
**Kinesiology and Health Science:
Recreation Administration Major**



Emma Eccles Jones
College of Education & Human Services
UtahStateUniversity

Self-Study Report

Informed by the Standards of the Council on
Accreditation of Parks, Recreation, Tourism and Related
Professions

May, 2025



Recreation Administration

Utah State University

Accreditation Self-Study Report

Informed by the Standards of the Council on Accreditation of
Parks, Recreation, Tourism and Related Professions

Logan, UT

May, 2025

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CHAPTER 1

Eligibility Criteria

1.0 Eligibility Criteria

- 1.01 The academic unit and curriculum concerned with parks, recreation, tourism and related professions shall have been in operation for three years and be clearly identifiable to the public.

Evidence of Compliance:

Recreation Administration is one of three majors in the Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services at Utah State University. The Department of HPER began in 1890, two years after the founding of Utah State University. The Department of Kinesiology and Health Science was an outgrowth of military drill, physical culture and intercollegiate athletics. Funded by athletics, classes were offered to provide students with some form of physical activity through activity classes, sports clubs and intramural sports. In 1964, Recreation Education was changed from an emphasis in Physical Education to a separate and distinct program offering a major and minor in Recreation Education. The recreation curriculum was redesigned to provide students a broad educational experience and specific training as generalists in the area of community recreation. In 1977, the program name was changed to Parks and Recreation to represent a wider scope of both recreation administration and park management. In the Spring of 1995, the program was granted accreditation from NRPA/AALR. In the Fall of 1998, the curriculum was changed from a quarter to a semester system in accordance with a state mandate from the Office of the Commission of Education. In the Fall of 2008, the curriculum was once again redesigned to begin addressing the 2013 COA Standards. In 2020, the program name was changed to Recreation Administration, which emphasis areas in Public Recreation, Outdoor Adventure Leadership, Sport Management, and Program and Event Management.

USU web page: [Utah State University Webpage](#)

- Emma Eccles Jones College of Human Services web page: [College of Education and Human Services Website](#)
- Kinesiology and Health Science web page: [Kinesiology and Health Science Website](#)
- Recreation Administration Major web page: [Recreation Administration Website](#)
- Organizational chart for Utah State University: [USU Organizational Chart 2025](#)
- Organizational chart for the College of Health and Human Services: [USU CEHS Organizational Chart – 2024](#)

The department offers a B.S. degree in Recreation Administration. Degree descriptions and requirements are listed in the UNH Catalog, available at this link:

- [USU Catalog](#)

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

Evidence of Compliance:

USU is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The last review in 2018 accredited the university until 2025, when the process will be repeated. See the ERF for list of accredited schools, programs, and degrees at USU.

[Council for Higher Education Accreditation Website](#)

[Northwest Commission on Colleges and Universities Website](#)

- 1.03 A minimum of two full time faculty members and a minimum of one additional full time equivalent faculty position (FTE), which may be comprised of multiple individuals, shall be assigned to and instruct in the program.

Evidence of Compliance:

The department has 21 full-time tenure-track faculty members, and five full-time term faculty. Of those faculty the Recreation Administration Major has three full-time tenure-track faculty members, and one professor of professional practice. Our department is in the process of hiring a fifth full-time professor of professional practice to start in Fall of 2025. The RAM Program also utilizes adjunct faculty, some on a regular basis, depending on program need, specialty areas, and release time for sponsored research.

The current schedule of courses for Fall 2025 and Spring 2026, showing instructional assignments in the department, are available at these links:

Fall 2025

9:00-10:15 TH		RAM 1000/KIN 2000 Intro Nate Engn 103	RAM 2500 Outdoor Jones HPER 111E		RAM 1000/KIN 2000 Intro Nate Engn 103	RAM 2500 Outdoor Jones HPER 111E	
9:30-10:20 MWF	RAM 4000 Exp Des II Bitner EDU 272			RAM 4000 Exp Des II Bitner EDU 272			RAM 4000 Exp Des II Bitner EDU 272
10:30-11:45	RAM 1888 Sidelines Mackenzie CHAMP 10:30-11:20	RAM 4200 Program Planning TBD HPER 114A 10:30-11:45			RAM 4200 Program Planning TBD HPER 114A		
10:30-12:20 MorW	RAM 4800 Senior Seminar Katie HPER 111E 10:30-12:20						
12:30-1:45 MW	RAM 3900 Diversity Burns HPER 118 12:30-1:45	RAM 1500 Leisure Beh. Nate HPER 118 12:00 -1:15	RAM 3900 Diversity Burns HPER 118 12:30-1:45		RAM 1500 Leisure Beh. Nate HPER 118 12:00 -1:15		
1:30-2:45 TH							
2:30-4:20 TH	RAM 4500 Mgt King 2:30-4:20		RAM 4400 Facility Management Reed HPER 111E 2:30-4:20				
3:00-4:15 TH		RAM 2000 Rec Sport Howe HPER 111E 3-4:15		RAM 1700 Backcountry Jones HPER 116 3:00-5:30	KIN 5430 Javier 3-4:15	RAM 2000 Rec Sport Mgt Howe HPER 111E 3-4:15	
Online	PE 1543 WFA Jesse RAM 1500 Leisure Nate RAM 2250 Coop Jesse RAM 4250 Cooperative Work Experience Nate RAM 4900 Internship Nate						

