is within the norm of 30-36 hours. I also applaud the proposal for requiring students to complete a thesis or research project. This option is consistent with other programs and allows practitioners to focus upon the requirement that will be of most use.

**Does it meet the needs of the target audience (post-baccalaureates and professionals in the field seeking to move into administrative and upper-level management positions)?**

Speaking as the Coordinator of a large undergraduate curricula in the Commonwealth of Virginia that prepares parks and recreation professionals, there is a very big need for the proposed program. Currently, I am exporting my graduate degree-seeking students to other States to continue their studies. Having a "local" option would be very valuable. As well, I field many questions annually from practitioners looking to continue their studies. Tragically, many are forced to pursue graduate degrees in allied fields that are of limited practical benefit. The proposed program would fill a "big hole" in educational opportunities for my students.

**Would I consider sending a student from my institution, given the description of the proposed M.S. program content?**

Without hesitation, I would. I have always been impressed with the caliber of faculty at ODU and their mission of applying course content to current practices in the field. However, this proposed curriculum is NOT a "technical training degree." Rather, it is one that appears to layer practical application upon foundational theory and study. This approach fits well with the needs of my Program's graduates and would allow for consistent understanding and study upon starting ODU's proposed degree.

**Other Comments.**

I would also be remiss if I did not mention one other important aspect of this proposed program. I have always counseled my students to seek graduate degrees that provide an opportunity for students to seek a graduate assistantship. While competitive, and not guaranteed, graduate assistantships allow students to not only be financially supported to some extent but more importantly to gain professional experience while continuing their education. The addition of an MS degree at ODU would allow students to investigate graduate assistantship within the university as a whole. Again, like the proposed degree, there is a need for the allied opportunities such as graduate assistantships as my own students look to opportunities ahead.

In summary, I am excited at the prospect of this degree becoming a reality. It will fill a need, and I believe it will fill it well. If I can provide any additional information I hope you will not hesitate to contact me.

Sincerely,

*Douglas A. Kennedy*

Douglas A. Kennedy, Ed.D., CPRP  
Professor and Coordinator  
Department of Recreation and Leisure Studies

October 12, 2015

Dear Dr. Gomez:

I have reviewed your draft M.S. in Park, Recreation and Tourism Studies and I have the following remarks in support of your proposal:

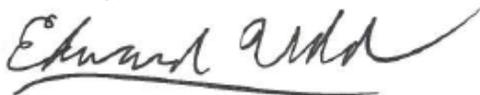
*P.O. Box 6963  
Radford, VA 24142*

*(540) 831-7720  
(540) 831-7719 FAX  
rrcparks.asp.radford.edu*

- I believe that the proposed program is very similar to quality master programs offered throughout the United States. I would suggest that the program take advantage of sister programs in Virginia for online supplemental electives if a wider diversity of offerings is needed. At least from Radford University's perspective dual listing at the graduate level might be possible if that were advantageous to some future cooperative distant education at some unknown future date. This aside, the program as a stand-alone program would not need additional coursework for it to be a success.
- I believe the highest need in the state is for a program in recreation/tourism administration. This is not a possibility within the Commonwealth of Virginia. Offering the M.S. online at some future date would be helpful in further meeting the needs of place-bound professionals in Virginia. In my role as internship supervisor in the department, I meet with practitioners through the Commonwealth and the enthusiasm for an online Master's program is high. While I recognize that an online-only program is not an aspect of the proposal, I would encourage ODU to move towards that direction in the future.
- I would strongly encourage the development of this Master's program as graduate-level options in Virginia are very limited. We have 220 undergraduate students in our program here at Radford. We graduate approximately 60 to 70 students a year who would meet the qualifications for the type of Master's program being proposed at ODU. I would estimate that at least four to six would strongly consider going to ODU or enrolling at ODU for the Master's program discussed in draft proposal.

I hope the above is useful to the full consideration of ODU's proposed Master's Program in Park, Recreation and Tourism Studies

Sincerely,



Professor and Chair



Date: November 8, 2015

From: *Deborah Kerstetter*  
Dr. Deborah Kerstetter  
Professor and Professor-in-Charge of Graduate Studies  
Recreation, Park, and Tourism Management

To: Whom it may concern

Re.: Proposed M.S. in Park, Recreation and Tourism Studies

I have been asked to review the proposal for a new master's degree program in Park, Recreation and Tourism Studies (PRTS) at Old Dominion University. I feel comfortable responding to this request as I am currently the Professor-in-Charge of Graduate Studies in Recreation, Park, and Tourism Management at The Pennsylvania State University and have been a graduate faculty member at the University for 23 years. I have advised M.S. and Ph.D. students, participated in curriculum revisions, and taught graduate level courses. In addition, I have been a member of the Society for Recreation and Park Educators' Board of Directors, a group that represented the interests of educators throughout North America to the industry's professional association—National Recreation and Park Association (NRPA).

Demand for an M.S. in PRTS

The proposal presented three very compelling arguments for the M.S. program. I agree with all three. First, the industry is changing and individuals who want to be administrators, particularly with public and non-profit organizations, tend to need advanced degrees. Second, the two other universities in Northern Virginia that offer M.S. degrees are more heavily focused on hospitality, which is not the focus of this proposed program, and likely would not be direct competitors. Third, the majority of universities in North America with advanced degrees in PRTS are located in fairly remote areas; they do not have the luxury of drawing from an area like the Hampton Roads metropolitan area. A fourth argument that was not presented, but should have been, is that there are no more than a hand full of on-line graduate degree programs in PRTS. Thus, individuals working full time in the industry who need an M.S. to advance their career have few options. I suspect that there will be a great deal of demand for the proposed M.S. in PRTS.

Course Requirements

The required courses (with two exceptions) and credits (n = 30) in the M.S. degree program in PRTS are consistent with those of most other M.S. programs across the country. The courses identified as "exceptions" include PRTS 770—Grant Writing for Human Movement Sciences, and PRTS 790—Tourist Behavior and Consumption. In terms of PRTS 770, the course content is very important in today's economic and political climate and will prove extremely useful for students seeking supervisory and administrative positions. I am not aware of another M.S. program that has a course like this in its required core. PRTS 790 struck me as an odd requirement until I considered the potential target market for the program. As noted in the proposal, the M.S. program in PRTS will be the only one available in

central and southeastern Virginia, an area that is heavily impacted by tourism. Thus, it is highly likely that every graduate from the proposed program will work for an organization that is in some way impacted by tourism.

Offering students the option to complete a thesis or research project is a smart strategic decision given the characteristics of the two target markets (i.e., recent baccalaureate graduates and professionals in the workforce). Most will likely be interested in pursuing the M.S. degree to secure advanced leadership positions. I suspect many will also be working full-time, making the completion of a thesis difficult and less relevant to their career goals. Those who do want to go on to a Ph.D. program will have the option of completing a thesis, which is required by most North American Ph.D. programs in RPTS.

#### Course Coverage

Initially I was concerned that adding a graduate degree program would put too much pressure on the full-time faculty. However, it appears that they have planned to alleviate some of the pressure by scheduling courses on an alternating basis (i.e., every other year) and offering them at night and/or on-line. This approach will be successful for a while, but if demand increases, which I suspect it will, the Department of Movement Sciences and the University may need to provide additional support (e.g., tenure-lines) for PRTS.

#### Summary

I found the proposal for an M.S. degree in PRTS at Old Dominion University convincing. There is demand for advanced degrees in PRTS, particularly from individuals working full-time in the industry, and the faculty has the skills necessary to provide them with high quality courses and mentorship. The faculty has developed a sustainable and strategic plan for course delivery; partnerships with industry that will be beneficial to students interested in completing research projects; and a network of adjunct faculty who can help with the undergraduate program. My only concern is linked to demand for the program. Should it increase, the PRTS faculty will need support in the form of tenure-lines.



College of Natural Resources  
Department of Parks, Recreation and Tourism Management  
[cnr.ncsu.edu/prtm/](http://cnr.ncsu.edu/prtm/)

Campus Box 8004  
2820 Faucette Drive  
Raleigh, NC 27695-8004  
P: 919-515-3276

November 30, 2015

Dr. Edwin Gómez  
Professor of Park, Recreation & Tourism Studies  
Graduate Program Director, Human Movement Sciences  
Old Dominion University  
Norfolk, VA 23509-0196

Dear Edwin:

Thank you for inviting me to review and comment on the proposal for your M.S. program in Park, Recreation and Tourism Studies at Old Dominion University. It is certainly beneficial for us to see how other programs organize and deliver graduate curricula. Our graduate program is currently in the process of self-study and will host an external review in March of 2016. Thus having this opportunity is mutually beneficial.

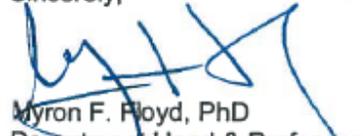
Overall, the general caliber and scope of the program is well organized and incorporates core disciplinary knowledge of parks, recreation, and tourism. The core suite of courses offers students an introduction to advanced theories and exposure to potential areas of specialization or concentration (i.e., park management, recreation management, and sustainable tourism). This combination of courses should prepare students to apply theories and concepts to professional practice. It also provides a strong foundation for students looking to continue in a doctoral program. This capacity to serve both populations of students is a strength of the proposal. This approach is consistent with M.S. programs at other universities. I would feel comfortable taking on a student from your program.

As suggested above, the proposed M.S. program in Park, Recreation and Tourism Studies at ODU can be effective in meeting the needs of post-baccalaureates and professionals in the field looking to move into administrative and upper-level management positions. In our own masters program, we find that working professionals benefit greatly by learning the latest theoretical approaches and research in tourism, recreation, and sport management. We hear from students that exposure to theory and research in the graduate program improves their ability to analyze, understand, and address the various management challenges they face. We frequently receive testimonials from masters graduates describing how the courses and the degree led to a promotion. As I consider the future of the park, recreation and tourism profession, I believe masters programs are increasingly important for preparing the next generation of leaders. Like other public service

professions, as "Baby Boomers" generation leaders retire, park and recreation agencies may be confronted with a leadership drain. I believe strong masters programs have a huge role to play in meeting this challenge by helping develop the next generation of leaders in our field.

In conclusion, I believe an M.S. in Park, Recreation and Tourism Studies at ODU is a viable degree program. It can serve the needs of professional and academic audiences. Thank you again for allowing me to comment on the program proposal. Feel free to get back in touch if I can provide further information for your use.

Sincerely,



Myron F. Floyd, PhD  
Department Head & Professor

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

Department of Recreation, Sport and Tourism  
College of Applied Health Sciences  
104 Huff Hall  
1206 South Fourth Street  
Champaign, IL 61820



Champaign, November 15, 2015

Dear Dr. Gomez,

Thank you for allowing me to provide an evaluation of the proposed Masters of Science curriculum in Park, Recreation and Tourism Studies at the Old Dominion University. I will examine the objective merits of the Program and compare it to the Masters of Science curriculum in Park and Recreation Management in the Department of Recreation, Sport and Tourism (RST) at the University of Illinois.

Both the M.S. curricula at PRTS and RST are designed to provide an education in theoretical, behavioral, and management perspectives directed toward a range of specific leisure interests, including outdoor recreation and tourism. Moreover, both programs are designed to help students develop the knowledge and skills appropriate for careers in the recreation and tourism industries, government agencies, community agencies, and/or private enterprises. Thesis-based M.S. curricula in RST and PRTS are also designed to prepare students for doctoral studies and for future careers in academia. Both curricula also share similar target audiences (qualified holders of a B.A. or B.S. degree in Parks, Recreation, Tourism or related disciplines) who have either recently graduated with undergraduate degrees or professionals who have decided to pursue an advanced degree after spending several years gaining experience in the recreation and tourism industry.

The PRTS curriculum requires students to complete 30 credit hours, which is within the norm among comparable programs. Although RST students are required to complete 36 credit hours, PRTS curriculum is no less strict than the one in RST. Time to the degree in both curricula is similar; students at both institutions are expected to complete their degrees in 1.5-2 years. Required courses in PRTS and RST curricula cover topics related to theory, management, administration, and foundations of the field of recreation. While PRTS curriculum additionally requires students to complete coursework related to sustainable practices, grant writing, and youth development, RST curriculum is slightly more management-oriented and requires students to complete courses in marketing, finance and budgeting, and strategic management. The number of possible electives PRTS students can choose from is impressive and includes 9 courses ranging from fiscal planning and management in sport, to public policy and evaluation, and management of nonprofit organizations.

Both PRTS and RST Masters students may pursue either a thesis or non-thesis options. Where our curricula diverge is in the number of electives required of non-thesis students (2 in RST and 1 in PRTS) and of thesis students (4 in RST and 2 in PRTS). On the other hand, non-thesis PRTS

*Telephone 217-333-4410 • fax 217-244-1935*

students are required to complete a research project (RST students are not) as well as research methods and statistics courses (in the RST curriculum, only thesis based students are required to complete 8 hours of research methods). It is indicative of a more research-oriented approach in the proposed PRTS curriculum. Moreover, PRTS requires students pursuing the non-thesis option to complete written and oral competency examinations. RST curriculum does not have a competency exam for its Masters students.

In sum, PRTS and RST Masters curricula have similar structures and course requirements, with the major difference being the research project and research methods courses, as well as the written and oral competency examinations required of the non-thesis students in PRTS. The proposed PRTS Masters curriculum is solid, competitive and well within the rigors of comparable curricula in the field. The content of the courses offered by PRTS and the strict requirements of the proposed curriculum would make students graduating with an M.S. degree in PRTS well-prepared both for the rigors of the competitive job market and possible future doctoral studies and careers in academia. They would certainly be in a competitive position to apply to the doctoral program in Recreation, Sport and Tourism at the University of Illinois.

Sincerely,



Monika Stodolska, Ph.D.  
Professor and Associate Head for Academic Affairs

**APPENDIX E**  
**EMPLOYMENT DEMAND**  
**SURVEY**

Old Dominion University (ODU) is proposing a Master's of Science (MS) in Park, Recreation and Tourism Studies (PRTS) to begin Fall 2016. We are contacting you to determine the level of interest in this graduate program among potential employers related to content and extent to which you would hire a prospective graduate of the program. Your participation is voluntary and your responses are anonymous.

The Master of Science in PRTS is a 30 credit- hour degree. The curriculum (below) was designed to prepare students for advanced management positions in the Park, Recreation and Tourism field, as well as further graduate study.

**Park, Recreation & Tourism Studies Core:** 15 credits required

- PRTS 650 Contemporary Issues in PRTS (3 credits)
- PRTS 710 Tourist Behavior and Consumption (3 credits) **NEW**
- PRTS 720 Advanced Leisure Theories and their Applications (3 credits) **NEW**
- PRTS 740 Recreation Management for Administrators (3 credits) **NEW**
- PRTS 770 Grant Writing for Parks and Recreation (3 credits) **NEW**

**Research Core:** 6 credits required

- FOUN 612 Applied Research Methods (3 credits)
- FOUN 722 Introduction to Applied Statistics and Data Analysis (3 credits)

**Capstone Experience:** 3-6 credits required – Choose 1 of 2 Tracks

**Thesis Track:**

- PRTS 698 Thesis (3 credits)
- PRTS 699 Thesis (3 credits)

**Research Project Track:**

- PRTS 636 Research Project (3 credits)

**Restricted Electives:** 3-6 credits (depending on Capstone Experience option)

- PRTS 619 Strategic Marketing for Parks, Recreation and Tourism (3 credits)
- PRTS 697 Independent Study in PRTS (3 credits)
- PRTS 730 Park Management for Professionals (3 credits) **NEW**
- PRTS 760 Advanced Sustainable Tourism Management (3 credits) **NEW**
- PRTS 780 Youth Development in Recreation (3 credits) **NEW**
- SMGT 738 Fiscal Planning and Management in Sport (3 credits)
- SMGT 752 Facility Management for Sport and Recreation (3 credits)
- SMGT 753 Sponsorship and Event Planning (3 credits)
- SMGT 760 Legal Aspects of Sport and Recreation (3 credits)
- PADM 671 Public Budgeting and Financial Management (3 credits)
- PADM 711 Urban Services Administration (3 credits)
- PADM 714 Public-Private Partnerships (3 credits)
- PADM 715 Management of Nonprofit Organizations (3 credits)
- PADM 745 Managing Development and Change in Organizations (3 credits)

Next>>



How interested would your organization be in hiring an applicant with the MS in PRTS described on the previous page?

- Very interested
- Somewhat interested
- Not very interested
- Not at all interested

What is the likelihood that you would hire an applicant with an MS in PRTS from ODU if that applicant met all other hiring requirements?

- Very likely
- Somewhat likely
- Somewhat unlikely
- Not at all likely

Does your organization need skills that are difficult to find in a typical applicant pool?

- Yes
- No

<< Back   Next >>



Does the MS in PRTS address some of the those needed skills?

Yes

No

Please provide feedback on how the PRTS MS program would fit with your current and/or future hiring needs.

<< Back   Next >>

Survey Powered By [Qualtrics](#)



In what city/state is your organization located?

Thank you for completing this survey. Please click "next" to submit your answers.

<< Back   Next >>

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**Employer Survey Results  
(Frequency Tables)**

**How interested would your organization be in hiring an applicant with the MS in PRTS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all interested	1	2.6	2.6	2.6
	Not very interested	1	2.6	2.6	5.3
	Somewhat interested	17	44.7	44.7	50.0
	Very interested	19	50.0	50.0	100.0
	Total	38	100.0	100.0	

**What is the likelihood that you would hire an applicant with an MS in PRTS from ODU**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat unlikely	1	2.6	2.7	2.7
	Somewhat likely	18	47.4	48.6	51.4
	Very likely	18	47.4	48.6	100.0
	Total	37	97.4	100.0	
Missing	System	1	2.6		
Total		38	100.0		

**Does your organization need skills that are difficult to find in a typical applicant pool?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	12	31.6	31.6	31.6
	Yes	26	68.4	68.4	100.0
	Total	38	100.0	100.0	

**Does the MS in PRTS address some of those needed skills?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	5.3	8.0	8.0
	Yes	23	60.5	92.0	100.0
	Total	25	65.8	100.0	
Missing	System	13	34.2		
Total		38	100.0		

**Open-Ended Responses from Employers on the PRTS Curriculum and Need**

- Grad school teaches critical thinking skills and demonstrates a commitment
- Grant Writing is innovative; Should include program development, risk management/legal liability, quality assurance programming and contract management; HR/Performance management

- Grant writing would be very valuable. Also, the intersection of P&R and Tourism.
- I am currently in a different public sector although completion of the program would ensure solidified credentials. Would like to see candidates with strong financial (government budgeting / public finance) and public policy knowledge.
- I think it is wonderful ODU is thinking of offering the Master's program. I would most likely be interested in enrolling myself. Some online components would be great.
- I think the PRTS MS would provide a higher level of education and training for those young professionals aspiring to move up into management positions.
- I think, in the core curriculum for the degree, the following subjects should be covered in detail: 1. Human Resources Theory and Practice 2. Government Finance 3. Politics and Ethics in the Public Sector 4. Principles of People Skills- Successful Practices for a Productive Workforce
- If you are targeting Parks and Recreation professionals who mainly work in govt....cities, counties, etc...at a masters level I feel like you need to have a focus on the next steps such as advanced leadership, risk management, public process...these could be addressed in the Recreation Management for Administrators course.
- In an entry level position, the variety in program management is important. However, we are more likely to hire someone with a lot of business administration background, because financial management and supervision skills are more valuable at higher level positions. Thesis papers really aren't of much value to us, as knowing that the individual received hand on experience and a set type of management education. This makes the Research Project a good option.
- It appears to be well rounded
- More thorough understanding of management issues, budgeting, administration, etc. would be very helpful. The research work may not be directly related, but the skills learned from research would be as we continually problem solve.
- Our organization has a need for graduate students as well as professionals with a background in the courses outlined for this program. Our organization would also be interested in program electives from the higher education program to assist those students pursuing a career in campus recreation.
- The only positions that our agency would hire with these qualification would be Executive Director (my position, I have a MS from University of Illinois and our Director of Recreation and Facilities (current position is filled with an individual with a BA, but could be a masters-preferred.
- The recognition of the field as a profession goes a long way towards getting qualified, talented people interested. The prevailing thought is that a "leisure" professional is somehow a laid back slacker. The TV portrayal of recreation professionals as buffoons doesn't help. The field needs additional credibility.
- We already hire candidates with similar degrees from other universities. A Master's degree in the field is preferable.

- We are always looking for educated, skilled individuals, and it appears that (for the most part) you'd be providing students with some great tools to step into the workforce. For example, I think that an applicant with grant writing skills would stand out. However, I would rarely choose someone with MS and zero experience over someone with a bachelor's degree and several years of experience in the field. I think that some of your electives should be a part of the mandatory curriculum. Understanding budgeting and financial management, for example, is critical to an employee's success. Also, I think that the field is changing. Students need to understand the importance of enhancing business acumen, strategic thinking and adaptive leadership.
- We are always looking to hire P&R professionals with Masters Degrees in the field of P&R. However, the recession really changed the hiring pool for young professionals coming out of college. The pools are now much larger with interested candidates that are much more experience. It's sad, but we are getting highly skilled people at the low cost we used to get young professionals. Anytime a student goes the extra mile and obtains a Master's Degree that substantially helps their application. I have a Master degree and for a long time in this business I thought it was a waste of my time and money. However, it has really helped me later in my career when it came to landing the larger, higher paying executive positions.
- We desire high performing staff, and higher education and knowledge contributes to higher performance. It appears that these masters' level courses provide applicable learning that will help individuals succeed in numerous positions within our organization.