Spring 2026

Time	Monday	Tuesday	Wednesday	Thursday	Friday	
7:30-8:45						
9:00-10:15		RAM 3100 Marketing Ali HPER 116	RAM 1000 Intro Nate ????	RAM 3100 Marketing Ali HPER 116	RAM 1000 Intro Nate ????	
9:30-10:20	HEP 4400 Leadership Peterson 111E		HEP 4400 Leadership Peterson 111E		HEP 4400 Leadership Peterson 111E	
10:30-11:45		RAM 4205 Program Planning TBD HPER 114A	RAM 3400 Outdoor Education Burns HPER 116	RAM 4800 CI Senior Seminar Burns HPER 135 (ARC) 10:30-12:20	RAM 4205 Program Planning TBD HPER 114A	RAM 3400 Outdoor Education Burns HPER 116
12:00-1:15		RAM 4600 Legal Issues Trautvein HPER 116	RAM 2300 Sect 2 Ali		RAM 4600 Legal Issues Trautvein HPER 116	RAM 2300 Sect 2 Ali
12:30-12:50						
1:30-2:45		RAM 2300 Fund of Sport Morton Tech 108		RAM 2300 Fund of Sport Morton Tech 108		
3:00-5:00				RAM Mann Backcountry Basics Educ 130		
ONLINE	<ul style="list-style-type: none"> RAM 1500 Leisure and Human Development Nate RAM 1964 RAM on the Road Trautvein RAM 2250 Cooperative Work Experience Trautvein RAM 4250 Advanced Coop Nate RAM 4900 Internship Nate 					
OAL PE CLASSES	<ul style="list-style-type: none"> PE 1547 AIARE 1 (Jan 15-17) PE 1548 AIARE 2 (Feb 4-6) PE 1549 AIARE Rescue (Jan 14) PE 1543 Wilderness First Aid (Mar 20-21) Jesse Jones 					

1.04 A minimum of two full-time faculty members shall hold a degree of masters of higher, and a degree of bachelors or above in parks, recreation, tourism, and related professions.

Evidence of Compliance:

All faculty members were hired on competitive searches. As reflected in Table 1.1, the department has highly qualified faculty of diverse backgrounds and expertise. All of the full-time faculty members teaching in the RAM Major have doctorates and at least one degree in the field. In addition, all adjuncts have post baccalaureate certificates, master's or Ph.D.'s in the field.

Full-Time Faculty	Jesse Jones Associate Professor of Professional Practice	James Morton Assistant Professor	Travis Peterson Associate Professor	Nate Trauntvein Associate Professor	Ali Mondt Assistant Professor of Professional Practice
Doctorate Institution	University of Illinois	Ohio State University	Brigham Young University	Pennsylvania State University	University of Northern Colorado
(Major)	Recreation, Sport, and Tourism	Kinesiology	Exercise Science and Health Promotion	Recreation, Parks, and Tourism Management	Sport and Fitness Administration/Management
Minor/Cognate	<i>Higher Education</i>	<i>Kinesiology Specialization in Sport</i>	<i>Statistics and Nutrition</i>	<i>Youth Education</i>	
Master's Institution	Ohio University	University of Kansas		Pennsylvania State University	Northern Michigan University
(Major)	Adventure Recreation	Specialization in Sport Administration		Leisure Sciences	Biology
Bachelor's Institution	University of Utah	Fort Hays State University	Utah State University	Utah State University	Northern Michigan University
(Major)	Parks, Recreation, and Tourism	Physical Education Specialization in Sport Management	Exercise Science	Parks and Recreation	Biology
Area of Expertise	Outdoor Adventure Leadership	Sport Management	Program Development and Assessment	Public Recreation	Sport Management
Certifications	WFR WFR (Trainer) Nature Therapy Certification				

Table 1.1

- 1.05 All individuals instructing in the programs shall have competence and credentials in the subject matter for which they are responsible.