**In what city/state is your organization located?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Bakersfield CA	1	2.6	2.6	7.9
Blacksburg VA	1	2.6	2.6	10.5
Canton Michigan	1	2.6	2.6	13.2
Cedar Rapids, IA	1	2.6	2.6	15.8
Chicago, Illinois	1	2.6	2.6	18.4
Colorado	1	2.6	2.6	21.1
Columbus/GA	1	2.6	2.6	23.7
Commerce City, Colorado	1	2.6	2.6	26.3
Elizabeth, NJ	1	2.6	2.6	28.9
Florida	1	2.6	2.6	31.6
Georgia	1	2.6	2.6	34.2
Hoffman Estates, Il	1	2.6	2.6	36.8

Illinois	1	2.6	2.6	39.5
Isle of Wight/VA	1	2.6	2.6	42.1
Johnson County, Kansas	1	2.6	2.6	44.7
King of Prussia - Pennsylvania	1	2.6	2.6	47.4
Livermore, California	1	2.6	2.6	50.0
Merrimack, NH	1	2.6	2.6	52.6
Miami Lakes, FL	1	2.6	2.6	55.3
Milwaukee, WI	1	2.6	2.6	57.9
Norfolk	1	2.6	2.6	60.5
Norfolk, VA	1	2.6	2.6	63.2
Norfolk, Va.	1	2.6	2.6	65.8
North Carolina	1	2.6	2.6	68.4
Ohio	1	2.6	2.6	71.1
Pennsylvania	1	2.6	2.6	73.7
Plainfield. IL	1	2.6	2.6	76.3
Rutland VT	1	2.6	2.6	78.9
St. Petersburg, FL	1	2.6	2.6	81.6
Tampa/FL	1	2.6	2.6	84.2
Transylvania county, NC	1	2.6	2.6	86.8
Virginia	2	5.3	5.3	5.3
Virginia Beach	2	5.3	5.3	92.1
Waukegan , IL	1	2.6	2.6	94.7
Williamsburg Va	1	2.6	2.6	97.4
Winnetka, Illinois	1	2.6	2.6	100.0
Total	38	100.0	100.0	

**APPENDIX F  
EMPLOYMENT DEMAND  
JOB POSTINGS**

## Staff Jobs

# Director of Club Sports

[On-Call  
Banquet Server](#)

**Director  
of Club  
Sports**

[Assistant  
Coach-  
Women's  
Lacrosse](#)

[Campus Safety  
and Security  
Officer](#)

[Housekeeping  
Supervisor](#)

[Campus Safety  
and Security  
Dispatch  
Officer-  
Temporary](#)

Lynchburg College in Virginia is accepting applications for a full-time Director of Club Sports. The successful candidate will be responsible for the development, leadership, and administrative oversight of the College Club Sports programs, including budget, personnel, risk management, recruiting, facility scheduling for team practice and competition, and other related duties as assigned by the Director of Athletics. Candidate must have a commitment to upholding the academic and athletic mission of the College.

Lynchburg College is a highly successful NCAA Division 111 institution and charter member of the Old Dominion Athletic Conference. Lynchburg College is a private co-educational liberal arts institution located at the foothills of the Blue Ridge Mountains.

**Required qualifications:** Bachelor's degree. Master's degree preferred. Leadership experience in a collegiate recreation setting is preferred. All candidates must have strong interpersonal skills and an ability to communicate with all members of the College community. Selected candidate must successfully pass a background check.

**Application Procedure:** Submit letter of application, resume, and three letters of recommendation to:

Kitchen/Service  
Assistant

Jon Waters  
Director of Athletics  
Lynchburg College  
1501 Lakeside Drive  
Lynchburg, VA 24501  
[waters.j@lynchburg.edu](mailto:waters.j@lynchburg.edu)

Application review begins immediately and will continue until the position is filled.

Lynchburg College is an equal opportunity employer.

More

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Career Opportunities in Virginia Government

Jobs.Virginia.gov

## Posting Details

SEARCH PomNGS\*

[Return to Search Results](#)

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**To apply to this posting, select the "Click Here to Apply" link in the Agency Website field.**

HOME

LC,GIN (STAT ACILNC.V JOBS)

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

AGENCY LIST

FREQUENTLY ASKED QUESTIONS

### Position Information

Working Title? Experiential Learning Coordinator

Role Title

Job Open Date 10-19-2016

Job Close Date Open Until Filled  
Jobs close at 11:59pm EST/EDT

Job Type Detail  
Contract

Is this position funded in whole or in part by the American Recovery & Reinvestment Act (Stimulus Package)? No

Hiring Range \$50,000  
James Madison University (216)

Agency Website [Click Here to Apply](#)

Location Harrisonburg - 660

Sublocation

Position Number 8000

Job Posting Number 0407688

Does this position have telework options?

Bilingual/Additional Skill Requirement/Preference

Type of Recruitment General Public - G  
Job ID

Job Type	
Pay Band	UC,
Job Description	<p>Essential duties and responsibilities:</p> <ul style="list-style-type: none"> <li>· Identify, design and Implement programs that Will engage students in The Hart School in leadership and professional development activities.</li> <li>· Develop and implement a strategy for engaging alumni and employers in activities of the school including, but not limited to, internship placements, job recruitment, employment fairs and guest speakers in classes.</li> <li>· Identify companies that are not presently represented on campus and recruit them for internships, career fairs, employee recruiting and potential development.</li> <li>· With the Assistant Director help to develop and coordinate activities for, and communications with, The Hart School Alumni Network.</li> <li>• Coordinate school-wide service projects and assist faculty and student organizations in planning additional service projects.</li> <li>• Assist In outreach for the annual Le Gourmet fundraising event and other such fundraising events.</li> <li>· Utilize Hart School social media platforms to promote internship and career opportunities for students.</li> <li>• Market information about student experiences, program news, events and functions to alumni and employers.</li> <li>· Plan, coordinate and, along with faculty, lead experiential learning trips for Hart School students.</li> <li>· Coordinate Hart School special events such as student organization job/ internship fairs, Executive Speaker Series and similar activities.</li> <li>· Participate In new student orientations and prospective student <b>events</b>.</li> <li>· Prepare annual reports as required by the director and/or university.</li> <li>• Work with Career and Academic Planning In assisting students in developing resumes, interview skills and professional social media access (ie: LinkedIn).</li> <li>· Prepare and distribute digital newsletter each semester 1:</li> <li>• Perform other duties as created and/or assigned.</li> </ul>
Minimum Qualification,	<p>Education or experience;</p> <ul style="list-style-type: none"> <li>· Master's degree in Student Development, Career Counseling, Communications, Marketing, Media Arts &amp; Design, Hospitality or Sport/ Recreation Management or a closely related degree.</li> <li>· Some business-related work experience required with a focus on career planning, corporate relationships, marketing or outreach.</li> </ul> <p>Other qualifications:</p> <ul style="list-style-type: none"> <li>· Excellent oral and written communication skills.</li> <li>• Evidence of ability to collaborate with internal and external constituents.</li> <li>- Experience with professional development activities.</li> </ul>
Preferred Qualifications	
Special Requirements	
Special Instructions to Applicants	To apply go to Joblink.jmu.edu, reference posting number 0407688, complete the faculty profile and submit a cover letter, curriculum vitae and a list of 3 professional references. Application review begins November 19, 2016 and will continue until the position is filled. Potential starting date is in January 2017. For more information, contact Mr. Neil D. Marrin, Search Chair, 540-568-7410 or at marrinnd@jmu.edu.
Optional Applicant Documents	Resume Cover Letter
Required Applicant Documents	
Contact Information	

what

parks department

job title, keywords or company

where

Virginia

city, state, or zip

1: Jobs

Advanced Job Search

## Children and Nature Program Manager

National Wildlife Federation [16 reviews](#). Reston, VA

The National Wildlife Federation is seeking a Children and Nature Program Manager to join our Education team in our headquarter's location in Reston, VA. The National Wildlife Federation has a longstanding commitment to the support of programs that help children spend time in and develop a lasting connection with nature and the outdoors. Children with ongoing experiences playing and learning nature are more inclined to become nature lovers and supporters as adults. Drawing upon the diversity of National Wildlife Federation's (NWF) educational resources, the Children and Nature Program Manager is responsible for leading the implementation and/or development of a robust set of programs to connect children with the outdoors. These include partnerships with park and recreation agencies, childcare providers, after school programs and more. The methods the Federation employs include support for child-serving institutions, encouraging parents and caregivers to increase nature and outdoor time, supporting needed policy changes, improving public information and assembling and applying relevant research. This position will implement existing approaches and develop the new strategies and partnerships to advance NWF's children and Nature programming nationally.

### In this role you will:

- Manage national efforts to implement Children and Nature programming, including NWF's Green Hour efforts, the Great American Campout, Rising Star program, Nature Play Spaces, Technology and the Outdoors, the 10 Million Kid Campaign and other relevant NWF programs
- Research, identify, and develop diverse partnerships to support NWF's Children and Nature Program
- Maintain and deepen existing partnerships. Participate in regional and national event venues as a presenter and/or exhibitor to extend outreach to a broader audience.
- Advance NWF's strategic focus on wildlife/habitat, pollinators and connecting people with nature
- Establish and measure progress towards a vision for Children and Nature programming that supports NWF's mission and vision.
- Generate awareness and interest in NWF's programs through media and communications outlets
- Engage NWF's affiliate organizations in Children and Nature work as appropriate
- Collaborate with NWF departments and program staff on Children and Nature initiatives
- Assist in fundraising for both regionally focused and national children and nature program priorities
- Report outcomes and evaluate program success based on long-term goals, objectives and outcomes

This position will have significant responsibility to both implement and develop and grow NWF's Children and Nature programming nationally. This position also must provide sound management and evaluation of national program activities.

### Qualifications:

- Ability to conceive and execute programs with clear objectives, benchmarks, and deliverables
- Ability to develop strategic partnerships with national and regional leaders, volunteers, and other entities whose support

Get job updates from National Wildlife Federation

About this company

### National Wildlife Federation

16 reviews

The National Wildlife Federation (NWF) is the United States' largest private, nonprofit conservation education and advocacy organization,...

- and cooperation is essential to success
- Ability to establish and cultivate relationships with institutional funders and individual donors
- Strong work ethic and project management skills
- Ability to be highly professional as well as collaborative, approachable and outgoing
- Ability to work independently with minimal supervision
- Strong organizational oral and written communication skills
- Ability to relate to a diverse range of people and exercise cultural competence and inclusion
- Proficiency with word processing, and PowerPoint software
- B.A. or B.S. in, Education, Communication, Environmental Education, Science, Natural Resources, **Parks** and Recreation or other related field (Post-graduate degrees or work preferred)
- Minimum of 5 years relevant work experience in educational project coordination, program planning and implementation, establishing and cultivating partnerships, and fundraising/grant writing

This role will require national travel.

Interested candidates should submit both a cover letter and resume. We offer excellent benefits, competitive compensation, and a flexible work environment. The National Wildlife Federation is committed to building a diverse team and strongly encourages candidates from all backgrounds to apply.  
30+ days ago - save job - original job

» **Apply Now**

Please review all application instructions before applying to National Wildlife Federation.

**More than 75 people have already applied to this job on Indeed.**

[Apply Now](#)

» **View** recommended jobs for you - 116 new

[About - Help Center](#)

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Join the most recognizable hotel brand in virtually every region of the world.

## Manager, Guest Experience

Forward to a Friend

Location: US - VA - McLean

Other Hilton Jobs

Date Posted: 12/9/16 2:30 PM

Company Name: [Hilton Worldwide](#)

<https://www.hcareers.com/job/hotel-resort-manager-guest-experience-116E1164E5B59050>

The Manager of Guest Experience will support high-impact, strategic initiatives across the Global Brands organization with a focus on; All Suites Brands (Embassy Suites, Homewood Suites, Home2 Suites); Regional Operations; Commercial Services and Social Media Strategy.

What will I be doing?

The Manager of Guest Experience will be responsible for developing actionable consumer insights, by connecting multiple data sources across Hilton's organization for senior leadership in a consultative model to ensure the voice of the customer is integrated into key strategic decisions. Key deliverables include proactively sharing insights, identifying unmet customer needs in order to fuel innovation and evaluating initiatives with real-time customer feedback.

Other key priorities are listed below:

- Work closely with senior operators and brand leadership to drive customer centricity within the organization
- Synthesize data to drive and share big picture actionable insights, including:
  - Brand health performance and trending
  - Initiative development, tracking and optimization
  - Isolate root causes of issues
  - Identify emerging macro trends
  - Incorporate competitive intelligence and other unstructured data sources
- Effectively communicate with senior leadership to influence change by:
  - Develop presentations with intuitive visual representations of complex data
  - Communicate priorities and findings up and down the organization in various formats (Microsoft Office)

HILTON WORLDWIDE

Job Categories  
Corporate Office/Executive

Property  
Hilton Corporate

Entry

- Deeply understand the business and organization and apply subject matter mastery
- Partner externally to continuously improve and maintain customer feedback capabilities, specifically:
- Develop strategic plans for effective use of feedback capabilities
- Enhance reporting to disseminate insights effectively to support Initiatives
- Must be able to think strategically as well as tactically, successfully integrate data from numerous sources to address complex business issues; discern usefulness of information for actionability, and turn data into useable business information using a variety of applied analytical techniques
- Must have high energy, the ability to operate autonomously, engage with senior leadership and a go-getter attitude

Hilton World Wide Inc. is acting as an Employment Agency in relation to this vacancy.

What **are we** looking for?

To fulfill this role successfully, you must possess the following minimum qualifications and experience:

- BA/BS Bachelor's Degree
- A minimum of four (4) years of professional experience
  - , Experience delivering first-rate customer service
  - , Ability to manage relationships and interface with all levels of management, including senior management
- Excellent presentation skills, including impactful, concise PowerPoint presentations
- Strong analytical skills with the ability to collect, organize, analyze and disseminate significant amounts of information with attention to detail and accuracy
  - , Expertise in Microsoft Excel

It would be advantageous in this position for you to demonstrate the following capabilities and distinctions:

- MNMS Master's Degree
  - , Experience in Consumer Packaged Goods, Retail, Hospitality, or Consulting
- A minimum of five (5) years of professional experience
  - , A minimum of three (3) years of management or supervisory experience
  - , Previous experience in a Hospitality insight and strategy role
  - , Previous experience in B2C research and/or consulting
- Knowledge of statistics and experience using statistical packages for analyzing datasets (STATA, SPSS, SAS, etc.)

What will it be like to work for Hilton?

Hilton is the leading global hospitality company, spanning the lodging sector from luxurious full-service hotels and resorts to extended-stay suites and mid-priced hotels. For nearly a century, Hilton has offered business and leisure travelers the finest in accommodations, service, amenities and value. Hilton is dedicated to continuing its tradition of providing exceptional guest experiences across its global brands. Our vision to fill the earth with the light and warmth of hospitality unites us as a team to create remarkable hospitality experiences around the world every day. And, our amazing Team Members are at the heart of it all!



Join the most recognizable hotel brand in virtually every region of the world.

## Manager, Ops & Procedures FF&E

Location: US - VA - McLean

Date Posted: 11/16/16 2:30 AM

Company Name: [Hilton Worldwide](#)

[Forward to a Friend](#)

[Other Hilton Jobs](#)

The Operations and Procedures Manager will manage and support Supply Management, by implementing contracts with suppliers and distributors of products and by securing competitive negotiated pricing. The Team Member will oversee the Operations and Procedures team with regards to management of data based templates of savings and spend reporting of contracted suppliers for both FF&E and OS&E.

What will I be doing?

The Operations and Procedures Manager will manage and support Supply Management, by implementing contracts with suppliers and distributors of products and by securing competitive negotiated pricing. The Team Member will oversee the Operations and Procedures team with regards to management of data based templates of savings and spend reporting of contracted suppliers for both FF&E and OS&E.



**Job Categories**

Purchasing

**Property**

Hilton Corporate

**Entry Level Position**

No

Other key priorities are listed below:

- Manage, support, and develop strategies and directions for the Americas region; evaluating efforts to ensure the effectiveness and efficiency of the entire organization
- Manage and support contractual negotiations and contract administration for all programs
- Pursue innovative ways to continuously improve the Americas spend
- Facilitate the consolidation and procurement of products and services to realize economies of scale through reduced product and acquisition costs across the Americas region
- Evaluate and identify business opportunities for Americas sourcing and communicate with key stakeholders accordingly
- Work with Brands, Product development, Hotels, and operating disciplines to ensure the overall strategic direction of Supply Management
- Structure resources and activities of Supply Management so objectives are accomplished across all operating processes
- Manage the grouping and assignment of tasks, to ensure that all stakeholders are supported
- Implement, analyze, and measure key performance indicators to ensure effectiveness, compliance, and liabilities
- Manage and support the development and administration of the Supply Management Americas Rooms module
- Negotiate and implement contracts on behalf of Hilton and its Brands
- Leverage effective partnerships
  - Provide direction and leadership to Team Members within the Rooms module
  - Support the Director in determining needs and recruiting, selecting, training, and developing Team Members
  - Work with direct reports on goals to accomplish departmental initiatives as well as personal development plans
  - Support the implementation of proper controls to ensure compliance to brand standards and specifications to ensure benchmarks are achieved
  - Support the evaluation of technology and systems as they relate to Supply Management
  - Support budget development
- Ability to effectively read, write and speak the English language
- Must maintain highest standards of ethical conduct and integrity
- Absolute discretion and confidentiality regarding sensitive information
- Ability to effectively manage change, resolve conflicts and ensure collaboration within teams and/or units
- Ability to develop, prioritize and implement plans to fulfill team's responsibilities and meet organization's core strategic goals
- Effectively manage professional development, training, and mentoring for subordinates

Hilton World Wide Inc. is acting as an Employment Agency in relation to this vacancy.

**What are we looking for?**

To fulfill this role successfully, you must possess the following minimum qualifications and experience:

- BNBS Bachelor's Degree
- A minimum of two (2) years of experience in Purchasing and/or Strategic Sourcing roles
- Strong organizational skills
- A minimum of one (1) year of analytical experience
- A minimum of two (2) years of management experience
- Strong contract interpretation and negotiation skills (legal and business terms and conditions)
- Experience in identifying and developing global sources of supply, including, but not limited to distribution networks, global manufacturers, and in-country sourcing
- Ability to travel as required

It would be advantageous in this position for you to demonstrate the following capabilities and disjunctions:

- Master's Degree
- A minimum of seven (7) years of Indirect Purchasing and/or Strategic Sourcing experience
- CPM, CPSM or willingness to attain certifications during the course of employment
- In-depth knowledge of the Hospitality or related industry
- Understanding and exposure to ERP, eProcurement, or related systems and/or software
- Budget development and management experience, including tracking expenses against commitments, setting priorities for funding, and developing annual budgets
- Ariba experience preferred

**What will it be like to work for Hilton?**

Hilton is the leading global hospitality company, spanning the lodging sector from luxurious full-service hotels and resorts to extended-stay suites and mid-priced hotels. For nearly a century, Hilton has offered business and leisure travelers the finest accommodations, service, amenities and value. Hilton is dedicated to continuing its tradition of providing exceptional guest experiences across its global brands. Our vision to fill the earth with the light and warmth of hospitality unites us as a team to create remarkable hospitality experiences around the world every day. And, our amazing Team Members are at the heart of

<https://www.hcareers.com/job/hotel-resort-manager-ops-&-procedures-ff&e-7EC2CE046CB01DC4>

# VISITOR SERVICES SPECIALIST (ACCESSIBILITY COORDINATOR)

## U.S. MARINE CORPS

Few vacancies in the following location:

9 Quantico, VA

Work Schedule is Full Time- Permanent

Opened Monday 12/5/2016  
(5 day(s) ago)

0 Closes Monday 12/12/2016  
(2 day(s) away)

### Salary Range

\$48,968.00 to \$63,654.00/ Per Year

### Series & Grade

GS-1001-09/09

### Promotion Potential

09

### Supervisory Status

No

### Who May Apply

United States Citizens

### Control Number

458500700

### Job Announcement Number

SW71001-09-1861319LK461324D

## Job Summary

The Navy and Marine Corps team offers innovative, exciting and meaningful work linking military and civilian talents to achieve our mission and safeguard our freedoms. Department of the Navy provides competitive salaries, comprehensive benefits, and extensive professional development and training. From pipefitters to accountants, scientists to engineers, doctors to nurses-the careers and opportunities to make a difference are endless. Civilian careers-where purpose and patriotism unite!

The selectee for this position serves as a **Visitor Services Specialist (Accessibility Coordinator)** in the **National Museum of the Marine Corps (NMMC), Marine Corps University, Training and Education Command of Quantico, VA**

## Duties

- Ensure that the gallery docent positions are staffed on a daily, weekly, seasonal, and yearly basis.
- Coordinate the requirements *for* exhibit visits and artifact tours, as well as clean macro artifacts.
- Communicate with external organizations that represent people with disabilities, accessibility advisors, and consultants.
- Coordinate and facilitate museum visits and tour groups to deliver a dynamic visitor experience that enhances the museums reputation.

## Travel Required

- Not Required

## Relocation Authorized

- No

## Key Requirements

- You must be a US Citizen.
- Males must be registered *or* exempt from Selective Service. [www.sss.gov](http://www.sss.gov)
- Selectee must be determined suitable for federal employment.
- Selectee may be required to successfully complete a probationary period.
- Selectee is required to participate in the direct deposit pay program.
- See Other Information section for additional requirements.

## Qualifications

In order to qualify for this position, your resume must provide sufficient experience and/or education, knowledge, skills, and abilities, to perform the duties of the specific position for which you are being considered. Your resume is the key means we have for evaluating your

<https://www.usajobs.gov/GeUo!YPrintPreview/458500700>

skills, knowledge, and abilities, as they relate to this position. Therefore, we encourage you to be clear and specific when describing your experience.

Your resume must demonstrate at least one year of specialized experience at or equivalent to the **GS-07** grade level or pay band in the Federal service or equivalent experience in the private or public sector. Specialized experience must demonstrate the following : managing, implementing, and operating museum visitor services to include creating, designing, and facilitating exhibit visits and artifact tours; and ensuring programs are ADA (Americans with Disabilities Act) accessible.

OR

Successfully completed a master's or equivalent graduate degree or 2 full years of progressively higher level graduate education leading to such a degree or LL.B. or J.D., if related. Such education must demonstrate the knowledge, skills, and abilities necessary to do the work of the position.

OR

Possess a combination of specialized experience and education as described above equates to one year of experience. The percentage of the required education plus the percentage of the required experience equal 100 percent

Additional qualification information can be found from the following Office of Personnel Management web site:

<https://www.opm.gov/olciv-data-oversight/classification-qualifications/general-schedule-qualification-standards/#ud=GS-ADMIN>

You will receive credit for all qualifying experience, including volunteer and part time experience. You must clearly identify the duties and responsibilities in each position held and the total number of hours per week.

Experience refers to paid and unpaid experience, including volunteer work done through National Service programs (e.g., professional, philanthropic, religious, spiritual, community, student, social). Volunteer work helps build critical competencies, knowledge, and skills and can provide valuable training and experience that translates directly to paid employment.

As part of the application process, you must complete and submit an occupational questionnaire. To preview this questionnaire and determine if your experience matches the required skills for this position, click the following link: [View Assessment Questions](#)

**Please follow all instructions carefully. Errors or omissions may affect your rating and/or appointment eligibility.**

## **EDUCATION:**

***Are you using your education to qualify?*** For positions requiring positive education requirements, or if you are using education to meet all or part of the qualification requirements, you must submit a copy of your transcripts or an itemized list of college courses which includes equivalent information from the transcript (course title, semester/quarter hours, and grade/degree earned). See OPM's [General Policies](#) for information on crediting education.

Education completed in foreign colleges or universities may be used to meet the qualification requirements if the applicant can provide documentation indicating that the foreign education is comparable to that received in an accredited educational institution in the United States. It is the responsibility of the applicant to provide such evidence when applying for further information, visit:

<http://www.ed.gov/about/offices/list/ous/international/us-edite-visits-forrecog.html>

## **REQUIREMENTS:**

A security clearance is a requirement of this position. Must be able to obtain an interim and/or final (e.g., confidential/secret/top secret, etc.) security clearance prior to entrance on duty AND must be able to maintain the required level of clearance while employed in the subject position. Failure to obtain and maintain the required level of clearance may result in the withdrawal of a job offer or removal.

The work is primarily performed in a modern office setting using common office equipment and tools. While training of touring the incumbent will stand or walk for extended periods of time, but usually not for more than two hours at a time. During heavy visitation periods the employee may be on his/ her feet for seven hours a day, walking onto school buses, moving around the museum, and monitoring visitor activities. May act as a tour guide, during which the employee could expect to be walking, turning, and speaking for periods of up to three hours.

The work is primarily performed indoors with the closely controlled temperatures. There will be times when the employee will have to walk outdoors to greet visitors on buses during all types of weather. Additionally, there will be times when the employee will have to accompany groups through the improved 1.2 miles concrete trail system during all four seasons.

This position will be working holidays, evenings, and weekends.

Some rotating shift work may be required.

## **Security Clearance**

Not Applicable

## What To Expect Next

When the application process is complete, your application will be reviewed to determine if you meet the hiring eligibility and qualification requirements for which you requested consideration. You will be rated based on the information provided in your resume and responses to the questionnaire, along with your supporting documentation to determine your level of knowledge, skill, and ability, related to the job requirements.

Best qualified applicants will be referred to the hiring manager. The selecting official may choose to conduct interviews, and once the selection is made, you will receive a notification of the decision.

Stay informed of changes to your application status by signing up for automatic email alerts at:

<https://www.usajobs.gov/Apply/licant/Application/ListApplicant.s>.

## BENEFITS

Department of the Navy offers a comprehensive benefits package that includes, in part, paid vacation, sick leave, holidays, a 401K-type retirement plan, and an Employee Assistance Program. More information can be found at:

<http://www.secnav.navy.mil/donhr/Benefits/Pages/Default.aspx>

## Other Information

This Position is covered by the Department of Defense Priority Placement Program.

Relocation incentives may or may not be authorized.

Recruitment incentives may or may not be authorized.

Additional vacancies may be filled by this announcement.

A tentative offer of employment will be rescinded if the selectee fails to meet the pre-employment requirements, including failure to report to any of the scheduled appointments.

The Department of the Navy uses E-Verify to confirm the employment eligibility of all newly hired employees. To learn more about E-Verify, including your rights and responsibilities, visit [www.dhs.gov/E-Verify](http://www.dhs.gov/E-Verify).

### Federal Annuitant Information:

The selection of an annuitant is subject to the Department of Defense and Department of the Navy policy on the employment of annuitants. Policy information may be found at:

<http://www.secnav.navy.mil/donhr/Documents/CivilianJobs/FedCivAnnuitants.pdf>.

### Interagency Career Transition Assistance Program (ICTAP) Eligible:

Current DON Interagency Career Transition Program (ICTAP) Eligible: To be considered well-qualified and exercise selection priority as an ICTAP candidate for this vacancy, displaced Federal employees must satisfy all qualification requirements for the position and receive a rating in the well-qualified category or higher. For more information about ICTAP eligibility please review the following link:

[http://www.secnav.navy.mil/donhr/Documents/CivilianJobs/ICTAP\\_Statement.pdf](http://www.secnav.navy.mil/donhr/Documents/CivilianJobs/ICTAP_Statement.pdf)

### Military Spouse Preference CMSPI:

<http://www.secnav.navy.mil/donhr/Documents/CivilianJobs/MilitarySpouseunderEO13473.cdf>

### Veteran's Preference Information:

<http://www.secnav.navy.mil/donhr/Documents/CivilianJobs/Vet%20PreferenceStatement.pdf>

To begin the process, click the **Apply Online** button to create an account or log in to your existing USAJOBS account. Follow the prompts to complete the occupational questionnaire. Please ensure you click the **Submit My Answers** button at the end of the process.

To apply for this position, you must provide a complete Application Package which includes:

- Complete Resume.

- Complete Assessment Questionnaire. [View Occupational Questionnaire](#)

- Other supporting documentation as required. Please see the "REQUIRED DOCUMENTS" section and review the applicant checklist link to determine if there are other documents you are required to submit.

Your complete application (resume, assessment questionnaire, and all supporting documents) must be received by 11:59 pm Eastern Standard Time (EST) on Monday, December 12, 2016. Applications received after Monday, December 12, 2016 may result in an ineligible rating and loss of consideration. If more than one resume is received, only the last resume received and processed will be reviewed.

**Note:** To check the status of your application or return to a previous or incomplete application, log into your USAJOBS account: <https://mydon.usajobs.gov/Account/Login> select Application Status, and click on the more information link under the application status for this position. You'll be directed to the Details page in Application Manager that will display the status of your application, documentation received and processed, and any correspondence related to this application. Your uploaded documents may take several hours to clear the virus scan process so please plan appropriately.

**... You are encouraged to apply online. Applying online will allow you to review and track the status of your application.\*..**

If you are unable to apply online or unable to upload your supporting documents follow the directions located at:

[http://www.secnay.navy.mil/donhr/Documents/CivilianJobs/Application\\_Info\\_How\\_to\\_Apply\\_v.a\\_Fax.pdf](http://www.secnay.navy.mil/donhr/Documents/CivilianJobs/Application_Info_How_to_Apply_v.a_Fax.pdf)

**Note:** Faxing an application package (eg. 1203-FX) will not allow you to review and track the status of your application unless you have completed the application process in USAJOBS.

This Vacancy ID is 1861319

Do not email or send hard copy resumes/applications to the Contact Information or Agency Information listed in this vacancy announcement. All resumes/applications received at the addresses listed in the Contact Information or Agency Information will be destroyed and will not be considered for this vacancy announcement.

**.. It is the applicant's responsibility to verify that all information in their resume and documents, whether uploaded or faxed, are received, legible, and accurate. HR will not modify answers/documents submitted by an applicant.\*\***

## How You Will Be Evaluated

When the application process is complete, we will review your resume to ensure you meet the hiring eligibility and qualification requirements listed in this announcement. You will be rated based on the information provided in your resume and responses to the Occupational Questionnaire, along with your supporting documentation to determine your ability to demonstrate the following competencies:

1. Skill in visitor needs and special accessibility related to museums, parks, and cultural centers.
2. Knowledge of museum educational materials, exhibit guided tours, and website content.
3. Ability to communicate.

You will be evaluated and rated under Category Rating selection procedures. Additional points are not added for veterans' preference; however, preference is still applied. Applicants eligible for veteran's preference will receive selection priority over non-veterans.

If you meet the qualification requirements, your application will be placed in one of three categories:

**Best Qualified-** Candidates in this category possess exceptional skills and experience to exceed well above the minimum requirements for announced position.

**Well Qualified-** Candidates in this category possess good skills and experience above the minimum requirements for announced position.

**Qualified-** Candidates in this category meet the minimum experience requirements for announced position.

If, after reviewing your resume and supporting documentation, a determination is made that you inflated your qualifications and/or experience, your score may be adjusted to more accurately reflect your abilities or you may be found ineligible/not qualified.

**Please follow all instructions carefully. Errors or omissions may affect your rating or consideration for employment**

The documents you are required to submit vary based on what you are claiming (i.e., applying as a veteran or disabled veteran, applying as a military spouse, etc). Please review the following link to see if there are any documents you need to provide:

[http://www.secnay.navy.mil/donhr/Documents/CivilianJobs/Application\\_Information\\_External.pdf](http://www.secnay.navy.mil/donhr/Documents/CivilianJobs/Application_Information_External.pdf)

**Department of the Navy**

*a. U.S. Marine Corps*

**National Museum of the Marine Corps (NMMC), Quantico, VA**

**Contact**

DON Employment Info Center EiC  
Phone: 8003784559  
858-577-5723  
Email: DONEIC@NAVY.MIL

**Address**

U.S. Marine Corps  
6300 Miramar Way  
San Diego  
CA  
USA

## Market Manager (Honolulu, HI)

Q USA- Hawaii - Honolulu

Posted 30 Days Ago

Apply

Apply with Unkedi

Full time

R-13507

Expedia

### About Us

#### Position Description

The Market Manager's primary responsibility in their assigned territory is to initiate, develop and maintain a high quality portfolio of hotel products (i.e. relevant, attractive and competitive) for Expedia's fast-growing global customer base.

In doing so, Market Managers will also continuously work with their hotel partners to help them maximize the production potential from their participation in the Expedia marketplace by smartly utilizing the power of Expedia

LPS' unique data insights, marketing, distribution and revenue management toolset .

#### Position Responsibilities

Consistently leveraging data specific to their market available in Expedient, Expedia's proprietary market insights and activity prioritization dashboard, and leveraging their local market knowledge, Market Managers will:

- Build and progressively expand their portfolio of local hotel partners by introducing prospective high potential partners to Expedia's global value proposition and facilitating their onboarding process
- Develop and sustain strong partner relationships by providing relevant data insights and superior support services to hotel partners (revenue management advice, marketing opportunities on the Expedia marketplace)
- Ensure that their partner hotels' product (content, rates and availability) is consistently optimized and competitive on the Expedia sites to maximize customer conversion
- Secure additional inventory over high demand and compression periods to satisfy customers' pressing needs
- Secure seasonal deals, evergreen and dynamic promotions within the guidelines set by Management to support the brands' merchandising and marketing efforts.
- Continuously promote to and develop hotel partners' high engagement with Expedia's full suite of:

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#### About Us

Our mission is to revolutionize travel through the power of technology.

Collectively, the Expedia, Inc brands cover virtually every aspect of researching, planning, and booking travel, from choosing the best airplane seat, to reading personal travel reviews of hotels, to planning what to do in a destination once you arrive. The Expedia, Inc. portfolio serves both leisure and business travelers with tastes and budgets ranging from modest to luxury. Expedia delivers consumer travel demand from nearly every continent to thousands of hotels and vacation rentals, hundreds of airlines, thousands of activities, and dozens of car rental companies and cruise lines.

Please visit [www.expediainc.com](http://www.expediainc.com) to learn more about our travel brands.

performance drivers)

- Revenue management tools (dynamic promotions, packages, fenced deals, mobile)
  - Marketing and merchandising opportunities
  - Specialized brands (e.g. Egencia, Hotwire, Media Solutions) potential opportunities
  - Self-service tools (Expedia Partner Central), Connectivity solutions (Expedia Quick Connect) and key support functions (Property Assistance team)
- Represent Expedia in the local market, build Expedia's company profile with key local influencers (e.g. tourism bureau, hotel association, etc.) and provide expertise to the local industry
  - Provide coaching to colleagues (peers, Associate Market Managers, Market Associates) on best practices
  - Execute effectively based on KPI metrics (targets, goals and/or strategic objectives) set by LPS leadership
  - Other reasonable duties, as assigned

This role is the epicentre of the Market Management's team responsibility, which is to ensure that Expedia's brands global customers always find the most suitable hotel for their dream trip wherever they want to go, and that our hotel partners can effectively, efficiently and throughout the year, rPach Expedia's unique breath of global traveller demand.

Supervision To Be Exercised

None

Supervision To Be Received

Direct supervision from Area Manager.

Required Skills & Experience

- 2-5 years experience and college/university or Masters degree; degree in Hospitality, Tourism or Business Administration is a plus but not required
- Minimum travel of 30% will be required for market visits

Drive for Results

- High impact personality: intellectual agility, entrepreneurship, empathy in relationship, team player
- Hungry, ambitious, motivated, action-oriented, results-focused and metrics-driven
- Organization and time management skills, rigor, attention to details
- Proven follow-up/persistence when facing challenging situations
- Ability to multi-task effectively; must be able to change gears quickly without skipping a beat

Strategy Execution

- Demonstrates ability to prioritize work and be laser-focused on achieving a variety of KPIs (targets, goals and/or strategic objectives) set by LPS leadership team

Relationship Management

- Sincere relationship builder; earns the confidence of others;
- Bridges and sustains solid partnerships based on mutual support through a collaborative style

Solution Alignment

- Appetite for innovative technology, fast-changing business environment, data-driven decision making
- Demonstrates general problem solving skills and an intense curiosity to identify trends
- Ability to select and present insightful dataset including performance, market and competitor analysis and to implement meaningful action plans

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#### Written & Spoken Communication, Listening and Influencing

- Proficiency in English. Other language skills may be required depending on the location of the position
- Ability to effectively communicate to various levels and through a variety of communication channels
- Presents ideas and directives clearly and persuasively; actively listens when spoken/presented to
- Ability to identify the decision-making style of stakeholders in order to influence direction of decisions even when holding a position contrary to the majority.

#### Build & Maintain Teams

- Able to work independently as well as be a team player, always seeking to improve team and organizational performance
- Help other team members (peers/MAs) acquire skills or achieve targets/goals

#### Position Description

The Market Manager's primary responsibility in their assigned territory is to initiate, develop and maintain a high quality portfolio of hotel products (i.e. relevant, attractive and competitive) for Expedia's fast-growing global customer base.

In doing so, Market Managers will also continuously work with their hotel partners to help them maximize the production potential from their participation in the Expedia marketplace by smartly utilizing the power of Expedia

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- Develop and sustain strong partner relationships by providing relevant data insights and superior support services to hotel partners (revenue management advice, marketing opportunities on the Expedia marketplace)
- Ensure that their partner hotels' product (content, rates and availability) is consistently optimized and competitive on the Expedia sites to maximize customer conversion
- Secure additional inventory over high demand and compression periods to satisfy customers' pressing needs
- Secure seasonal deals, evergreen and dynamic promotions within the guidelines set by Management to support the brands' merchandising and marketing efforts.
- Continuously promote to and develop hotel partners' high engagement with Expedia's full suite of:
  - Unique market insights (partner reports, competitive data, key performance drivers)
  - Revenue management tools (dynamic promotions, packages, fenced deals, mobile)
  - Marketing and merchandising opportunities
  - Specialized brands (e.g. Egencia, Hotwire. Media Solutions)

- Self-service tools (Expedia Partner Central), Connectivity solutions (Expedia Quick Connect) and key support functions (Property Assistance team)
- Represent Expedia in the local market, build Expedia's company profile with key local influencers (e.g. tourism bureau, hotel association, etc.) and provide expertise to the local industry
- Provide coaching to colleagues (peers, Associate Market Managers, Market Associates) on best practices
- Execute effectively based on KP! metrics (targets, goals and/or strategic objectives) set by LPS leadership
- Other reasonable duties, as assigned

This role is the epicentre of the Market Management's team responsibility, which is to ensure that Expedia's brands global customers always find the most suitable hotel for their dream trip wherever they want to go, and that our hotel partners can effectively, efficiently and throughout the year, reach Expedia's unique breath of global traveller demand.

Supervision To Be Exercised

None

Supervision To Be Received

Direct supervision from Area Manager.

Required Skills & Experience

- 2-5 years experience and college/university or Masters degree; degree in Hospitality, Tourism or Business Administration is a plus but not required
- Minimum travel of 30% will be required for market visits

Drive for Results

- High impact personality: intellectual agility, entrepreneurship, empathy in relationship, team player
- Hungry, ambitious, motivated, action-oriented, results-focused and metrics-driven
- Organization and time management skills, rigor, attention to details
- Proven follow-up/persistence when facing challenging situations
- Ability to multi-task effectively, must be able to change gears quickly without skipping a beat

Strategy Execution

- Demonstrates ability to prioritize work and be laser-focused on achieving a variety of KPIs (targets, goals and/or strategic objectives) set by LPS leadership team

Relationship Management

- Sincere relationship builder; earns the confidence of others;
- Bridges and sustains solid partnerships based on mutual support through a collaborative style

Solution Alignment

- Appetite for innovative technology, fast-changing business environment, data-driven decision making
- Demonstrates general problem solving skills and an intense curiosity to identify trends
- Ability to select and present insightful dataset including performance, market and competitor analysis and to implement meaningful action plans based on the data

Written & Spoken Communication, Listening and Influencing

- Proficiency in English. Other language skills may be required depending on the location of the position
- Ability to effectively communicate to various levels and through a variety of communication channels

- t-resens 10eas ano mrecnves ccleary ano persuasIveIy; acnvely 11sIens when spoken/presented to
- Ability to identify the declsIon-making style of stakeholders in order to influence direction of decisions even when holding a position contrary to the majority.

Build & Maintain Teams

- Able to work independently as well as be a team player, always seeking to improve team and organizational performance
- Help other team members (peers/MAs) acquire skills or achieve targets/goals

\*L·EEI

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## Area Manager (Chicago, IL)

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### Position Description

The Area Manager (AM) is responsible for leading a team responsible for the account management, strategy implementation, and planning within an independent market geography. The AM is responsible for an assigned market, including implementation of internal business initiatives, and improving process efficiencies in addition to developing and sustaining strong hotel partner relationships within the assigned area. This includes driving key activities that support Expedia's revenue goals and strategic objectives. The core focus for this position is day to day management of a team within defined markets by managing broader regional responsibilities and individually managing a small number of key accounts in the designated area.

### Position Responsibilities

- Manage a team including Market Managers, Associate Market Managers, Market Associates in the assigned market.
- Manage a small number of key accounts and local chains HQ relationships in designated area/country(s)
- Continuously coach and provide best practices and recommendations to direct reports; improve team productivity and effectiveness by systematically building the skills and capabilities of the team members
- Contribute to cross functional Expedia business initiatives; provide input to LPS central Biz Dev teams through initiation and planning stages to proactively anticipate market impact and shape up optimized roll out plans
- Provide ongoing input to Senior management in developing effective and scalable solutions to improve process efficiencies
- Develop and sustain strong partner relationships by delivering superior consulting services through regular partner contact and delivering value added services
- Develop & drive sound recommendations/action plans based on insights from data analysis to optimize hotels in the Expedia market place and their lodging market overall
- Represent Expedia in the local market. build Expedia's company profile with key local influencers (e.g. tourism bureau, hotel association, etc.) and provide

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Our mission is to revolutionize travel through the power of technology

Collectively, the Expedia, Inc brands cover virtually every aspect of researching, planning, and booking travel, from choosing the best airplane seat, to reading personal travel reviews of hotels, to planning what to do in a destination once you arrive. The Expedia, Inc portfolio serves both leisure and business travelers with tastes and budgets ranging from modest to luxury. Expedia delivers consumer travel demand from nearly every continent to thousands of hotels and vacation rentals, hundreds of airlines, thousands of activities, and dozens of car rental companies and cruise lines.