Evidence of Compliance:

As reflected in Table 1.1, a brief summary of faculty credentials, areas of expertise is provided. Faculty vitae are available at this link:

[RAM Faculty Website](#)

CHAPTER 2

Mission, Vision, Values and

2.0 Mission, Vision, Values, and Planning

2.01 The academic unit shall have the following current written documents that are clearly demonstrated to be consistent with the institution and with the parks, recreation, tourism, and related professions:

2.01:01 Mission, vision, and values statements of the program shall be visible, operational, and present in the unit culture.

Evidence of Compliance:

Program Administration Option, Department, and University Mission Statements:

USU MISSION

Utah State University is a premier land- and space-grant institution committed to excellence, access, and inclusion.

RAM MISSION

To provide accessible and inclusive recreation management education that prepares students for innovative leadership and impactful careers in the outdoor, sport, and event management industries, in alignment with Utah State University's commitment to excellence and community contribution.

USU VISION

We empower all people to lead successful lives of involvement, innovation, and impact.

RAM VISION

To be recognized as a pioneering force in recreation management education, where students transform their passion for outdoor, sport, and event activities into meaningful and sustainable contributions that shape the future of our communities and the broader recreation industry.

USU STRATEGIC DIRECTION

We champion exceptional education, research and discovery, and community contribution.

RAM STRATEGIC DIRECTION

We leverage hands-on education and industry partnerships to expand our curriculum, adapt to industry needs, and continuously improve. By growing alumni and community networks, integrating innovative technologies, and promoting sustainable practices, we prepare students to lead with integrity and shape the future of recreation management. Link to USU Vision Statement:

2.01.02 The academic unit shall maintain an up-to-date strategic plan for the program. This plan must include a) current mission, vision and values; b) goals; c) measurable objectives; d) target dates for accomplishment of objectives; e) designation of primary person or organizational unit responsible for attainment of objectives; and f) a strategic plan status report.

Evidence of Compliance:

USU RAM Strategic Management Plan 2024-2027

I. Introduction

The RAM program prepares students for careers in Outdoor Adventure Leadership (OAL), Sport Management, Public Recreation, and Event Planning. This plan synthesizes data collected from internal and external stakeholders through SWOT analyses, instructor reflections, and student focus groups, aligning with the program’s commitment to community contribution, student success, and professional excellence.

II. Data Sources and How They Inform Strategy

Source	Contribution to Strategic Plan
Instructor SWOT	Identified teaching load, faculty capacity, curriculum repetition, and experiential learning strengths.
Student Focus Group (RAM 4600)	Highlighted course design concerns (Canvas usage, rigor, redundancy), as well as student desires for content relevance, tech training, and internship access.
Full RAM SWOT Document	Offered deep analysis on strengths, growth areas, and threats across emphases.
Stakeholder Engagement Tracking	Outlined internal and external professional partnerships used for curriculum guidance, job placement, and potential advisory board formation.

III. Strategic Priorities & Actions

1. Curriculum & Academic Innovation

Goal: Enhance curricular relevance, academic rigor, and alignment with professional trends.

Actions:

- Update courses to reflect industry demand (e.g., AI-driven analytics, e-sports, content creation, adventure therapy, and tourism technologies).
- Reduce curricular repetition and adjust sequencing based on student feedback.
- Develop new courses: RAM 3300 (Content Creation), expanded tech integration (e.g., Adobe, Microsoft Suite).
- Continue to Incorporate high-impact practices (e.g., undergraduate research, experiential projects, community engaged learning).

1. Data Use: Student feedback flagged gaps in rigor and relevance. Instructors noted emerging trends like sport hospitality and technology integration.

2. Faculty Development & Teaching Load Balance

Goal: Support instructional quality by managing faculty workload and increasing diversity of instructors.

Actions:

- Identify adjuncts or visiting lecturers to cover specialized or overload courses (especially in OAL and Event Planning).
- Implement peer mentoring and rotation systems to share teaching innovations.
- Use feedback from SCOTs and peer reviews to continuously improve delivery.

Data Use: Instructor SWOT highlighted overload concerns and need for instructional diversity.

3. Marketing, Recruitment, and Enrollment Management

Goal: Increase program visibility and attract mission-aligned students across all emphases.