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expertise to the local industry

- Promote Expedia's full suite of products offerings and key initiatives to partners and educate them on the full use of our products and tools
- Lead the execution of overall market business plans to meet or exceed KPI metrics (targets, goals and/or strategic objectives) set by LPS leadership
- Effectively manage working relationships, team's productivity and morale despite internal or external pressures.
- Build and maintain a high quality team (e.g., through onboarding, managed attrition, skills transfer, addressing and identifying skill gaps etc.)
- Continuously improve collaboration with other internal functions, within LPS (e.g. GSO) and across Expedia.
- Other reasonable duties, as assigned

Supervision To Be Exercised

7-9 direct reports. Sr. Market Managers, Market Managers, Associate Market Managers and or Market Associates

Supervision To Be Received

Direct supervision from Director

Required Skills & Experience

- 4-6 years' experience and college/university or Masters degree; degree in Hospitality, Tourism or Business Administration is a plus but not required
- Minimum travel of 50% will be required for market visits

Drive for Results

- High impact personality: intellectual agility, entrepreneurship, empathy in relationship, team player
- Hungry, ambitious, motivated, action-oriented, results-focused and metrics-driven
- Organization and time management skills, rigor, attention to details
- Proven follow-up/persistence when facing challenging situations
- Ability to multi-task effectively; must be able to change gears quickly without skipping a beat

Strategy Execution

- Integrates change processes with organizational business plan.
- Coaches team members in behaviors for personal effectiveness, results orientation.

Relationship Management

- Sincere relationship builder; earns the confidence of others;
- Bridges and sustains productive and long term internal and external partnerships based on mutual support through a collaborative style

Alignment

- Outstanding analytical and strategic thinking skills, including demonstrated general problem-solving skills and an intense curiosity to identify trends and ensuing business needs.
- Appetite for innovative technology, fast-changing business environment. data-driven decision making
- Demonstrates ability to prioritize work and be laser-focused on achieving a variety of KPIs (targets, goals and/or strategic objectives) set by LPS leadership team
- Ability to select and present insightful dataset including performance, market and competitor analysis and to implement meaningful action plans based on the data

Written & Spoken Communication, Listening and Influencing

- Proficiency in English. Other language skills may be required depending on the location of the position
- Presents ideas and directives clearly and persuasively; actively listens when

spoken/presented to

- Ability to effectively communicate to various levels and through a variety of communication channels
- Ability to identify the decision-making style or stakeholders in order to influence direction of decisions even when holding a position contrary to the majority.

**Build & Maintain Teams**

- Able to work independently as well as be a strong team player, always seeking to improve team and organizational performance
- Demonstrated ability to motivate, coach and mentor a diverse and geographically fragmented team, effectively managing performance and mobilizing team and resources to achieve or exceed set goals
- Demonstrated ability to lead cross-functional teams successfully in a fast-paced team environment

\*LI-SG1

LPS-GMM-NA

Expedia is committed to creating an inclusive work environment with a diverse workforce. All qualified applicants will receive consideration for employment without regard to race, color, religion, gender, gender identity or expression, sexual orientation, national origin, genetics, disability, age, or veteran status. This employer participates in E-Verify. The employer will provide the Social Security Administration (SSA) and, if necessary, the Department of Homeland Security (DHS) with information from each new employee's I-9 to confirm work authorization.

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# The Maryland-National Capital Park and Planning Commission

## Job Opportunities



**Job Title:** Senior Planner (14041, Grade H)

**Closing Date/Time:** Mon. 01/02/17 11:59 PM Eastern Time

**Salary:** \$51,704.00 - \$88,476.00 Annually

**Job Type:** Career Full-Time

**Location:** Prince George's County, Maryland

**Pdot\_Job InpannUoo | AR\***

**Description || Benefits || Supplemental Questions |**

The Development Review Division of the Prince George's County Planning Department is looking for a multi-faceted, articulate Senior Planner with good analytical, presentation, and writing skills for the Urban Design Section. The Individual in this position should be a talented urban designer, capable of reviewing and analyzing development proposals for the Development Review Division, as well as providing urban design skills to planning teams. The primary duty will be a full regulatory case load to include all types of applications, such as subdivisions, zoning cases, special exceptions, and departures, with an emphasis on site plans and other design-driven applications. The candidate must be able to apply design and other discretionary regulations to major residential and mixed-use projects and overlay districts.

Under general supervision, the Senior Planner is expected to apply land use planning and urban design, as well as customer service knowledge, in the development review process and professionally perform the following major duties and responsibilities:

- Review development applications
- Code Interpretation
- Production of staff reports
- Communication with the public and the elected officials
- Site Inspections

Other duties may include full participation in interdisciplinary project teams. The ability to illustrate and graphically represent land use and design alternatives and relate land use plans to development review issues is important. The candidate must possess innovative problem-solving skills and the ability to work in a diverse environment is paramount. The ability to express planning and design principles verbally, graphically, and in writing is essential. A combination of public and private experience is preferred.

### Minimum Qualifications:

Master's degree in planning, architecture, parks, engineering, environmental science, or equivalent disciplines related to job function and one year of progressively responsible professional level planning experience; OR an equivalent combination of education and experience.

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## Job details

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Auto req ID	51126BR
Job Title:	8416 PARKS PROGRAM SERVICES SUPERVISOR
<b>Minimum Requirement - Education :</b>	Graduate of a college or university with a bachelor's degree in recreation, outdoor recreation, park resource interpretation, physical education, history, environmental education, biology, forestry, botany, zoology, anthropology, archaeology, area studies, cultural studies, art history, geography, parks and recreation management or administration, sociology, paleoanthropology or a closely related field.
<b>Minimum Requirement - Experience:</b>	Must have two years experience as a park naturalist, park interpreter, environmental educator, conservation educator or in planned outdoor recreation or physical education.
<b>Substitute Education for Experience:</b>	A master's degree in recreation, park resource interpretation, physical education, history, environmental education, biology, forestry, botany, zoology, anthropology, archaeology, area studies, cultural studies, art history, geography, parks and recreation management or administration, sociology, paleoanthropology or a closely related field will substitute for one year of the required experience
<b>Substitute Experience for Education:</b>	Related experience as a park naturalist, park interpreter, environmental educator, conservation educator, or in planned outdoor recreation or physical education, recreation, park resource interpretation, history, environmental education, biology, forestry, botany, zoology, anthropology, archaeology, area studies, cultural studies, art history, geography, parks and recreation management or administration, sociology, paleoanthropology or a closely related field will substitute for the required education on a year-for-year basis.
<b>Special Requirements:</b>	<b>NONE.</b>
<b>Agency:</b>	SO - Tourism, Arts, & Heritage Cabinet
<b>Department/Division/Branch/Address</b>	Kentucky Department of Parks Big Bone Lick State Historic Site 3380 Beaver Road Union, KY 41091
<b>Location:</b>	Boone County
<b>Agency Contact:</b>	Dean Henson
<b>Agency Contact email and/or telephone number:</b>	Dean.Henson@ky.gov
<b># of Vacancies:</b>	
<b>Position Type :</b>	Full-time Merit (18A)
<b>Work Schedule:</b>	1st Shift
<b>Vacancy Type :</b>	Competitive - Open To All Candidates
<b>FLSA Designation</b>	NON-EXEMPT - The position(s) is/are not exempt from FLSA requirements for time and a half overtime compensation. The employee(s) will earn time and a half for time worked in excess of 40 hours per workweek.
<b>Work Week:</b>	37.5 hr/wk

Pay Grade :	13
Salary Range:	Pay Grade 13 (MIN-MID) \$32,042.40 • \$42,656.40 yearly at 37.5 hour work week OR \$34,178.64 • \$45,500.16 yearly at 40 hour work week
Special Entrance Rate :	No
Probationary Period :	This job has an initial and promotional probationary period of 6 months For additional information refer to: <a href="http://www.lrc.ky.gov/kar/101/0011325.htm">http://www.lrc.ky.gov/kar/101/0011325.htm</a> .
Description of Job Duties	The Parks Program Services Supervisor plans, develops, implements and evaluates interpretive, recreational, and environmental education programs for Big Bone Lick State Historic Site. Inspects and coordinates the maintenance of the Park's recreational facilities including playgrounds, trails, and pool. Researches and develops text and exhibits for the museum and outdoor exhibits. Researches and documents the park's flora, fauna, and artifacts. Oversees the park's campground pool operations. Prefer applicants that have advanced communication skills and a working knowledge of planning and conducting special events; the ability to provide and lead quality interpretive and recreational experiences that explore the paleontological, archaeological, and geological aspects of the park. experience in working with school-aged children, and the ability to promote tourism initiatives to increase guest visitation and revenues.
Job Group:	PARKS AND RECREATION
Characteristics of the Job :	Supervises, researches, plans and develops interpretive and/or recreational programs to inform the public of the natural history, cultural and recreational features of a state park. Coordinates staff and recommends programs which develop the full potential of the parks resources; and performs other duties as assigned
<b>Typical Working Conditions and Unique Physical Requirements:</b>	Work is primarily performed out-of-doors at an assigned state park. Extensive contact with the public is required. May have to traverse steep slopes when inspecting, building and repairing trails
<b>Additional Requirements :</b>	Upon appointment, employees in this class may be required to maintain a valid driver's license and required to drive a licensed vehicle. This is necessary for the length of time in this class. If this is necessary it will be listed in the specific position description for that position. Applicants and employees in this classification may be required to submit to a drug screening test and background check. Applicants and employees in positions which perform job duties that may require contact with offenders in the custody or supervision of the Department of Corrections or with youth in the care, custody, or supervision of the Department of Juvenile Justice must meet qualifications pursuant to the federal Prison Rape Elimination Act, 28 C.F.R. 115.17 and 115.317.
<b>Post Date :</b>	12/08/2016
<b>Post Ending Date:</b>	12/17/2016

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## Job details

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**Auto req ID:** S1068BR  
**Job Title:** 6323 ASSISTANT DIRECTOR  
**Minimum Requirement - Education:** Graduate of a college or university with a bachelor's degree.  
**Minimum Requirement - Experience :** Must have four years of administrative or management experience.  
**Substitute Education for Experience :** A master's degree will substitute for one year of the required experience.  
**Substitute Experience for Education:** Additional administrative, management or research experience will substitute for the required education on a year-for-year basis.  
**Special Requirements:** NONE.  
**Agency:** SO - Tourism, Arts, & Heritage Cabinet  
**Department/Division /Branch/Address:** Kentucky Department of Parks  
 Human Resources Division  
 2 Hudson Hollow Unit 1  
 Frankfort KY 40601  
**Location:** Franklin County  
**Agency Contact:** Laurie Spalding  
**Agency Contact email and/or telephone number:** Laurie.Spalding@ky.gov  
**# of Vacancies :**  
**Position Type :** Full-time Merit (1BA)  
**Work Schedule :** 1st Shift  
**Vacancy Type:** Promotional- Open Only To State Merit Employees  
**FLSA Designation** EXEMPT - The position(s) is/are exempt from FLSA requirements for time and a half overtime compensation . The employee(s) will not earn time and a half for time worked in excess of 40 hours per work week.  
**Work Week:** 37.5 hr/wk  
**Pay Grade:** 17  
**Salary Range:** Pay Grade 17 (MIN-MID) \$46,907.28 - \$62,144.64 yearly at 37.5 hour work week OR \$50,034.48 - \$66,287.52 yearly at 40 hour work week  
**Special Entrance Rate:** No  
**Probationary Period:** This job has an initial and promotional probationary period of 6 months. For additional information refer to: <http://www.lrc.ky.gov/kar/101/001/325.htm>.  
**Description of Job Duties** The Assistant Director for the Parks' Human Resources Division acts as the Director in his or her absence. Provides administrative support services to the Division Director, and provides direct supervision of the two branches within the Human Resources Division - the Safety and Training Branch, and the Human Resources Administration Branch.

Provides technical management assistance to organizational units within the division on matters dealing with the administration of Human Resources regulations, policies, and procedures for the Department of Parks and various other Tourism, Arts and Heritage Cabinet agencies.

Conducts investigations regarding disciplinary matters; drafts reports and letters, and makes recommendations on disciplinary matters to the director.

Oversees the grievance process, assists management supervisors and employees. Maintains files, reporting and correspondence of grievances.

Prepares briefing materials for the director to use in meetings within and outside of the agency. Reviews, analyzes, writes and monitors correspondence originating from the office of the department head or cabinet head for accuracy and conformity with policies and procedures. Synthesizes data from the cabinet organizational units as well as statutes and Personnel regulations to develop and recommend establishment or modification of cabinet policies and procedures.

Acts as a liaison between the Human Resources Division and other organizational units. Responds to management and employee inquiries in all areas of personnel management.

Performs other duties as assigned.

**Job Group:** GENERAL ADMINISTRATION

**Characteristics of the Job:** Provides administrative support services to a division director. Provides technical management assistance to organizational units within the division. Performs the duties of the director in her/his absence; and performs other duties as required.

**Typical Working Conditions and Unique Physical Requirements:** Work is primarily performed in an office setting. Minimal travel may be required.

**Additional Requirements:** Upon appointment, employees in this class may be required to maintain a valid driver's license and required to drive a licensed vehicle. This status may be necessary for the length of time in this class. If this is necessary it will be listed in the specific position description for that position. Applicants and employees in this classification may be required to submit to a drug screening test and background check. Applicants and employees in positions which perform job duties that may require contact with offenders in the custody or supervision of the Department of Corrections or with youth in the care, custody, or supervision of the Department of Juvenile Justice must meet qualifications pursuant to the federal Prison Rape Elimination Act, 28 C.F.R. 115.17 and 115.317.

**Post Date:** 12/06/2016

**Post Ending Date:** 12/15/2016

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# Coordinator of Intramural Sports and Camps/Program Manager (NE)

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Date: Sep 8, 2016

Location: Cincinnati, OH, US

## Basic Function/ Purpose:

The Coordinator of Intramural Sports and Camps assists in providing dynamic, hands-on leadership for the development and management of all operational and programming aspects of the intramural sports and camp programs. This position has personnel, administrative, and programming responsibilities. A vital component of this position is a strong commitment to student development, teamwork, customer service, and innovation. Specific duties include but are not limited to: **Responsibilities:**

- Recruit, hire, onboard, train, schedule, supervise, evaluate, and develop approximately

35 student intramural officials per season and 16 student camp counselors.

9/13/2016 4:22 PM

- Organize, plan, and conduct training programs and weekly meetings that educate and continuously develop intramural officials.
- Oversee and review video evaluations for intramural officials on a quarterly basis.
- Provide on-site supervision and evaluation on a routine basis. Maintain high visibility and accessibility.
- Conduct day-to-day operations of intramural sports including, but not limited to, score sheet input, player eligibility, protest reviews, and player disciplinary meetings.
- Maintain excellent participant relations. Develop and implement customer satisfaction surveys and recommendations for continual improvement. Respond to suggestions, complaints, needs, and interests in a manner that ensures customer satisfaction.
- Collaborate with UC Athletics to reserve and schedule UC Athletics space to be used for intramural sports.
- Assist in scheduling intramural sports leagues and playoff brackets.
- Assist in collecting and recording deposit of program fees for intramural sports and camp programs.
- Communicate, plan, and conduct Intramural Sports Team Representative Meetings and Summer Camp Open House/Parent Orientation.
- Assist in day-to-day operations of camp programming.
- Assist in developing camp calendars, weekly themes, and programming for camp.
- Assist in developing strategic plans, long and short term goals, program assessments, and objectives for intramural sports and camps.
- Assist in developing and managing budgets, monitoring of program revenues and expenses, and purchasing.
- Assist in developing intramural sports and camps marketing plans and corresponding time lines.
- Update and review Campus Recreation website. Coordinate with the Social Media Team for social media updates and posts.
- Facilitate intramural sports equipment rental requests and officiating services requests.
- Other duties as assigned. Some night and weekend hours required.

Minimum Qualifications:

- Bachelor's -or- Associate's degree with five (5) years experience; -or- seven (7) years experience.
- Degree in recreation management, kinesiology, sports management, or closely related field.
- Experience must include at least one (1) year supervision and one (1) year of experience in campus recreation or related field.
- Knowledge and ability in officiating various sports including basketball, soccer, flag

football, and softball.

- Excellent verbal and written communication, organization, management, leadership, and professional skills.
- Proven commitment to student and staff development and customer service.
- A demonstrated ability to take initiative, problem solve, and meet deadlines.
- Ability to collaborate effectively as a member of a goal-oriented team.
- A working computer knowledge using Microsoft Office and Adobe products in a Windows/network environment.

Preferred Qualifications:

- Master's degree required in kinesiology, recreation management, sports administration, or closely related field.
- One (1) year of experience in a camp or youth program setting.
- Officiating experience in regional/national extramural tournaments.
- Officiating experience at the high school level.
- Knowledge and experience with safety and risk management as it pertains to both intramural sports and camp settings.

Due to the recent change in the Fair Labor Standards Act (FLSA), this position will be a professional position paid at an hourly rate.

The University of Cincinnati, as a multi-national and culturally diverse university, is committed to providing an inclusive, equitable and diverse place of learning and employment. As part of a complete job application you will be asked to include a Contribution to Diversity and Inclusion statement.

The University of Cincinnati is an Affirmative Action / Equal Opportunity Employer / M / F / Veteran / Disabled.

REQ: 13701

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Nearest Major Market: Cincinnati

# Special Park Uses Coordinator

## NATIONAL PARK SERVICE

1 vacancy in the following location:	<b>Salary Range</b>	<b>Who May Apply</b>
9Manteo, NC	\$48,968.00 to \$63,654.00 / Per Year	United States Citizens
Work Schedule is Full Time-Permanent	<b>Series &amp; Grade</b>	<b>Control Number</b>
Opened Monday 11/21/2016 (7 day(s) ago)	GS-0301-09/09	456741900
<b>0</b> Closes Monday 12/12/2016 (14 day(s) away)	<b>Promotion Potential</b>	<b>Job Announcement Number</b>
	09	SERO-17-1851872-DEU
	<b>Supervisory Status</b>	
	No	

### Job Summary

*Experience Your America and build a fulfilling career by joining the National Park Service as we prepare for a second century of Stewardship and Engagement. Become a part of our mission to connect with our past and create important connections to the future by building a rich and lasting legacy for the next generation of park visitors, supporters and advocates.*

**The employees of the National Park Service care for the special places that are the heritage of all Americans. Since its inception in 1916, the National Park Service has been dedicated to the preservation and management of this country's outstanding natural, historical, and recreational resources.**

Who may apply: All U.S. Citizens

This is a Career/Career Conditional full-time appointment.

Number of Vacancies: We expect to fill 1 vacancy at this time; however, this announcement may be used to fill additional similar vacancies.

Full Performance Level: 09

Please read the entire announcement before you apply. To view the entire announcement, select "Print Preview" at the right hand side of this screen.

### Duties

**MAJOR DUTIES:** This position serves as the Special Park Uses Coordinator for the **Outer Banks Group, which includes Cape Hatteras National Seashore, Fort Raleigh National Historic Site, and Wright Brothers National Memorial** (Group). The incumbent is responsible for the management of the Special Park Uses program for the Group. The incumbent performs a multitude of tasks required to manage this program including administration, budget and cost recovery, issuance of commercial film and still photography permits, special use permits, right-of-way permits, and land use agreements for the Outer Banks Group. **The position is duty stationed at Group Headquarters in Manteo, NC** and reports directly to the Management Analyst, within the Office of the Superintendent. This position is responsible for special park uses and land coordination in three diverse park units. Park resources include the history of Roanoke Island including early colonial settlement, Civil War and Freedmen's Colony activities, and pioneer radio experiments at Fort Raleigh NHS; the site of the first controlled powered flight at Wright Brothers NMEM; and lifesaving and lighthouse service historic structures and dynamic natural resources along 70 miles of barrier islands including threatened and endangered species, maritime forests, extensive wetlands at Cape Hatteras NS. Group parks are visited by nearly 3 million people annually, and impacts of permanent resident population in private villages interspersed along the Cape Hatteras NS boundary create continual challenging issues in balancing user recreational opportunities, visitor enjoyment, and resource preservation.

**AREA INFORMATION:** The Outer Banks are comprised by several towns and villages including Manteo, Nags Head, Kill Devil Hills, Kitty Hawk, Buxton, and Ocracoke. The area is a beach destination and the beaches, and Albemarle and Pamlico sounds, provide exceptional recreational opportunities, such as fishing, surfing, boating, and many other water-based activities. There are several highly rated elementary, middle, and high schools, and numerous extracurricular activities available for children. These towns all have homes for sale

or rent and are within reasonable driving distance. The Outer Banks has many modern conveniences, such as grocery stores, retail shopping, banks, a hospital, and many restaurants. The Outer Banks Chamber of Commerce ([www.outerbankschamber.com](http://www.outerbankschamber.com)) and the Outer Banks Visitors Bureau ([www.outerbanks.org](http://www.outerbanks.org)) websites can provide additional community information.

For specific area and housing information, or information directly pertaining to vacancy status, contact: Sarah Merrill, Sarah\_Blizzard\_Merrill@nps.gov or (252)475-9033.

## Travel Required

- Occasional Travel
- Travel to various field location may be required.

## Relocation Authorized

- Yes
- Relocation will be paid

## Key Requirements

- U.S. Citizenship is required.
- All supporting documents must be received by the closing date.
- Social Security Number is required to process your application.
- Pre-employment background investigation

## Qualifications

**Specialized Experience:** Applicants must have one year of specialized experience equivalent to the GS-07 level in the federal service. **education:** Applicant must have completed master's or equivalent graduate degree or 2 full years of progressively higher level graduate education leading to such a degree or LL.B. or J.D., if related. Education must be directly related to this position and has provided the knowledge, skills and abilities necessary to do the work of this position. Examples of specialized experience may have been gained in administrative, professional, technical, investigative, or other responsible work. Experience in substantive and relevant secretarial, clerical, or other responsible work may be qualifying as long as it provided evidence of the knowledge, skills, and abilities (KSA's) necessary to perform the duties of the position to be filled.

OR

**Combination of Experience and Education:** Equivalent combination of experience and education as described above.

**Time-In-Grade:** Time-in-grade requirements must be met by the closing date of this announcement. This requires applicants who have held a GS position at any time within the past 52 weeks to have served at least 52 weeks at the next lower grade level in the normal line of progression for this occupation.

All qualification requirements must be met by the closing date of this announcement.

Additional information on the qualification requirements can be viewed on the OPM web site at: <http://www.opm.gov/qualifications>

Applicants are responsible for providing documentation that the applicable educational provisions have been met. To qualify based on education you must submit a legible copy of transcripts or list of college courses with your name, school name, credit or semester hours, major(s), and a grade-point average or class ranking. Official transcripts are required upon selection if you qualified based on education.

Education must have been obtained from an accredited or pre-accredited institution recognized by the U.S. Department of Education in order for it to be credited towards qualifications. Education completed in foreign colleges or universities may be used to meet the above requirements if you can show that the foreign education is comparable to that received in an accredited educational institution in the United States.

For further information on creditable education, visit: <http://www.ed.gov/admins/finaid/accred/index.html> and <http://www.ed.gov/about/offices/list/ous/international/usnei/us/edlite-visiting-s-forrecog.html>

Additional information on the qualification requirements can be viewed on the OPM web site at: <http://www.opm.gov/qualifications>

Your application will be reviewed to ensure you meet the basic job requirements. In addition, we will evaluate your responses to the attached online Assessment Questionnaire to measure the degree to which your background matches the requirements for the position. To preview the Assessment Questionnaire click here: [View Assessment Questionnaire](#)

The Assessment Questionnaire is designed to measure your ability in the following competencies needed to successfully perform on the job:

1. Ability to plan, manage and coordinate a comprehensive special park use and land use program.
2. Ability to communicate verbally.
3. Ability to communicate in writing.
4. Ability to develop permit conditions, assess and collect cost recovery, and monitor permit activities for compliance.
5. Ability to keep accurate records, organize files, and maintain a database for special park use permits and land use agreements.

#### **Basis for rating:**

Applicants who meet the qualification requirements specified above for this position will be evaluated, and a score assigned, based upon the responses provided on the job specific questionnaire that is required as part of the application process for this position.

Applicants who meet the qualification requirements based on responses provided in the Applicant Assessment Questionnaire will be placed in one of three categories: **Best-Qualified, Well-Qualified or Qualified**. Within these categories, applicants referred to the selecting official that are eligible for Veteran's Preference will receive selection priority over Non-Veterans.

DONOT SEND Application materials by mail or email to the HR Office.

YOU MUST FOLLOW THE DIRECTIONS BELOW TO APPLY.

### **Security Clearance**

Other

### **What To Expect Next**

Once your complete application is received, we will verify your responses provided in the Assessment Questionnaire against the other supporting application materials you submit, and your final score will be assigned. Based on applicant scores, the best qualified candidates will be referred to the hiring manager for further consideration and possible interview. You will be notified when referral has been made and what the final outcome is. We expect to make a selection within 45 working days of the closing date of this announcement.

### **BENEFITS**

Working for the National Park Service offers a comprehensive benefits package that may include, in part, paid vacation, sick leave, telework, holidays, flexible work schedule, life and health insurance, retirement benefits, and participation in the Thrift Savings Plan which includes a percentage of government matching contributions. The following Web address is provided for your reference to explore the major benefits offered to most Federal employees: [https:// help.usajobs.gov/in dex.php/Pay and Benefits](https://help.usajobs.gov/in dex.php/Pay and Benefits).

### **Other Information**

#### **CONDITIONS OF EMPLOYMENT:**

**Pre-Employment background investigation** must be completed for anyone who does not already have a completed background investigation prior to entry on duty.

"**Travel, transportation and relocation** expenses **will not be paid** for "new appointees" under the Federal Travel regulations. **Travel, transportation and relocation** expenses **will be paid for current career/career-conditional Federal employees** if the person selected for the position is outside the local commuting area and is otherwise eligible for reimbursement of relocation expenses under the Federal Travel Regulations")

Government **housing** is not available.

**Overtime** work may be required.

Applicants must possess a **valid state driver's license**.

Wearing a **unifonn** is required.

**Travel to various field locations may be required.**

**Selective Service:** Male applicants born after December 31, 1959, must certify that they have registered with the Selective Service System or are exempt from having to do so under Selective Service Law.

**Physical demands:** The work is primarily sedentary and involves working in an office environment. There will be some walking, standing, carrying of light items, and driving automobiles. Field trips are required for the purpose of monitoring and inspecting permitted activities. No special physical demands are required to perform the work.

**Work environment:** Work is performed in an office environment, with numerous distractions. Travel to various field locations may be necessary to plan events, review conditions and restrictions, attend meetings, and monitor events. Outside environments are subject to seasonal insect infestations and coastal climate conditions.

**Career Transition Program:** This program applies to Federal service employees whose positions have been deemed surplus or no longer needed, or employees who have been involuntarily separated from a Federal service position within the competitive service. To receive selection priority for this position, you must: 1) meet eligibility criteria for CTAP or ICTAP; 2) submit the appropriate documentation to support your CTAP or ICTAP eligibility; and 3) be rated well-qualified for the position. To be well qualified, the evaluation of your resume and supporting documentation must satisfy all qualification requirements for the position and you must score 85 or above on the rating criteria for this position. For information on eligibility criteria and required documentation, go to <http://www.opm.gov/policy-data-oversight/workforce-restructuring/employee-guide-to-career-transition-ctap-guideline.pdf>

**Veteran's Preference-** If you are claiming Veteran's Preference, you MUST clearly identify your claim on your application and provide specific required evidence such as: DD-214, "Certificate of Release of Discharge from Active Duty", or Standard Form 15 (SF-15), "Application for IO-point Veteran's Preference" and proof requested on the form. Failure to submit appropriate supporting documentation will result in NOT granting Veteran's Preference.

#### **Applying online:**

The complete application package must be submitted by 11:59 PM (EST) on TAG:Closing Date to receive consideration.

- To begin, click Apply Online to create a USAJOBS account or log in to your existing account. Follow the prompts to select your USAJOBS resume and/or other supporting documents and complete the occupational questionnaire.
- Click the Submit My Answers button to submit your application package.
- It is your responsibility to ensure your responses and appropriate documentation is submitted prior to the closing date.
- To verify your application is complete, log into your USAJOBS account <https://my.usajobs.gov/account/Login> select the Application Status link and then select the more information link for this position. The Details page will display the status of your application, the documentation received and processed, and any correspondence the agency has sent related to this application. Your uploaded documents may take several hours to clear the virus scan process.
- To return to an incomplete application, log into your USAJOBS account and click Update Application in the vacancy announcement. You must re-select your resume and/or other documents from your USAJOBS account or your application will be incomplete.

#### **Applying via fax:**

You are encouraged to apply online. Applying online will allow you to review and track the status of your application.

NOTE: If you applied online and your application is complete, do not fax the paper application (1203FX) as this will overwrite your prior online responses and may result in you being found ineligible.

If you completed the occupational questionnaire online and are unable to upload supporting document(s):

1. To fax your documents, you must use the following cover page <http://staffing.opm.gov/pdf/usascover.pdf> and provide the required information. The Vacancy ID is TAG:Vacancy ID.
2. Fax your documents to 1-478-757-3144.

If you cannot complete the Application Package online, you may fax all of your materials. The complete application package must be submitted by 11:59 PM (EST) on TAG:Closing Date. to receive consideration. Keep a copy of your fax confirmation in the event verification

is needed.

To complete the occupational questionnaire and submit via fax:

1. Click the following link to view and print the occupational questionnaire TAG:Link to Full Questionnaire .
2. Print the 1203FX form, follow the instructions and provide your responses to the occupational questionnaire items <http://www.opm.gov/forms/pdfimage/opm1203fx.pdf> .
3. Fax all six pages of the completed 1203FX form along with any supporting documents to 1-478-757-3144. Your 1203FX will serve as a cover page for your fax transmission.

## How You Will Be Evaluated

Once the basic qualifications have been met, you will be evaluated on the quality and extent of your experience, education, and training relevant to the duties of this position. The evaluation will be based on information you provide in your resume, your answers to the assessment questions for this announcement, and a review of the application material requested as part of this announcement.

You must provide information about your experience and/or education that supports the answers you give in the questionnaire, and the required for this position.

Experience refers to paid and unpaid experience, including volunteer work done through National Service programs (e.g. Peace Corps, AmeriCorps) and other organizations (e.g. professional; philanthropic; religious, spiritual; community; student; social). Volunteer work helps build critical competencies, knowledge and skills and can provide valuable training and experience that translates directly to paid employment. You will receive credit for all qualifying experience, including volunteer experience.

**Please Note:** Answers provided for the assessment questionnaire must be substantiated in your application package. Upon review, if it is determined that your work history, knowledge, skills and abilities, narrative responses, and/or supporting documents do not support your answer choices, you may be rated ineligible, not qualified or your score may be modified. Please ensure that your work history and responses provided enough detail to support your answers to the assessment questions.

1. Your **responses to the Assessment Questionnaire** (Done online) (Required) and
2. Your **resume or application form** (Required) and
3. **Transcripts:** (Required if applicable and using education to qualify) and
4. **Most recent non award SF-50** (if you have been a Federal Government Employee) and you are using this to prove experience or tenure (Required)
5. **Most current Employee Performance Appraisal**
6. **CTAP/ICTAP documentation:** (Required if claiming CTAP/ICTAP Eligibility) and

### OPTIONAL:

7. Reference Letters or Cover Letter (Optional)
8. Special Certifications if applicable (Optional)

**PLEASE NOTE: IF ANY OF THE SUPPORTING DOCUMENTATION ABOVE IS NOT RECEIVED, YOU WILL NOT RECEIVE FURTHER CONSIDERATION.**

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U.S. DEPARTMENT OF THE INTERIOR  
**National Park Service**

# Department Of The Interior

## National Park Service

### Contact

### Address

<https://www.usajobs.gov/GetJob/PrintPreview/4515741900>



TEXAS PARKS AND WILDLIFE DEPARTMENT  
invites applications for the position of:

# Grant Coordinator III (CO-OP Grant Coordinator)

**SALARY:** \$5,670.58 /Month

**OPENING DATE:** 11/18/16

**CLOSING DATE:** Continuous

**DIVISION:** State Parks

**WORK ADDRESS:** Texas Parks & Wildlife Department, 1340 Airport Commerce Drive, Suite 600A, Austin, TX 78741

**HIRING CONTACT:** cappy Smith, (512) 389-8254

**GENERAL DESCRIPTION:**

Under the direction of the Community Outdoor Outreach Program (CO-OP) Grant Manager, this position plans, develops, implements and evaluates the CO-OP grant to ensure quality services are provided to the community. The CO-OP grant provides funding to tax-exempt organizations to engage under-represented audiences in TPWD programs and activities as well as TPWD mission-related outdoor recreation, conservation and environmental education programs. The CO-OP Grant Coordinator completes all phases of the grant process including application review, grant award, active project management and close out. Responsible for conducting grant writing and grant management workshops. Assists with updates of the grant management database, website, and social media. Performs professional consultative services, technical assistance, and develops complex reports for government agencies, municipalities, local government officials, and community based organizations; evaluates all aspects of the program to insure that they are in compliance with state law. Plans and assigns work to volunteers and administrative staff and provides guidance and feedback on assignment quality, and establishes deadlines. Works under minimal supervision, with extensive latitude for the use of initiative and independent judgment. Performs additional work as assigned. Complies with all Agency, Division and Branch rules, regulations and procedures.

**POSTING NUMBER:** 17-00147

**QUALIFICATION GUIDELINES:**

**MINIMUM QUALIFICATIONS:**

**Education:**

- Graduation from an accredited college or university with a Bachelor's degree.

**Experience:**

- Three years experience in grant administration, outdoor recreation programs, environmental education programs or management of a program.

**Licensure:**

- If driving is required, applicant must possess a valid State driver's license.

**ACCEPTABLE SUBSTITUTIONS:**

**Education:**

- Graduation from an accredited college or university with a Master's degree in Environmental Education, Parks and Recreation, Public Administration, Education or a closely related field may substitute for one year of the required experience.

**PREFERRED QUALIFICATIONS:****Education:**

- Graduation from an accredited college or university with a Bachelor's degree in Environmental Education, Parks and Recreation, Public Administration or a closely related field.

**Experience:**

- Five years experience in grant administration, outdoor recreation programs, or management of a program similar to the Community Outdoor Outreach Program.

**Licensure:**

- Current Grants Management Certification.

**KNOWLEDGE, SKILLS AND ABILITIES:**

- Knowledge of grant program guidelines and scoring criteria;
- Knowledge of laws and regulations pertaining to grants and contracts;
- Knowledge of environmental education and outdoor recreational programming;
- Knowledge of preparing legal documents including contracts and amendments;
- Skill in using MS Word, Excel, Access and Outlook;
- Skill in effective verbal and written communication;
- Skill in grant preparation, development and monitoring, and report writing;
- Skill in effective interaction with diverse audiences;
- Skill in effective interaction with staff at all levels of the department and other state agencies and organizations;
- Skill in providing quality customer service in a courteous and professional manner;
- Skill in handling complaints and dealing with emergencies;
- Ability to exercise sound judgment when making critical decisions;
- Ability to plan, organize and conduct grant workshops for diverse populations;
- Ability to assist organizations in grant writing and management procedures;
- Ability to establish goals and objectives to devise solutions to administrative problems;
- Ability to develop and evaluate administrative policies and procedures;
- Ability to prepare concise reports;
- Ability to interpret guidelines, regulations, policies and procedures, and convey them to others;
- Ability to develop and track evaluation policies to ensure compliance with TPWD policies and procedures;
- Ability to correlate and analyze data from evaluation forms into reports and special projects;
- Ability to learn and uniformly and consistently interpret and apply state regulations regarding grant management;
- Ability to meet deadlines;
- Ability to conduct work activities in accordance with TPWD safety program.

**ADDITIONAL INFORMATION:****WORKING CONDITIONS:**

- Required to work from 8:00 a.m. to 5:00 p.m., Monday through Friday;
- Required to work overtime as necessary;
- Required to travel 25% with possible overnight stays;
- Required to operate a State vehicle;
- Non-smoking environment in State buildings and vehicles.

**ADDITIONAL REQUIREMENTS:****In order to be considered for this position, the following information is required:**

- Submittal of a completed online application;
- Work history experience MUST be completed in the online application;
- A scanned copy of official college transcript(s) issued from the registrar must be attached to the online application (if applicable);
- Applicants must attach a DD214 or other supporting documentation to the online application to claim Veterans Preference.

NOTE: Resume and professional references may be attached to the online application, but not in place of the completed application. A skills test may be conducted at time of interview.

Army  
NO MIL EQUIVALENT  
Navy  
NO MIL EQUIVALENT  
Coast Guard  
NO MIL EQUIVALENT  
Marine Corps  
NO MIL EQUIVALENT  
Air Force  
NO MIL EQUIVALENT

[http://www.hr.sao.state.tx.us/Compensation/MilitaryCrosswalk/MOSC\\_ProoertyManagementandProcurement.pdf](http://www.hr.sao.state.tx.us/Compensation/MilitaryCrosswalk/MOSC_ProoertyManagementandProcurement.pdf)

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An Equal Opportunity Employer

APPLICATIONS MAY BE COMPLETED ONLINE AT:  
[http://tpwd.texas.gov/i\\_obs/](http://tpwd.texas.gov/i_obs/)

Job Posting #17-00147  
GRANT COORDINATOR III (CO-OP GRANT  
COORDINATOR)  
JO

4200 Smith School Road  
Austin, TX 78744  
512-389-4545

[hr@tpwd.texas.gov](mailto:hr@tpwd.texas.gov)

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### Grant Coordinator III (CO-OP Grant Coordinator} Supplemental Questionnaire

- \* 1. Which best describes your level of education?
- CJ 8th grade level education
  - J High School Graduate or GED
  - CJ Some college
  - 0 Associate's Degree
  - 0 Bachelor's Degree
  - J Master's Degree
  - CJ Doctorate
  - 0 None of the above
- \* 2. How many years of experience in grant administration, outdoor recreation programs, environmental education programs or management of a program do you have?
- 0 Less than 1 year
  - 0 at least 1 year but less than 2 years
  - CJ at least 2 years but less than 3 years
  - 0 at least 3 years but less than 4 years
  - 0 at least 4 years but less than 5 years
  - 0 5 or more years
  - 0 None of the above
- \* 3. Is your degree in Environmental Education, Parks and Recreation, Public Administration, Education or a closely related field?
- J Yes
  - J No
- \* Required Question



ALAMEDA COUNTY  
**H uman Resource Services**

**Recreation Supervisor, HARD (PROMOTIONAL), Tuesday, November 22, 2016**  
**Recruitment #16-1168H-01**

**DATE OPENED** 11/16/2016  
**FILING DEADLINE** 12/12/2016 5:00:00 PM  
**SALARY** \$6902.00 - \$8390.00 monthly  
**EMPLOYMENT TYPE** Permanent Full-Time Employment  
**HR ANALYST** Anna Montoya  
**WORK LOCATION** Hayward

**INTRODUCTION**

***YOU MUST BE A HAYWARD AREA RECREATION AND PARK DISTRICT EMPLOYEE TO APPLY***  
**THIS IS A NEW PROMOTIONAL ASSEMBLED EXAMINATION**

The eligible list resulting from this examination will cancel any existing list and may last approximately one year but can be extended. Qualified applicants must be current HARD employees and have completed the equivalent of six months of continuous service following a regular appointment in the Hayward Area Recreation and Park District.

**THE DISTRICT**

The Hayward Area Recreation and Park District is an independent special use district providing park and recreation services to over 250,000 residents living within a 64 square mile area which includes the City of Hayward, Castro Valley, San Lorenzo, and the unincorporated Ashland, Cherryland and Fairview districts. The Park District known locally as "H.A.R.D." is the largest recreation district in the state of California. Since its creation in 1944, the District has provided residents with many beautiful facilities and parks, as well as hundreds of educational and recreational classes and programs. The mission of the Park District is improving the quality of life for citizens of all ages by providing a variety of recreational activities, special events, facilities and services that encourage life-long learning, fitness and fun

**DESCRIPTION**

**THE POSITION**

The current vacancy is in the Aquatics Division of the Recreation Department. The incumbent will be responsible for Aquatics programming including supervision of pool maintenance and pool facility, custodial and other generalized Recreation Program area(s) to be determined.

Within the completion of ninety days, the Recreation Supervisor of Aquatics must be certified in the following

- American Red Cross Lifeguard Training Provider and Instructor (Instructor Trainer Training Preferred)
- American Red Cross AED, First Aid and CPR - Provider and Instructor (Instructor Trainer Training Preferred)
- Certified Pool Operator or Aquatics Facility Operator Course completion and certification
- Completion of State of California requirements - Title 22 for Public Pool/Lifeguard Personnel
- Knowledge of local, State and Federal Codes and regulations related to swimming pool operations and programming

Under general supervision, manage, organize, direct, and promote a wide variety of recreation programs and activities at specific locations or within a major division of the overall District recreation programs; supervises the work of hourly recreation leaders and other full time personnel and provides high quality customer service.

Recreation Supervisors are assigned the responsibility for a specific recreational activity and/or a major division of the District's recreation programs. Areas of responsibility may be designing and overseeing multiple recreation programs areas or units and/or designing and overseeing recreational activities to serve specific audiences. Recreation Supervisors *ad* with a considerable degree of discretion and they report to the Recreation Superintendent. This class is distinguished from the Recreation Superintendent in that the latter is responsible for the entire Recreation Department.

## MINIMUM QUALIFICATIONS

A combination of training and experience which demonstrates that a person has obtained the required knowledge and is able to perform the required work (with reasonable accommodation, if needed). A person with the following combined training and experience would typically qualify to compete in a selection process.

### Education:

Graduation from an accredited college or university with a degree in Recreation or a closely related field. (Masters Degree in Recreation Administration is desirable.)

AND EITHER I

The equivalent of two (2) years of experience in the class of Recreation Coordinator in the Hayward Area Recreation & Park District service.

### **ORJI**

The equivalent of four (4) years of full time professional experience in recreation programming which must have included the supervision of paid recreational personnel.

License:

Valid California Motor Vehicle operator's license and a good driving record.

Special Requirements:

Current Cardio Pulmonary Resuscitation AED and First Aid Training Certificate within six months of employment.

NOTE: The Civil Service Commission may modify the above minimum qualifications in the announcement of an examination.

## KNOWLEDGE AND SKILLS

NOTE: The level and scope of the following knowledge and abilities are related to duties listed under the "Examples of Duties" section of this specification.

The most suitably qualified candidates will possess the following competencies:

Knowledge of:

- District policies and procedures.
- Philosophy and objectives of public recreation, recreation management and supervision, facility management and knowledge of community needs and resources.
- General knowledge of local, state and federal laws applicable to recreation profession and programs.
- Recognize safety needs.
- Computer applications related to the work.