Actions:

- Launch targeted recruitment campaigns for OAL, Program and Event Management, and Public Recreation (currently under-enrolled).
- Highlight alumni success stories and internship pipelines in promotional materials.
- Develop pathway agreements with Snow College, SLCC, and high schools.

Data Use: Strategic plan and SWOT findings identified weak marketing and recruitment efforts across all areas.

4. Partnerships, Internships, and Career Readiness

Goal: Strengthen external relationships to ensure student employability and community impact.

Actions:

- Establish a formal RAM Advisory Board of alumni and industry partners.
- Continue and expand relationships with Utah State Parks, USU Athletics, and local event services.
- Strengthen collaboration with the **Office of Global Engagement** and the **Office of Community Engaged Learning** to expand student access to global and community-based experiential learning opportunities.
- Build on the success of courses already certified as **Community Engaged Learning (CEL)** by pursuing CEL designation at the **program level**, aligning with USU's strategic vision of community impact.
- Recognize and support the impactful efforts of **Dr. Jesse Jones, Katie Burns, and Travis Peterson** in developing global engagement pathways and study abroad experiences.
- Encourage interdisciplinary projects and internships that connect students with both local and international partners.

Data Use: Student and instructor input emphasized a desire for more structured agency partnerships and real-world applications.

5. Equity, Inclusion, and Student Experience

Goal: Build a welcoming, challenging, and inclusive student environment.

Actions:

- Revise courses (RAM 3400, 1888) to avoid cross-emphasis conflicts and emphasize relevance.
- Enhance course content and guest lectures by incorporating a wide range of professional perspectives and real-world experiences.
- Continue to facilitate student co-curriculars (RAM Club, outdoor trips, and conferences).

Data Use: Students reported feeling known and valued but want more cohesive outside-the-classroom engagement and academic challenge.

6. Program Sustainability & Resource Allocation

Goal: Ensure the RAM program grows sustainably with aligned resources and funding.

Actions:

- Seek external grants and partnerships and explore new revenue (certificates, online credentials).
 - Create budget forecasts based on emphasis area needs and projected growth.
 - Advocate for departmental and college-level support to expand course sections (especially in OAL and Event Planning).

Data Use: Strategic plan and OAL SWOT emphasized financial constraints and faculty load concerns as major limitations on growth.

Assessment and Reporting

Annual Review:

- Use stakeholder surveys and focus groups to reassess SWOTs annually.
- Track KPIs: enrollment by emphasis, internship placement rate, course pass rate, student satisfaction, and alumni outcomes.

Reporting:

- Share annual progress with faculty, students, and advisory board.
- Leverage new access to Mailchimp along with Canvas and internal newsletters to strengthen communication with students, alumni, and advisory board members—supporting regular updates, event promotion, transparency, and collaborative engagement.

Conclusion

The RAM program is positioned to grow strategically by focusing on innovative teaching, experiential learning, and strong community partnerships. By using robust data sources and honoring input from students, instructors, and professionals, this plan will guide RAM through its next chapter of leadership in recreation education.

- 2.02 There shall be ongoing curricular development and improvement, including faculty ownership of the curriculum and meaningful input from stakeholders and constituent groups.

Evidence of Compliance:

At Utah State University, faculty in the Recreation Administration (RAM) program hold primary responsibility for the design, delivery, and continuous improvement of program curriculum. Faculty members collaborate within a shared governance model to propose and revise courses through department and college curriculum committees, in alignment with university-level requirements for General Education, Breadth, and Communication Intensive (CI) designations (see USU General Catalog and CIDI Course Approval Process).

Faculty members are granted academic freedom in the design of their individual course materials, assignments, and delivery methods, and often collaborate informally to ensure curricular alignment across the core and emphasis areas (Outdoor Adventure Leadership, Sport Management, Public Recreation, and Event Planning). This collegial environment fosters innovation, relevance, and continuity across the student learning experience.

Curricular development is informed by regular faculty meetings, annual program reviews, and accreditation-aligned assessments. Faculty also incorporate insights from student feedback (via IDEA course evaluations, internship reports, and advising conversations), as well as from peer reviews and community engagement experiences embedded throughout the curriculum.

Professional stakeholders contribute to curriculum development through:

- **The RAM Advisory Board**, which includes professionals from public recreation, sport, outdoor, and events industries (see Advisory Board Meeting Minutes).
- **Internship site supervisors**, who provide formal evaluations and feedback regarding student readiness, skill development, and industry expectations.
- **Ongoing collaborations**, including service-learning and community-engaged learning (CEL) projects, where employers and partners offer feedback on student performance and evolving workforce needs.