Ability to:

- Plan, organize, and direct a wide variety of recreational activities.
- Long range planning, including analysis and evaluation of programs and current trends, make recommendations for improvement and future program development.
- Plan and budget for personnel and equipment required for individual program areas.
- Establish and maintain effective working relationship with employees, community organizations and the public.
- Work effectively with others.
- Communicate effectively, both orally and in writing.
- Withstand sustained periods of sitting while intermittently operating keyboards, twisting and reaching to operate other equipment without incapacitating adverse effect.
- Safely transport and lift objects weighing up to forty (40) pounds.

## EXAMINATION COMPONENTS

The examination will consist of the following steps:

1. A review of the candidates' application to verify possession of minimum requirements. Those candidates who possess the minimum requirements for the class will move on to the next step in the examination process.

2. An oral interview which will be weighted as 100% of the candidates' final examination score. The oral interview may contain situational exercises.

Candidates must attain a qualifying rating on each portion of this recruitment. WE RESERVE THE RIGHT TO MAKE CHANGES TO THE ANNOUNCED EXAMINATION STEPS.

## SELECTION PLAN

Applicants will be informed via email with reasonable notice in advance of any examination process which will require their attendance. The following dates are tentative and subject to change based on the needs of the Agency :

### TENTATIVE SELECTION PLAN

Last Day to File: **Monday, December 12, 2016**  
Review of Minimum Qualifications: **Friday December 23, 2016**  
Panel Interviews: **Week of January 9, 2017**

Alameda County and the Human Resource Services Department will make reasonable efforts in the examination and/or selection process to accommodate qualified individuals with disabilities and/or medical conditions in accordance/compliance with the State Fair Employment and Housing Act (FEHA), Federal Americans with Disabilities Act (ADA) Alameda County's Reasonable Accommodation Policy and applicable statutes. To request an accommodation due to a disability/medical condition during this or other phases of the examination/selection process, please contact the assigned Human Resources Representative listed on the job announcement before the last date of filing. Alameda County requires applicants to provide supporting documentation to substantiate a request for reasonable accommodation. In order to qualify for a reasonable accommodation, applicants must have a disability/medical condition pursuant to the ADA, FEHA and applicable statutes. For more information regarding our Reasonable Accommodation procedures, please visit our website, [www.acgov.org/hrs](http://www.acgov.org/hrs)

## BENEFITS

### BENEFITS FOR POSITIONS AT HAYWARD AREA RECREATION DEPARTMENT

- Ten (10) working days paid vacation each year; fifteen (15) days after five (5) years of service; and twenty (20) days after thirteen (13) years of service.
- Fourteen (14) paid holidays a year.
- Sick leave is accrued at the rate of one (1) day per month.
- Choice of three (3) health plans for employees and their dependents, most, if not all of which is paid for by the District. The medical plan design offered to employees is a \$15 HMO Plan or High Deductible PPO Plan. Employees may elect coverage provided through one of the two medical carriers, United Healthcare HMO or PPO, Kaiser Permanente HMO.
- Comprehensive dental plan for employees and their dependents.
- Vision care reimbursement benefit.
- Social Security paid for by District and employee.
- Public Employees Retirement System 2% at 62 for new hires; 2% at 60 for new employees hired after January 1, 2013 that are already members of CalPERS.
- Long Term Disability Plan paid by District.
- Life Insurance policy (\$40,000) paid by District.
- Deferred Compensation Plan available, employee funded.
- Employee Credit Union services.
- Educational Tuition Reimbursement.
- Employee Assistance Program.
- Post employment healthcare plan contribution of 1.5% of base salary paid by District.
- State Disability, employee funded.

## CONCLUSION

All notices related to County recruitments for which you have applied will be sent delivered via email. Please add [@acgov.org](mailto:@acgov.org) and [alamedacountyHR@acgov.org](mailto:alamedacountyHR@acgov.org) as accepted addresses to any email blocking or spam filtering program you may use. If you do not do this, your email blocking or spam filtering program may block receipt of the notices regarding your application for recruitments. You are also strongly advised to regularly log into your County of Alameda online application account to check for notices that may have been sent to you. All email notices that will be sent to you will also be kept in your personal online application account. You will be able to **view** all of your notices in your online application account by clicking on the 'My applications' button on the Current Job Openings page.

Please take the steps recommended above to insure you do not miss any notices about a recruitment for which you have applied. The County of Alameda is not responsible for notices that are not read, received or accessed by any applicant for a County recruitment.

NOTE: All notices are generated through an automated email notification system. Replies to the email box

alamedacountyHR@acgov.org are routed to an unmonitored mailbox. If you have questions please go to our website at [www.acgov.org/hrs](http://www.acgov.org/hrs). You may also contact the Human Resources Analyst listed on the bulletin for the recruitment for which you have applied.

Anna Montoya, Human Resources Analyst III  
Human Resource Services Division, County of Alameda  
510-272-6459  
[www.acgov.org/hrs](http://www.acgov.org/hrs)

Alameda County is an Equal Opportunity Employer



CITY OF RALEIGH NORTH CAROLINA  
invites applications for the position of:

## Lake Johnson Park Assistant Manager

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**SALARY:** \$38,769.69 - \$67,557.76 Annually

**OPENING  
DATE:** 11/28/16

**CLOSING  
DATE:** 12/16/16 11:59 PM

### **JOB DESCRIPTION:**

This position is **Lake Johnson Assistant Park Manager** under the City of Raleigh Parks, Recreation and Cultural Resources Department. The Assistant Director assists the operation of multiple small sized facilities within 470 acre park including but not limited to a waterfront program center, woodland/environmental education center, multiple shelters, and greenway trail system. Plans, organizes, and directs the operations and activities of the facility by performing the following duties.

### **DUTIES AND RESPONSIBILITIES:**

Studies particular needs of the community served to develop and administer applicable programs.

Plans, organizes, directs, and supervises patrons participating in a variety of classes, and programs, that are social, artistic, educational, recreational and therapeutic in nature.

Plans, organizes, and directs special events for the Park and Park Facilities; encourages volunteer participation.

Assists with maintenance of the facility operating budget.

Maintains order and discipline in the Park and Park Facilities; observes necessary precautions to minimize risks to recreation participants and spectators; renders first aid in case of minor injury.

Assists in selecting, training, supervising, and coordinating the schedules of part-time and volunteer instructors, camp personnel, youth employees, and others.

Supervises the custodial care of facilities; reviews the maintenance of the equipment and buildings; refers problems to the appropriate personnel.

May prepare revenue collection, daily deposits, and payroll.

Prepares activity, attendance, revenue, expenditure and other reports.

Assists users of Park and Park Facilities; provides information; enforces regulations and standards of conduct.

Helps conduct public relations for Park and Park Facilities; advises citizens of programs and activities offered; prepares bulletins and newsletters relating to center programs; may create and distribute program advertisements.

Maintains and orders equipment, supplies, and materials.

May assist City in cleanup and repair during inclement weather situations.

### **Supervisory Responsibilities**

Position directly supervises various part time employees, seasonal employees and volunteers in the Parks & Recreation Department. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

### **TYPICAL QUALIFICATIONS:**

#### **Education**

Bachelor's (4-year) college degree or equivalent required. Master's degree preferred. Applicants may substitute additional relevant experience for the required education.

#### **Experience**

At least 4 years of relevant experience is required. Applicants may substitute additional relevant education for the required experience. History of membership in Professional Organizations such as NRPA and AORE relating to Outdoor Recreation is preferred.

#### **Computer Skills**

To perform this job successfully, an individual should have working knowledge of Database software, Spreadsheet software, MS Office software, CLASS software, and the ability to learn City of Raleigh financial databases and systems.

#### **Certifications, Licenses, Registrations**

Regular driver's license required and CPR/First Aid may be required depending on position, Certified Parks and Recreation Professional preferred.

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APPLICATIONS MAY BE FILED ONLINE AT:

<http://www.raleighnc.gov>

222 W. Hargett St.  
Raleigh, NC 27602  
919-996-3315

Position #2016 -00697  
LAKE JOHNSON PARK ASSISTANT MANAGER  
HR

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## **Lake Johnson Park Assistant Manager Supplemental Questionnaire**

- \* 1. Please select your highest level of education completed.
  - 0 Some high school
  - 0 High school diploma (or GED)
  - 0 Some college
  - 0 Associate's degree
  - 0 Bachelor's degree
  - 0 Master's degree
  - 0 PhD or other professional degree
- \* 2. How much relevant work experience do you have in this field?
  - .J None
  - .J Less than 1 year
  - .J 1 to less than 2 years
  - .J 2 to less than 3 years
  - .J 3 to less than 4 years
  - .J 4 to less than 5 years
  - .J 5 to less than 6 years
  - .J 6 to less than 7 years
  - .J 7 to less than 8 years
  - .J 8 to less than 9 years
  - .J 9 to less than 10 years
  - .J 10 years or more
- \* 3. Have you ever worked professionally (received monetary compensation) as a leader or supervisor of one or more of the following activities: Rental Fleet management, Environmental Education, or Outdoor Recreation/Adventure programs?
  - .J Yes
  - .J No
- \* 4. Do you have a valid North Carolina driver's license ( or the ability to obtain within 30 days of hire)?
  - .J Yes
  - .J No
- \* Required Question



CITY OF RALEIGH NORTH CAROLINA  
invites applications for the position of:

## Historic Sites Assistant Director

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**SALARY:** \$38,769.69 - \$67,557.76 Annually

**OPENING  
DATE:** 11/15/16

**CLOSING  
DATE:** 12/15/16 11:59 PM

### **JOB DESCRIPTION:**

The HRM Program Historic Sites Assistant Director is a professional, supervisory position that directs the public programs for HRM sites including Mordecai Historic Park, Borden Building, Tucker House, and the Raleigh Trolleys. Position will supervise paid part-time staff as well as volunteer personnel. This position will be responsible for decisions related to all programs at the sites. Position requires high level of customer service to both external and internal customers. The position will have some responsibility across all HRM sites and programs. This position will report to the HRM Historic Sites Director.

### **DUTIES AND RESPONSIBILITIES:**

Plans, organizes, directs, and supervises participants in a variety of classes, programs, and events that are social, historic, educational, and/or cultural at Mordecai Historic Park, Borden Building, Tucker House, and Raleigh Trolleys. Serves as volunteer coordinator and programming director. Assists in training, supervising, and coordinating the schedules of part time staff, volunteers, youth employees, and others.

Help staff City Council appointed HRM Advisory Board.

Work with HRM staff to research, plan, and execute events and programs in support of HRM facilities.

Departmental responsibility as liaison for programs and subject matter expert for internal and external groups.

### **TYPICAL QUALIFICATIONS:**

**Knowledge, Skills, and Abilities Required:** Knowledge and understanding of professional practices for historic sites management and interpretation.

Demonstrated proficiency and compliance for City operating procedures and software as well as industry standard software for collection, Past Perfect. Ability to work in a non-traditional office environment and be able to multi-task and transition to differing job functions and responsibilities as needed.

### **Education**

Bachelor's (4-year) college degree in museum studies, parks and recreation, education, history, public history, architectural history, design or specific content area or field of expertise, or equivalent required. Master's degree (6 years) preferred.

### **Experience**

At least 4 years of relevant experience is required. Applicants may substitute additional relevant education for the required experience.

### **Computer Skills**

To perform this job successfully, an individual should have working knowledge of Database software, Spreadsheet software, Word Processing software, CLASS software, and Raleigh financial databases and systems.

### **Certifications, Licenses, Registrations**

Regular driver's license required, CPR/First Aid may be required depending on position, Certified Parks and Recreation Professional preferred.

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APPLICATIONS MAY BE FILED ONLINE AT:  
<http://www.raleighnc.gov>

Position #2016 -00677  
HISTORIC SITES ASSISTANT DIRECTOR  
HR

222 W. Hargett St.  
Raleigh, NC 27602  
919-996-3315

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## **Historic Sites Assistant Director Supplemental Questionnaire**

- \* 1. Please select your highest level of education completed.
- Some high school
  - High school diploma (or GED)
  - Some college
  - Associate's degree
  - Bachelor's degree
  - Master's degree
  - PhD or other professional degree
- \* 2. How much relevant work experience do you have in this field? ':JNone
- Less than 1 year
  - 1 to less than 2 years
  - 2 to less than 3 years
  - 3 to less than 4 years
  - 4 to less than 5 years
  - 5 to less than 6 years
  - 6 to less than 7 years
  - 7 to less than 8 years
  - 8 to less than 9 years
  - 9 to less than 10 years
  - 10 years or more

- \* 3. What is your proficiency level with the software called Past Perfect?
  - 0 Beginner
  - D Intermediate
  - D Advanced
  - DI I am not familiar with Past Perfect.
- \* 4. Have you managed historic site before?
  - U Yes
  - :J No
- \* 5. Do you have a valid North Carolina driver's license (or the ability to obtain within 30 days of hire)?
  - U Yes
  - ..J No
- \* Required Question



STATE OF MISSISSIPPI  
invites applications for the position of:  
**Park Manager I**

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**SALARY:** \$26,768.00 Annually

**OPENING DATE:** 12/09/16

**CLOSING DATE:** 12/13/16 11:59 PM

**JOB TYPE:** Full-Time

**LOCATION:** 83 - STATEWIDE

**COUNTY /COUNTIES ASSOCIATED WITH POSmON:** SCOTT

**SHIFT SCHEDULE:** Any Shift/Rotating Shift

**TRAVEL SCHEDULE:** Some Day Only

**TIME UNITEO POSITION:** Yes

**AGENCY INFORMATION:** This is a time limited position. Applicants may apply online through the Mississippi State Personnel Board website or mail State of Mississippi Applications to: Department of Wildlife, Fisheries and Parks, Attn: Human Resources, 1505 Eastover Drive, Jackson, MS 39211.

**CHARACTERISTICS OF WORK:**

This is administrative and supervisory work in coordinating and directing the operation of a state park. Incumbents in positions allocated to this occupational classification series are responsible for the supervision of an assigned park within the state park system with a variety of facilities and exercise authority over the entire staff of that park. Supervision is received from the District Manager or other administrative supervisor.

**EXAMPLES OF WORK:**

Examples of work performed in this classification include, but are not limited to, the following:

Prepares the annual park budget.

Administers and ensures the enforcement of all orders and laws of the Department in which employed and the State of Mississippi.

Appoints and removes all employees of the assigned park with the approval of the administrative superior.

Supervises and manages all employees of the assigned park.

Develops and implements a complete program of recreational activities within the assigned park.

Supervises the operational maintenance of state park land and of facilities within an assigned park.

Prepares the necessary forms, reports, and records as prescribed by the administrative superior to ensure an accurate accounting of all funds received and expended within the park.

Greets the public as required, providing information on facilities, rules and regulations, and related subjects.

Performs related or similar duties as required or assigned.

**MINIMUM QUALIFICATIONS:**

These minimum qualifications have been agreed upon by Subject Matter Experts (SMEs) in this job class and are based upon a job analysis and the essential functions. However, if a candidate believes he/she is qualified for the job although he/she does not have the minimum qualifications set forth below, he/she may request special consideration through substitution of related education and experience, demonstrating the ability to perform the essential functions of the position. Any request to substitute related education or experience for minimum qualifications must be addressed to the Mississippi State Personnel Board in writing, identifying the related education and experience which demonstrates the candidate's ability to perform all essential functions of the position.\*

**EXPERIENCE/EDUCATIONAL REQUIREMENTS:**

Education:

A Master's Degree from an accredited college or university in management, recreation and parks administration, or a related field;

**OR**

Education:

A Bachelor's Degree from an accredited college or university in management, recreation and parks administration, or a related field;

**AND**

Experience:

One (1) year of experience in work related to the duties.

**OR**

Education:

Graduation from a standard four-year high school or equivalent (GED or High School Equivalency Diploma);

**AND**

Experience:

Five (5) years of experience in work related to the duties.

Substitution Statement

Graduation from a standard four-year high school or equivalent (GED or High School Equivalency Diploma), related experience and related education may be substituted on an equal basis.

**ESSENTIAL FUNCTIONS:**

Additional essential functions may be identified and included by the hiring agency. The essential functions include, but are not limited to, the following:

1. Manages and supervises park facilities and the work force.
2. Ensures safety and security of all park visitors, employees and facilities.
3. Supervises and manages overall park and associated facilities.

4. Provides public relations program for the park.

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APPLICATIONS MAY BE FILED ONLINE AT:  
[http:// agency.government jobs.com/mississippi/default.cfm](http://agency.governmentjobs.com/mississippi/default.cfm)

Position #0942-0460-20161208St  
PARK MANAGER I  
VK

210 East Capitol Street  
Suite 800  
Jackson, MS 39201  
601-359-1406  
601-359-1406

An Equal Opportunity Employer

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### **Park Manager I Supplemental Questionnaire**

- \* 1. What is the highest level of education (or semester hours of college) you have completed in management, recreation and parks administration, or a related field?
  - None
  - GED or High School Equivalency Diploma / High School Diploma
  - 1 year / 30 semester hours
  - Associate's Degree/ 60 semester hours
  - 3 years / 90 semester hours
  - Bachelor's Degree
  - Master's Degree
  - Specialist Degree
  - Doctorate Degree
- \* 2. How many years of related experience do you have? (Refer to the job posting for an explanation of related experience.)
  - No experience
  - 1 year of experience
  - 2 years of experience
  - 3 years of experience
  - 4 years of experience
  - 5 years of experience
  - 6 years of experience
  - 7 years of experience
  - 8 years of experience
  - 9 years of experience
  - 10 years of experience
  - More than 10 years of experience

\* Required Question



Announcement

Instructions | Frequently Asked Questions | Page Help CT)

## State of Nevada Announces

### An Open Competitive Recruitment for: **PARK & RECREATION PROGRAM MANAGER**

**APPROXIMATE ANNUAL SALARY - \$51,197.76 to \$76,316.40 PAY GRADE: 37**

For more information on benefit and retirement programs, please see the sections below. In order to receive consideration, applicants must indicate their availability for any work type, travel, and location requirements listed.

#### JOB INFORMATION

- Work Type: A Permanent, full time vacancy
- 11 Department: [Conservation and Natural Resources](#)
- 11 Division: State Parks
- Location: carson, Minden, Gardnerville, Genoa
- 11 Job Class Code: 06.717

#### RECRUITMENT INFORMATION

- Announcement Number: 28821
- Open to all qualified persons.
- Posted 06/24/2016
- 11 Close Date: 07/15/2016
- Recruiter:  
**KARA SUWVAN**  
Phone: (775)684 -0126  
Email: [ksulli.van@admin.nv.gov](mailto:ksulli.van@admin.nv.gov)
- Applications accepted for another Expired

#### The Position

Under general direction, the Park and Recreation Program Manager is responsible for planning, organizing, coordinating and supervising the Division of State Parks' park and recreation program, which includes conducting complex studies and analyses; planning and managing archaeological and promotional contracts and grants; assigning and reviewing work performed; evaluating present and future recreational needs and opportunities; and managing land acquisitions and exchanges. Incumbents may function as first-line supervisor who trains, supervises and evaluates the performance of assigned staff; assign and review work; and initiate disciplinary action.

This position administers two pass-through federal grant programs; the Land and Water Conservation Fund (LWCF) and the Recreational Trails Program (RTP). This position functions as Nevada's "Alternate State Liaison Officer" with the National Park Service (NPS) concerning LWCF issues and administration. This position manages the LWCF In accordance with the NPS guidelines. This program provides grants for construction of outdoor recreation facilities to State agencies, sub-political entities and Native American Tribes in Nevada. This position also manages the Recreational Trails Program in accordance with the Federal Highway Administration (FHWA) Guidelines. This program provides grants for construction and maintenance of both motorized and non-motorized trails, outdoor recreation trails, and related facilities and educational projects. The program duties include administration and program management of multiple grant funded projects simultaneously and the review and processing of applications through the Federal Agencies.

Review requires detailed knowledge of applicable National Environmental Policy Act (NEPA) and State Historic Preservation Office (SHPO) section 106 requirements. This position coordinates the RTP application review process through the RTP committee. The position conducts inspections to determine compliance with project agreements; provides technical assistance for application procedures and eligibility requirements to potential applicants; provides technical assistance in planning, layout/design and construction of trails facilities; and coordinates and facilitates the actions of the Ad Hoc Nevada State Recreational Trails Advisory Committee. This position also serves as a Governor appointed member on the Nevada Bicycle and Pedestrian Advisory Board representing Nevada Division of State Parks.

To see full Class Specifications visit: [http://hr.nv.gov/Resources/ClassSpecs/Class\\_Specifications-6\\_0/](http://hr.nv.gov/Resources/ClassSpecs/Class_Specifications-6_0/)

**To Qualify:**

In order to be qualified, you must meet the following requirements:

**Education and Experience (Minimum Qualifications)**

- Bachelor's degree in recreation and park administration, natural resource recreation management, landscape architecture, environmental planning, or closely related field plus four years of park and recreation planning experience which included responsibility for the preparation of at least two of the following: park master plans; park and recreation planning studies; parks and recreation empirical research, grant administration and contract management; and inter-agency coordination; OR a Master's degree in parks administration, natural resource recreation management, or environmental planning and three years of experience as described above; OR an equivalent combination of education and experience.

**Special Requirements**

- This position requires up to 25% travel statewide to rural and remote areas and occasionally out of state.
- This position may require hiking, biking, motorized driving, and camping in some instances in order to inspect various areas within the state.
- A valid drivers license is required at the time of appointment and as a condition of continuing employment.

**The Examination**

**Application Evaluation Exam**

The exam will consist of an application evaluation. It is essential that applications include extensively detailed information with time frames regarding education and experience. The most qualified applicants will be contacted by the hiring agency for interview.

**The following additional questions are part of this Recruitment**

- 1) Describe your experience/knowledge of Federal grants, including writing grants, managing individual grants and/or programs, implementation of grant projects, etc. Please be specific regarding the types of grants (i.e. funding sources), purpose, project scope, dollar amounts involved, and your specific role in one or more grant programs or projects.
- 2) Describe your personal experience a) analyzing and evaluating environmental impacts and proposed mitigation for specific projects, b) personal involvement in the production, review or writing of NEPA documents, originated by public agencies.
- 3) Describe your knowledge and experience with Section 106 of the National Historic Preservation Act.
- 4) Describe your experience and knowledge of natural resource management in the following areas as they would pertain to a new trail or park development: a) trail and park facility planning, design, construction and inspection for completeness; b) cultural resources protection c) geology/soils d) wildlife habitat or mitigation.

**INFORMATIONAL UNKS**

For more information about state employment, visit the following:  
 Division of Human Resource Management:  
<http://hr.nv.gov>  
 Public Employees Retirement System:  
<http://www.nvpers.org>  
 Public Employees Benefits Program:  
<http://pebp.state.nv.us>

**REFER A FRIEND**

Help us reach qualified candidates! Refer a friend by clicking here:  
[Email](#)

**Direct Inquiries or Correspondence to:**

**Division of Human Resource Management  
Northern Nevada**

209 East Musser Street,  
Room 101  
Carson City, Nevada 89701-4204

TDD for the Hearing Impaired (800) 326-6868

**Division of Human Resource Management  
Southern Nevada**

555 East Washington Avenue,  
Suite 1400  
Las Vegas, Nevada 89101-1046

TDD for the Hearing Impaired (800) 326-6868

Cancel j

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# Park Ranger (Interpretation)

## NATIONAL PARK SERVICE

Few vacancies in the following locations:

- 9 Marin County, CA
- 9 San Francisco, CA

Work Schedule is FullTime- Term NTE 13 months

Opened Tuesday 11/ 8/2016  
(20 day(s) ago)

0 Closes Tuesday 11/29/2016  
(1 day(s) away)

### Salary Range

\$58,132.00 to \$75,567.00 / Per Year

### Series & Grade

GS-0025-09/09

### Promotion Potential

09

### Supervisory Status

No

### Who May Apply

United States Citizens

### Control Number

450604900

### Job Announcement Number

KLBA-17-1794260-DE-SQ

## Job Summary

*Experience your America and build a fulfilling career by joining the **National Park Service**, as we prepare for a second century of Stewardship and Engagement. Become a part of our mission to connect with our past and create important connections for the future by building a rich and lasting legacy for the next generation of park visitors, supporters and advocates.*

This position is located Golden Gate National Recreation Area, in the Division of Interpretation. The primary purpose of this position is to directly support and reinforce the Resource Protection and Public Use Management Program, by educating visitors about the rules and limitations on park usage and the necessity to comply with regulations. In addition, this position is responsible for resource conservation and management, all-risk and emergency operations within the park and the National Park system, and public use management within the park.

Who May Be Considered: Applications will be accepted from All U.S. Citizens

This is a **Term Appointment** not-to-exceed 13 months. This position may be extended at management's discretion, for a total of 4 years from the initial appointment.

The GS-07 grade level of this position is being announced concurrently with this announcement under announcement number [KLBA-17-1794183-ACWA-DE-SQ](#). You must apply under this separate announcement to be considered for the GS-7 level.

AREA INFORMATION: Please visit <http://www.sfgov.org/> for specific area information.

## Duties

- Lead community outreach efforts in alignment with the parks' strategic outreach plan and 2020 goal of being a catalyst for social change.
- Act as the face of the National Park Service for targeted under-represented communities in the Bay Area.
- Develop and conduct formal and informal interpretive and community needs based programs.
- Attend and participate in community outreach events.
- Recruit and mentor interns and/or volunteers.
- Work cooperatively with park partners and community-based organizations.

## Travel Required

- Occasional Travel

<https://www.usajobs.gov/GeUob/PrintPreview/450604900>

- Travel for meetings, site visits and mission critical work is authorized.

## Relocation Authorized

- No

## Key Requirements

- U.S. Citizenship is required.
- Appointment subject to background investigation and favorable adjudication.

## Qualifications

**Second Language Requirement:** This position requires conversation fluency in at least one second language, including American Sign language, in addition to English, because you must deliver critical safety information, interpretive messages, answer questions, and provide orientation to an extreme number of visitors who do not speak English. Second languages, other than English, are spoken by visitors throughout Golden Gate National Recreation Area. The park does not require expert level fluency, but you must possess conversational fluency in a second language.

To qualify for this position at the GS-09 grade level, you must meet at least one of the following minimum qualifications:

**EXPERIENCE:** At least one full year of specialized experience comparable in scope and responsibility to the GS-07 grade level in the Federal service (obtained in either the public or private sectors). Specialized experience is experience that equipped the applicant with the particular knowledge, skills, and abilities needed to successfully perform the duties of this position. Examples of specialized experience includes engaging with culturally and socially diverse audiences in a park or recreation setting as an interpreter or as a community program manager, outreach specialist, community organizer or equivalent type of work with marginalized communities in community-based organization, museum, school or similar type of public educational institution.

-OR-

**EDUCATION:** Successful completion of at least two full academic years of progressively higher level graduate education, or a master's or equivalent graduate degree in one of the following fields: ethnic studies, inter-racial communications, park and recreation management, social sciences, social and community psychology, community research and action, environmental studies, or other closely related subjects pertinent to community development, social justice. (Two years of graduate education is 36 semester hours or 54 quarter hours).

**IMPORTANT - PLEASE NOTE:** If you are using education to qualify you must provide complete information to show how you meet the requirements claimed including a copy of your transcripts or a complete list of college courses taken that identifies for each course the college or university, semester or quarter hours earned, grade received, and date completed. We cannot determine eligibility without this information. (A copy of your official transcripts will be required before entrance on duty, if selected).

-OR-

**Successful completion of a COMBINATION** of education and experience as described above. To calculate your percentage of qualifying graduate education, divide your number of semester hours in excess of 18 semester hours by 18 or the number your school uses to represent one year of full time graduate academic study. To calculate your percentage of experience, divide your months of qualifying specialized experience by 12. Add the two percentages. They must equal 100% to qualify using this option.

**NOTE:** Credit will be given for all qualifying experience regardless of whether compensation was received and whether the experience was gained as a part-time or full-time occupation. Part-time experience will be credited on the basis of time actually spent in appropriate activities. Experience refers to paid and unpaid experience, including volunteer work done through National Service programs (e.g. Peace Corps, Ameri Corps) and other organizations (e.g., professional; philanthropic; religious; spiritual; community; student; social). Volunteer work helps build critical competencies, knowledge, and skills and can provide valuable training and experience that translates directly to paid employment. You will receive credit for all qualifying experience, including volunteer experience. To receive credit for such experience, your resume must indicate clearly: 1. The nature of your duties and responsibilities in each position; and 2. Complete dates of employment period (e.g. MM/YY to MM/YY, MM/YYYY to Present, etc.); and 3. The number of hours per week spent in such employment for each position.

To qualify based on education, you must submit a legible copy of transcripts from an accredited institution with your name, school name, credit hours, course level, major(s), and grade-point average or class ranking. Transcripts do not need to be official, but if you are selected for this position and you used your education to qualify, you must provide official transcripts before you begin work. **NOTE:** Education must be accredited by an institution recognized by the U.S. Department of Education's College Accreditation

[Website](#) .

If you are using education completed in foreign colleges or universities to meet qualification requirements, you must show that your education credentials have been evaluated by a private organization that specializes in interpretation of foreign education programs and such education has been deemed equivalent to that gained in an accredited U.S. education program; or full credit has been given for the courses at a U.S. accredited college or university. For more information, visit the [U.S. Department of Education Recognition of Foreign Qualifications Website](#).

**UNIFORM:** You are required to properly wear a National Park Service uniform in accordance with agency policy; an allowance will be provided to offset some of these costs.

**OPERATOR IDENTIFICATION:** You will be required to operate a government vehicle, therefore, must be able to acquire and hold a valid state Driver's License.

**WORK SCHEDULE:** This a Term, Full-Time position subject to shift work, night and/or weekends, emergency call-out, considerable driving to and from all areas within the park, and may include working holidays.

**SELECTIVE SERVICE:** Male applicants born after December 31, 1959, must certify that they have registered with the Selective Service System or provide proof that they are exempt from Selective Service Law.

**NOT REQ OPTIONAL/GOVERNMENT HOUSING:** You are not required to occupy government housing/quarters; however housing may be available for rent.

**PCS NOT PAID:** Travel, transportation, and relocation expenses will not be paid. Any travel, transportation and relocation expenses associated with reporting for duty in this position will be the responsibility of the selected employee.

**PROBATIONARY PERIOD:** New employees must serve a one year probationary period.

**QUALIFICATIONS:** All qualification requirements (including any applicable selective factors) must be met by the closing date of the announcement in order to be considered.

## Security Clearance

Not Applicable

## What To Expect Next

Once your online questionnaire is received you will receive an acknowledgement email that your submission was successful.

After the announcement closes and your complete application is received, we will conduct an evaluation of your qualifications and determine your ranking. Based on applicant scores, the best qualified candidates will be referred to the hiring manager for further consideration and possible interview. We expect to make a selection within 45 days of the closing date of this announcement.

## BENEFITS

The Federal government offers a comprehensive benefits package. Explore the major benefits offered to most Federal employees by visiting: [Employee Benefits](#)

## Other Information

**For additional information about this position please contact;**

Kay Wang, Supervisory Park Ranger

[kay\\_wang@email@nps.gov](mailto:kay_wang@email@nps.gov)

(415) 561-2813

This job opportunity announcement may be used to fill additional vacancies throughout Golden Gate NRA.

If you are selected at a lower grade level, promotion(s) may be made at a later date without further competition. Identification of promotion potential in this announcement does not constitute a commitment or an obligation on the part of management to promote you at some future date. Such promotion(s) will depend upon administrative approval, the continuing need for an actual assignment and the demonstrated performance of higher level duties.

<https://www.usajobs.gov/GetJobPrintPreview/450604900>

To apply for this position, you must complete the occupational questionnaire and submit the documentation specified in the Required Documents section below. The complete application package must be submitted by 11:59 PM (EST) on Tuesday, November 29, 2016 to receive consideration.

- To begin, click *Apply Online* to create a USAJOBS account or log in to your existing account. Follow the prompts to select your USAJOBS resume and /or other supporting documents and complete the occupational questionnaire.
- Click the Submit My Answers button to submit your application package. It is your responsibility to ensure your responses and appropriate documentation is submitted prior to the closing date.
- To verify your application is complete, log into your USAJOBS account, [https://my.usajobs.gov/Account/ Login](https://my.usajobs.gov/Account/Login), select the Application Status link and then select the more information link for this position. The Details page will display the status of your application, the documentation received and processed, and any correspondence the agency has sent related to this application. Your uploaded documents may take several hours to clear the virus scan process.
- To return to an incomplete application, log into your USAJOBS account and click Update Application in the vacancy announcement. You must re-select your resume and/or other documents from your USAJOBS account or your application will be incomplete.

**You are encouraged to apply online. Applying online will allow you to review and track the status of your application.**

NOTE: If you applied online and your application is complete, do not fax the paper application (1203FX) as this will overwrite your prior online responses and may result in you being found ineligible.

If you completed the occupational questionnaire online and are unable to upload supporting document(s):

- You may fax your documents using the following cover page: [http://staffing.opm.gov/pdf /usascovers.pdf](http://staffing.opm.gov/pdf/usascovers.pdf).
- Provide the required information, including the Vacancy ID which is 1794260
- Fax your documents to 1-478-757-3144.

If you cannot complete the Application Package online, you may fax all of your materials. The complete application package must be submitted by 11:59 PM (EST) on Tuesday, November 29, 2016 to receive consideration. Keep a copy of your fax confirmation in the event verification is needed.

To complete the occupational questionnaire and submit via fax:

- Click the following link to view and print the occupational questionnaire: [View Occupational Questionnaire](#)
- Print the 1203FX form, follow the instructions and provide your responses to the occupational questionnaire items [http://www.opm.gov/forms/ pdfimage/opml203fx.pdf](http://www.opm.gov/forms/pdfimage/opml203fx.pdf).
- Fax all pages of the completed 1203FX form along with any supporting documents to 1-478-757-3144. Your 1203FX will serve as a cover page for your fax transmission.

## How You Will Be Evaluated

To determine if you are best qualified for this job, a review of your resume and supporting documentation will be made and compared against your responses to the occupational questionnaire. The questions are designed to capture the desired knowledge, skills, and abilities for this position. Failure to submit a resume will result in ineligibility. Ratings are subject to evaluation and verification. If you rate yourself higher than is supported by your application, you will be assigned a rating to commensurate your described experience. **Deliberate attempts to falsify information may be grounds for not selecting you.**

Candidates will be rated and ranked using Category Rating procedures. Qualified candidates will be assigned to a quality category. The categories are defined as follows:

Best Qualified - Demonstrates better overall or key knowledge, skills, or abilities for a specific position.

Well Qualified - Possesses the knowledge, skills and abilities which clearly exceed the minimum qualification requirements for the position, but does not necessarily meet the definition of the best qualified.

Qualified - Meets the minimum qualifications standards, including any selective placement factors, for a specific position.

Feds Hire Vets.

You will be evaluated on the following competencies:

**KSA-1.** Ability to develop outcomes based work plan that engages culturally diverse audiences.

**KSA-2.** Ability to develop and deliver culturally and socially relevant programs to traditionally underserved audience to the park.

**KSA-3.** Ability to partner with external groups such as park partners, school, library, community clinics and community-based organizations.

**KSA-4.** Ability to mentor young people and assist with career and skills development.

**KSA-5.** Ability to be a team leader and manage multiple projects and events.

To be considered under CTAP/ICTAP, you must score within the Well Qualified group (prior to veterans' preference being applied) on the application questionnaire. For information, click [CTAP/CTAP](#).

The following documents are required and must be received by the closing date and time of this announcement :

1. **Resume** (please visit our [Resume Reference Page](#))

2. A complete **Occupational Questionnaire**

3. Other **Supporting Documents** (No Photos Please), if applicable, such as:

- Veterans Preference Documentation
- College transcripts, if qualifying based on education
- Documentation for Interagency/Career Transition Assistance Plan consideration. If you are a displaced Federal employee within the local commuting area. You must include: 1) Proof you are a displaced Federal employee, e.g., RIF Separation Notice, Notice of Proposed Removal, etc; 2) SF-Sos (Notifications of Personnel Action) showing career/conditional tenure competitive status, promotion potential and duty location; and 3) your most recent performance appraisal. To exercise selection priority, displaced or surplus Federal employees must be rated well-qualified or above on the rating criteria for this position.

7



U.S. DEPARTMENT OF THE INTERIOR  
**National Park Service**

## Department Of The Interior

### National Park Service

#### Contact

Shanti K. Quintero  
Phone: (415)561-4774  
(800)833-6384  
Email: SHANTI\_QUINTERO@NPS.GOV

#### Address

National Park Service  
DONOT SEND MAIL TO PARK  
Fort Mason  
San Francisco  
CA

(415)561-4785

## Job Description

**Job Title:** DIRECTOR OF CAMPS AND CONFERENCES  
**Job ID:** 12611  
**Location:** UWGreen Bay  
**Full/Part Time:** Full-time

**Regular/Temporary:** Regular

[Email to Friend](#)

[Save Job](#)

[Apply Now](#)

[Return to Previous Page](#)

### JOB DETAILS:

WORKING TITLE: Director of Camps and Conferences

UW SYSTEM OFFICIAL TITLE: Outreach Program Manager I

POSTING DATE: November 16, 2016

### ESSENTIAL JOB FUNCTIONS:

This position reports to the Executive Director of Continuing Education and Extension and coordinates and manages the planning and execution of Summer Camps while also supporting the Conference intake in the Division of Outreach and Extension. In addition, this position is the liaison and supervises the Lifelong Learning Institute program. The Director of Camps and Conferences is also responsible for the hiring and supervision of seasonal employees, students, volunteers, and camp instructors. This position supervises two University staff members who provide support to the programs.

This position includes the following responsibilities:

- \* Develop and deliver an array of summer camps for middle school and high school audiences.
- Develop long-term planning for camps at UW-Green Bay in coordination with Outreach and departments.
- Hire, schedule, and supervise seasonal employees for camps, including Head Counselor's Office.
- Develop and maintain marketing efforts to recruit campers.
- Hire and schedule faculty and ad hoc instructors.
- Contract for internal and external camp organizations.
- Develop and manage budgets for summer camps.
- Develop relationships for third party summer camps to utilize the facilities.
- Book, schedule, and maintain great customer service for third party camps.
- Serve as the liaison to the Lifelong Learning Institute (LU) Board.
- Advise the Curriculum, Communications, Finance, Social, and Volunteer Development Committees.
- \* Work with LU Program and Risk Management to ensure policies and procedures are being adhered.
- Develop and manage budgets for these programs.
- \* Contract for Off Campus Venues and quarterly events.
- Develop and maintain marketing efforts to recruit instructors, volunteers, and members.
- \* Train Program Coordinators, Committee Chairs, and Volunteers.
- Respond to requests regarding conference support.
- Develop agreements between Outreach and Extension to provide support

### QUALIFICATIONS:

MINIMUM QUALIFICATIONS:

- Bachelor's Degree at time of application
- Two years' experience working within a camps and/or conferences model
- Experience planning events
- Demonstrated proficiency in developing and managing program budgets

**PREFERRED QUALIFICATIONS:**

- Master's Degree at time of application
- Experience with registration software, such as Ungerboeck

The successful candidate will have strong oral, written, interpersonal, and organizational **skills**, the ability to communicate with a diverse student population, demonstrated integrity and strong leadership, and the willingness to be part of a collaborative team. The successful candidate is also expected to demonstrate the ability to build and retain collaborative relationships and partnership with external and internal constituents and stakeholders. The University welcomes applicants who are dedicated to enriching the quality of life for students and the community by embracing the educational value of diversity, promoting environmental sustainability, encouraging engaged citizenship, and serving as an intellectual, cultural, and economic resource.

**CAMPUS INFORMATION:**

The University of Wisconsin-Green Bay is a comprehensive public institution with an enrollment of about 6,700 students, exceptional academic facilities and affordable, high-quality programs. UW-Green Bay transforms lives and serves its community through exceptional teaching and research, innovative learning opportunities, and a problem-solving approach to education. Among the extras are a bayshore park, arboretum, golf course, D-1 athletics, premium housing, performing arts center and a spacious athletic center. UW-Green Bay's scenic bayshore campus is centrally located, close to both the Door County resort area and the dynamic economies of the New North and Fox Valley regions.

Campus and Community: <http://www.uwgb.edu/hr/community/>

Office of Public Safety: <http://www.uwgb.edu/publicsafety/>

Annual Security Report: <http://www.uwgb.edu/hr/documents/AnnualSecurityReport.pdf>

**SPECIAL NOTES:**

Occasional evenings and weekend work is expected. Travel for meetings, conferences, and trainings.

Position is a full-time (100%) academic staff appointment. Official transcripts of the highest degree achieved will be required of finalist(s). A criminal conviction investigation will be conducted on the finalist(s). In compliance with the Wisconsin Fair Employment Act, the University does not discriminate on the basis of arrest or conviction record. Applicants must be legally authorized to work in the United States.

The University of Wisconsin-Green Bay is an Affirmative Action Equal Employment Opportunity employer committed to achieving a diverse workforce and to maintaining a community which welcomes and values a climate supporting equal opportunity and difference among its members. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender and/or gender identity or expression, marital or parental status, genetic information, national origin, ethnicity, citizenship status, veteran or military status (including disabled veteran, recently separated veteran, other protected veteran, or Armed Forces service medal veteran status), age, or disability.

**TO ENSURE CONSIDERATION:**

Please submit all application materials by Wednesday, December 7, 2016.

**ADDITIONAL INFORMATION:**

Salary Range of \$48,333 - \$52,000. This position is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

The UW System provides an excellent benefits package including participation in the Wisconsin State retirement plan.

- Benefit Details:

<https://www.wisconsin.edu/ohrwd/benefits/download/summaries/fasl.pdf>

- Total Compensation Estimator: <https://www.wisconsin.edu/ohrwd/benefits/totalcomp/>

**TO APPLY:**

Click the "Apply Now" button. You must create an account and login before you can apply. If you have not yet registered, click on the "Click here to Register" link to begin the registration process. If you are already a registered user, input your "User Name" and "Password" and select "Login."

Please be sure to complete all required fields and include all required documents before submitting your application. Once submitted, you will *not* be able to edit or attach any application materials. Files

[https://www.careers.wisconsin.edu/psc/careers/EMPLOYEE/HRMS/c/HRS\\_HRAM.HRS\\_CE.GBL?JobOpeningId=12611&SiteId=1&Page=HRS\\_CE\\_JOB\\_DTL&](https://www.careers.wisconsin.edu/psc/careers/EMPLOYEE/HRMS/c/HRS_HRAM.HRS_CE.GBL?JobOpeningId=12611&SiteId=1&Page=HRS_CE_JOB_DTL&)



CITY OF DETROIT  
invites applications for the position of:

(a) Manager 1 - Recreation

(CITY OF DETROIT  
EMPLOYMENT  
(i) OPPORTUNITY)

**SALARY:** \$52,400.00 - \$73,400.00 Annually

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**OPENING DATE:** 12/01/16

**CLOSING DATE:** 12/11/16 11:59 PM

**DESCRIPTION:**

Under general supervision, plans, manages, coordinates and administers portions of a department or city-wide control, operational or reporting function. An employee in this class is accountable and responsible for the management activities of a specific portion of a departmental control, operational or reporting activity or for providing a city-wide service function of equal responsibility.

**EXAMPLES OF DUTIES:**

1. Manages the methods, procedures, work flow, priorities and operations of a department major section or staff activity.
2. Develops and implements methods to evaluate current systems and identifies critical areas for improvement.
3. Develops and implements procedures to improve processes and quality of services.
4. Aligns operational goals with department strategic plan and coordinates their implementation and evaluation.
5. Manages function's tasks and obtains approval and assistance from higher level management for actions to broaden service or control strategies.
6. Administers the implementation and management of special programs and projects.
7. Instructs employees on policy interpretation.
8. Participates in joint activities with other division managers and department representatives to address customer service concerns.
9. Implements and evaluates plans to resolve organizational and operational problems.
10. Establishes goals, measurements and performance standards aligned with department mission.
11. Evaluates employee performance through collaboration on assignments and projects and review of results.
12. Collaborates with employees on their professional skill and competency development.
13. Confers with employees on questions and concerns of performance, attendance, conduct and changes to policies and procedures.
14. Prepares section annual budget.
15. Supervises and prepares analytical and statistical reports.
16. Serves on committees and teams for special projects and initiatives.

**MINIMUM QUALIFICATIONS:**

Bachelor's Degree in Recreation, Business, Sociology, Psychology, Education or related field of study.

Master's Degree preferred.

Five years of management, programming and/or park management experience that includes two years of professional administrative experience directly related to the specified position, including line supervisory or team leader responsibility and authority.

Experience in grounds maintenance and budgeting preferred.

**SUPPLEMENTAL INFORMATION:**

**SUBJECTS AND WEIGHTS**

**1, Oral Appraisal: 50% Maximum - 32.5%**

**2. Evaluation of Training, Experience and Personal Qualifications: 50% Max-32,5%  
Min 3. Total: 100% Max-65%Minimum**

**4, Military Service 1 - 15 points**

**5, Domicile Credit: 15 points**

**PLEASE SUBMIT RESUME - APPLICATIONS WITHOUT RESUME WILL BE CONSIDERED INCOMPLETE.**

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The City of Detroit has incorporated NEOGOV, an online hiring system, which allows applicants to create a user account/profile, apply for current job opportunities and check the status of their candidacy all on-line. Hard copy paper applications are no longer available. Everything is done through our website, [www.detroitmi.gov/detroit-opportunities/find-a-job](http://www.detroitmi.gov/detroit-opportunities/find-a-job), where you will find our employment opportunities, and will be able to create an account and apply for jobs.

Position #20162010947KO  
**MANAGER 1 - RECREATION (CITY OF DETROIT  
EMPLOYMENT OPPORTUNITY)**  
BB

Job Seekers without computers may use any of the 23 branches of the Detroit Public Library.  
<http://www.detroitlibrary.org/>

In addition applicants without computer access can visit any of DETROIT EMPLOYMENT SOLUTIONS, a Michigan Works Agency.  
<http://michiganworks.org/agencies/agency/178/>

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**Manager 1 - Recreation (CITY OF DETROIT EMPLOYMENT OPPORTUNITY)  
Supplemental Questionnaire**

- \* 1. Do you have a Bachelor's Degree in Recreation, Business, Sociology, Psychology, Education or related field of study?
  - .J Yes
  - .J No
- \* 2. Do you have five (5) years of Management, Programming and/or Park Management experience, that includes two (2) years of professional administrative experience directly related to the specified position, including Line Supervisory or Team Leader responsibility and authority?
  - .J Yes
  - .J No
- \* 3. Do you have experience In Grounds Maintenance and Budgeting?
  - .J Yes

**APPENDIX G**  
**STUDENT DEMAND SURVEY—CURRENT STUDENTS**



Old Dominion University (ODU) is developing a Master of Science in Park, Recreation and Tourism Studies (M.S. in PRTS) for implementation in 2016-2017. We have prepared this brief survey to gauge interest in the program for current undergraduate students in the PRTS program. Your answers to the following questions will be used in summary form only. No personally identifiable information will be released. Please feel free to contact Dr. Edwin Gómez at [egomez@odu.edu](mailto:egomez@odu.edu) if you would like more information about the proposed program.

**Purpose of the M.S. in PRTS:** This Master of Science in PRTS will be a post-baccalaureate degree. The curriculum would include advanced studies in recreation/tourism management business principles, recreation/tourism social science research, theories and contemporary issues, and social and environmental responsibility.

Please click on the right arrow to continue.



Survey Powered By [Qualtrics](#)



As a currently enrolled PRTS student, which emphasis area are you?

- Tourism Management
- Park and Recreation Management



Survey Powered By [Qualtrics](#)



Would you consider enrolling in a Master of Science program in Park, Recreation and Tourism Studies at Old Dominion University?

- Very likely
- Somewhat likely
- Not very likely
- Not at all likely



Survey Powered By [Qualtrics](#)



If you enrolled in a PRTS Master's program, would you attend full time or part time?

- Full time
- Part time
- Not sure

If you pursued a Master's in PRTS, which of the following tracks would you be interested in pursuing?

- Thesis track** - Thesis: The preparation and presentation of an original research study which represents knowledge of research methods, quantitative/qualitative analysis and oral and written competencies
- Non-thesis track** - Research/Evaluation Project: An intensive hands-on experience involving research/evaluation for a recreation/tourism organization, or work in an apprenticeship research capacity with a faculty mentor on an ongoing research project over the course of a semester
- Not sure



Survey Powered By [Qualtrics](#)

**Park, Recreation & Tourism Studies Core:** 15 credit hours required

- PRTS 650 Contemporary Issues in PRTS (3 credits) **NEW**
- PRTS 710 Tourist Behavior and Consumption (3 credits) **NEW**
- PRTS 720 Advanced Leisure Theories and their Applications (3 credits) **NEW**
- PRTS 740 Recreation Management for Administrators (3 credits) **NEW**
- PRTS 770 Grant Writing for Parks and Recreation (3 credits) **NEW**

**Possible Electives:** 3-6 credit hours (depending on Capstone Experience option)

- PRTS 619 Strategic Marketing in Parks, Recreation and Tourism (3 credits)
- PRTS 697 Independent Study in PRTS (3 credits)
- PRTS 730 Park Management for Professionals (3 credits) **NEW**
- PRTS 760 Advanced Sustainable Tourism Management (3 credits) **NEW**
- PRTS 780 Youth Development in Recreation (3 credits) **NEW**
- SMGT 738 Fiscal Planning and Management in Sport (3 credits)
- SMGT 752 Facility Management for Sport and Recreation (3 credits)
- SMGT 753 Sponsorship and Event Planning (3 credits)
- SMGT 760 Legal Aspects of Sport and Recreation (3 credits)
- PADM 671 Public Budgeting and Financial Management (3 credits)
- PADM 711 Urban Services Administration (3 credits)
- PADM 714 Public-Private Partnerships (3 credits)
- PADM 715 Management of Nonprofit Organizations (3 credits)
- PADM 745 Managing Development and Change in Organizations (3 credits)

The M.S. curriculum in PRTS at ODU listed above...

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Would meet my expectations for courses in a Master's program.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Would prepare professionals to be competitive in the field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Would help me to advance in my career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My ideal graduate program would allow me to:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Meet in class on a regular basis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have face-to-face interaction with my professors (in-class)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Log in at my own convenience (online instruction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allow for a combination of online and in-class instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer the following demographic questions:

What is your age?

- 18-25
- 26-35
- 36-45
- 46-55
- 56-65
- 66 or older

What is your race/ethnicity?

- White/Caucasian
- Black/African American
- American Indian/Native American
- Hispanic/Latino
- Asian or Pacific Islander
- Other

What is your gender?

- Male
- Female
- Transgender

Thank you for taking this brief survey. Please feel free to add comments in the box below.

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**Student Survey Results – Current Students  
(Frequency Tables)**

**If a currently enrolled PRTS student, which emphasis area are you?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tourism Management	19	73.1	73.1	73.1
	Park and Recreation Management	7	26.9	26.9	100.0
	Total	26	100.0	100.0	

**Would you consider enrolling in the MS in Park, Recreation and Tourism Studies?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very likely	11	42.3	42.3	42.3
	Somewhat likely	9	34.6	34.6	76.9
	Not very likely	6	23.1	23.1	100.0
	Total	26	100.0	100.0	

**If you enrolled in a PRTS Master's program, would you attend full time or part time?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full time	10	38.5	38.5	38.5
	Part time	9	34.6	34.6	73.1
	Not sure	7	26.9	26.9	100.0
	Total	26	100.0	100.0	

**If you pursued the master's in PRTS, which of the following tracks would you be interested in pursuing?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Thesis track	3	11.5	12.0	12.0
	Research Project track	19	73.1	76.0	88.0
	Not sure	3	11.5	12.0	100.0
	Total	25	96.2	100.0	

Missing System	1	3.8	
Total	26	100.0	

**The M.S. curriculum in PRTS would meet my expectations for courses in a Master's program.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	3.8	3.8	3.8
Neither Agree nor Disagree	2	7.7	7.7	11.5
Agree	12	46.2	46.2	57.7
Strongly Agree	11	42.3	42.3	100.0
Total	26	100.0	100.0	

**The M.S. curriculum in PRTS would prepare professionals to be competitive in the field.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neither Agree nor Disagree	1	3.8	3.8	3.8
Agree	13	50.0	50.0	53.8
Strongly Agree	12	46.2	46.2	100.0
Total	26	100.0	100.0	

**The M.S. curriculum in PRTS would help me to advance in my career.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	3.8	3.8	3.8
Agree	10	38.5	38.5	42.3
Strongly Agree	15	57.7	57.7	100.0
Total	26	100.0	100.0	

**My ideal graduate program would allow me to: Meet in class on a regular basis**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	7.7	7.7	7.7
Disagree	1	3.8	3.8	11.5
Neither Agree nor Disagree	4	15.4	15.4	26.9
Agree	14	53.8	53.8	80.8

Strongly Agree	5	19.2	19.2	100.0
Total	26	100.0	100.0	

**My ideal graduate program would allow me to: Have face-to-face interaction with my professors (in-class)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	3.8	3.8	3.8
Neither Agree nor Disagree	4	15.4	15.4	19.2
Agree	12	46.2	46.2	65.4
Strongly Agree	9	34.6	34.6	100.0
Total	26	100.0	100.0	

**My ideal graduate program would allow me to: Log in at my own convenience (online instruction)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	3	11.5	11.5	11.5
Neither Agree nor Disagree	2	7.7	7.7	19.2
Agree	11	42.3	42.3	61.5
Strongly Agree	10	38.5	38.5	100.0
Total	26	100.0	100.0	

**My ideal graduate program would allow me to: Allow for a combination of online and in-class instruction**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neither Agree nor Disagree	4	15.4	15.4	15.4
Agree	13	50.0	50.0	65.4
Strongly Agree	9	34.6	34.6	100.0
Total	26	100.0	100.0	

**What is your age?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-25	19	73.1	73.1	73.1
26-35	6	23.1	23.1	96.2
36-45	1	3.8	3.8	100.0

Total	26	100.0	100.0
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**What is your race/ethnicity?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid White/Caucasian	22	84.6	84.6	84.6
Black/African American	3	11.5	11.5	96.2
Hispanic/Latino	1	3.8	3.8	100.0
Total	26	100.0	100.0	

**What is your gender?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	12	46.2	46.2	46.2
Female	14	53.8	53.8	100.0
Total	26	100.0	100.0	

**NOTE: No open-ended comments were provided by current undergraduate students.**

**APPENDIX H**  
**STUDENT DEMAND SURVEY—ALUMNI**



Old Dominion University (ODU) is developing a Master of Science in Park, Recreation and Tourism Studies (M.S. in PRTS) for implementation in 2016-2017. We have prepared this brief survey to gauge interest in the program for **students who are alumni of the undergraduate PRTS program**. Your answers to the following questions will be used in summary form only. No personally identifiable information will be released. Please feel free to contact Dr. Edwin Gómez at [egomez@odu.edu](mailto:egomez@odu.edu) if you would like more information about the proposed program.

**Purpose of the M.S. in PRTS:** This Master of Science in PRTS will be a post-baccalaureate degree. The curriculum would include advanced studies in recreation/tourism management business principles, recreation/tourism social science research, theories and contemporary issues, and social and environmental responsibility.

Please indicate present career status.

- Practitioner (non-supervisor role)
- Supervisor/Director



Survey Powered By [Qualtrics](#)



Would you consider enrolling in a Master of Science program in Park, Recreation and Tourism Studies at Old Dominion University?

- Very likely
- Somewhat likely
- Not very likely
- Not at all likely



Survey Powered By [Qualtrics](#)

If you enrolled in a PRTS Master's program, would your employer pay the tuition?

- Yes
- No
- My employer would pay part of my tuition
- Not sure

If you enrolled in a PRTS Master's program, would you attend full time or part time?

- Full time
- Part time
- Not sure

If you pursued a Master's in PRTS, which of the following tracks would you be interested in pursuing?

- Thesis track - Thesis:** The preparation and presentation of an original research study which represents knowledge of research methods, quantitative/qualitative analysis and oral and written competencies
- Non-thesis track - Research/Evaluation Project:** An intensive hands-on experience involving research/evaluation for a recreation/tourism organization, or work in an apprenticeship research capacity with a faculty mentor on an ongoing research project over the course of a semester
- Not sure

**Park, Recreation & Tourism Studies Core:** 15 credit hours required

- PRTS 650 Contemporary Issues in PRTS (3 credits) **NEW**
- PRTS 710 Tourist Behavior and Consumption (3 credits) **NEW**
- PRTS 720 Advanced Leisure Theories and their Applications (3 credits) **NEW**
- PRTS 740 Recreation Management for Administrators (3 credits) **NEW**
- PRTS 770 Grant Writing for Parks and Recreation (3 credits) **NEW**

**Possible Electives:** 3-6 credit hours (depending on Capstone Experience option)

- PRTS 619 Strategic Marketing in Parks, Recreation and Tourism (3 credits)
- PRTS 697 Independent Study in PRTS (3 credits)
- PRTS 730 Park Management for Professionals (3 credits) **NEW**
- PRTS 760 Advanced Sustainable Tourism Management (3 credits) **NEW**
- PRTS 780 Youth Development in Recreation (3 credits) **NEW**
- SMGT 738 Fiscal Planning and Management in Sport (3 credits)
- SMGT 752 Facility Management for Sport and Recreation (3 credits)
- SMGT 753 Sponsorship and Event Planning (3 credits)
- SMGT 760 Legal Aspects of Sport and Recreation (3 credits)
- PADM 671 Public Budgeting and Financial Management (3 credits)
- PADM 711 Urban Services Administration (3 credits)
- PADM 714 Public-Private Partnerships (3 credits)
- PADM 715 Management of Nonprofit Organizations (3 credits)
- PADM 745 Managing Development and Change in Organizations (3 credits)

The M.S. curriculum in PRTS at ODU listed above...

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Would meet my expectations for courses in a Master's program.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Would prepare professionals to be competitive in the field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Would help me to advance in my career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My ideal graduate program would allow me to:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Meet in class on a regular basis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have face-to-face interaction with my professors (in-class)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Log in at my own convenience (online instruction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allow for a combination of online and in-class instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer the following demographic questions:

What is your age?

- 18-25
- 26-35
- 36-45
- 46-55
- 56-65
- 66 or older

What is your race/ethnicity?

- White/Caucasian
- Black/African American
- American Indian/Native American
- Hispanic/Latino
- Asian or Pacific Islander
- Other

What is your gender?

- Male
- Female
- Transgender

Thank you for taking this brief survey. Please feel free to add comments in the box below.

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**Student Survey Results – Alumni who are Practitioners/Supervisors/Directors  
(Frequency Tables)**

**Please indicate present career status.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Practitioner	15	68.2	68.2	58.2
	Supervisor/Director	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

**Would you consider enrolling in the MS in Park, Recreation and Tourism Studies?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very likely	9	40.9	42.3	42.3
	Somewhat likely	9	40.9	34.6	76.9
	Not very likely	2	9.1	9.1	90.9
	Not at all likely	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

**If you enrolled in a PRTS Master's program, would your employer pay the tuition?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	9.1	7.7	7.7
	No	9	40.9	45.0	55.0
	My employer would pay part of my tuition	3	13.6	15.0	70.0
	Not sure	6	27.3	30.0	100.0
	Total	20	90.9	100.0	
	Missing System	2	9.1		
	Total	22	100.0		

**If you enrolled in a PRTS Master's program, would you attend full time or part time?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full time	5	22.7	25.0	25.0
	Part time	13	59.1	65.0	90.0
	Not sure	2	9.1	10.0	100.0
	Total	20	90.9	100.0	
	Missing sys	2	9.1		
Total		22	100.0		

**If you pursued the MS in PRTS, which track would you be interested in pursuing?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Thesis track	2	9.1	12.0	10.0
	Research Project track	15	68.2	75.0	85.0
	Not sure	3	13.6	15.0	100.0
	Total	20	90.9	100.0	
Missing System	2	9.1			
Total		22	100.0		

**The M.S. curriculum in PRTS would meet my expectations for courses in a Master's program.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither Agree nor Disagree	1	4.5	4.5	4.5
	Agree	9	40.9	40.9	45.5
	Strongly Agree	12	54.5	54.5	100.0
	Total	22	100.0	100.0	

**The M.S. curriculum in PRTS would prepare professionals to be competitive in the field.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	4.5	4.5	4.5
	Neither Agree nor Disagree	1	4.5	4.5	9.1
	Agree	7	31.8	31.8	40.9
	Strongly Agree	13	59.1	59.1	100.0
	Total	22	100.0	100.0	

**The M.S. curriculum in PRTS would help me to advance in my career.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neither Agree nor Disagree	2	9.1	9.5	9.5
Agree	9	40.9	42.9	52.4
Strongly Agree	10	45.5	47.6	100.0
Total	21	95.5	100.0	
Missing System	1	4.5		
Total	22	100.0		

**My ideal graduate program would allow me to meet in class on a regular basis**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	4.5	4.8	4.8
Neither Agree nor Disagree	5	22.7	23.8	28.6
Agree	9	40.9	42.9	71.4
Strongly Agree	6	27.3	28.6	100.0
Total	21	95.5	100.0	
Missing System	1	4.5		
Total	22	100.0		

**My ideal graduate program would allow me to: Have face-to-face interaction with my professors (in-class)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	4.5	4.8	4.8
Neither Agree nor Disagree	3	13.6	14.3	19.0
Agree	8	36.4	38.1	57.1
Strongly Agree	9	40.9	42.9	100.0
Total	21	95.5	100.0	
Missing System	1	4.5		
Total	22	100.0		

**My ideal graduate program would allow me to log in at my own convenience (online instruction)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither Agree nor Disagree	2	9.1	9.5	9.5
	Agree	12	54.5	57.1	66.7
	Strongly Agree	7	31.8	33.3	100.0
	Strongly Agree	10	38.5	38.5	
	Total	21	95.5	100.0	
	Missing System	1	4.5		
	Total	22	100.0		

**My ideal graduate program would allow me to: Allow for a combination of online and in-class instruction**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	4.5	4.8	4.8
	Neither Agree nor Disagree	4	18.2	19.0	23.8
	Agree	5	22.7	23.8	47.6
	Strongly Agree	11	50.0	52.4	100.0
	Total	21	95.5	100.0	
	Missing System	1	4.5		
	Total	22	100.0		

**What is your age?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25	14	63.6	63.6	63.6
	26-35	6	27.3	27.3	90.9
	36-45	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

**What is your race/ethnicity?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid White/Caucasian	19	86.4	86.4	86.4
Black/African American	1	4.5	4.5	90.9
Hispanic/Latino	2	9.1	9.1	100.0
Total	22	100.0	100.0	

**What is your gender?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	7	31.8	31.8	31.8
Female	15	68.2	68.2	100.0
Total	22	100.0	100.0	

**Open-Ended Comments from Alumni**

GO MONARCHS!!!

Happy to see this! Way to go Dr. Gomez!

I already have a masters or else I would do this in a heartbeat!

I am super excited about beginning the Master's Degree Program. I have been waiting for this opportunity.

I think this will allow me the opportunity to further my passions for the Outdoor Recreation field!

My only concern would be the GRE score. I graduated Old Dominion a little over two years ago.

If I lived in Virginia, I would absolutely enroll. A web based curriculum would be appealing. In addition, a CMP certification component would definitely make me interested. That would help me with professional advancement over anything else.

Most of the core course are focused on parks and recreation. Would be great to add more tourism intensive courses.

PRTS PROFESSORS ARE THE BEST. NOT ONLY DID THEY HELP ME AS A STUDENT, BUT ALSO AS A PERSON. I FEEL LIKE I CAN DO/ BE SUCCESSFUL AT ANY CAREER.

So excited for a master's program!

I would be interested in a tourism graduate program, and there are very minimal classes in my field for this.

**APPENDIX I**  
**EXCERPTS FROM SELECTED REFERENCES**