Students influence the curriculum through:

- **Course and program evaluations** (IDEA),
- **Internship reflections and debriefs**,
- **Informal feedback to instructors and advisors**, and
- **Student representation on the Advisory Board**, where they share personal and peer input on program effectiveness and career preparation.

Evidence of ongoing curricular development can be demonstrated through archived course syllabi, curriculum committee records, program assessment reports, and comparative analysis of catalog changes over multiple academic years.

Link to Faculty Meeting and Retreat Minutes:

[RAM Meeting Minutes](#)

CHAPTER 3

Administration

3.0 Administration

3.01 Institutional policies and the organizational structure within which the program is housed shall afford sufficient opportunity for the program to succeed in its mission, vision, and values with respect to:

3.01:01 Responsibility and authority of the program administrator to make decisions related to resources allocated to that program.

Evidence of Compliance:

The department chair administers departmental functions that include personnel, budget, curriculum, scheduling of courses, space and related matters. The department chair administers functions granted by the University, the CEHS Dean, and the department. The functions and authority of the department and approval by the CEHS Dean. Review and appointment of the chair occurs every three years. The scope of responsibility of the department chair is conveyed through the CHHS Dean's formal letter of appointment to the chair.

3.01:03 Implementation of personnel policies and procedures.

Evidence of Compliance:

The tenure track and term faculty have salaries, promotion and tenure privileges, sabbatical leaves, leaves of absence, and financial support that are fair and equitable compared to those other faculty within the CEHS. The tenure track faculty have promotion and tenure privileges as outlined in [Policy 405](#).

3.01:04 Development and implementation of academic policies and procedures for the unit.

Evidence of Compliance:

Faculty and chair set policies within the department. Evidence of their joint involvement is provided through annual reports, faculty meeting minutes, personnel policy, and the department information packet.

Faculty Meeting Minutes: [KHS Faculty Meeting Minutes](#)

RAM Curriculum Minutes: [RAM Curriculum Minutes](#)

3.02 The program administrator of the academic unit shall hold a full-time appointment in his or her academic unit with the rank of associate or full professor with tenure, with appropriate academic credentials in the unit being considered for accreditation.

Evidence of Compliance:

Dr. Julie Gast is currently serving as Interim Department Head of the Department of Kinesiology and Health Science. She holds the rank of tenured, full Professor within the academic institution and hold 100% time appointment within the department.

[KHS Chair](#)

- 3.03 The program administrator of the academic unit shall have a workload assignment and compensation consistent with the prevailing practice within the institution.

Evidence of Compliance:

The department Chairperson has a teaching assignment consistent with USU practice and is compensated consistent with the prevailing practice within the EEJCEHS.

- 3.04 There shall be formal participation of faculty in setting policies within the academic unit.

Evidence of Compliance:

The department's faculty have the authority to establish and enforce departmental policies and procedures as long as they do not substantively conflict with University policies and procedures. See department Faculty Meeting Minutes.

[RAM Curriculum Minutes](#)

CHAPTER 4

Professional Development

4.0 Professional Development

4.01 and 4.02 Professional development opportunities for academic unit faculty shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.

Evidence of Compliance:

Faculty Development Resources

Faculty in the Recreation Administration program at Utah State University engage in a wide variety of professional development activities designed to enhance teaching effectiveness, advance research, foster community partnerships, and support ongoing growth in the field. These opportunities are supported through both internal university resources and external engagement opportunities.

Internal to the University (Openly Available to USU Faculty)

USU provides a strong foundation of support for faculty development through several key offices and programs:

- Empower Teaching Excellence (ETE) Program
Offers workshops, micro credentials, a year-long teaching academy, and an annual symposium focused on inclusive and evidence-based instruction.
<https://www.usu.edu/empowerteaching>
- Center for Instructional Design & Innovation (CIDI)
Supports faculty in course design, Canvas integration, instructional technology, and blended learning approaches.
<https://www.usu.edu/cidi>
- Center for Community Engagement (CEL)
Provides support and guidance for embedding community-engaged learning and civic involvement into courses and research.
<https://www.usu.edu/community-engagement>
- USU Libraries – Faculty Services
Assists with research visibility, publishing support, and access to Open Educational

Resources (OER).

<https://library.usu.edu/>

- Office of Research
Offers proposal development services, seed funding, and mentoring for faculty pursuing external grants.
<https://research.usu.edu>
- College Dean's Office Development Opportunities
Includes funding, retreats, and faculty-led workshops to support pedagogical innovation and scholarly productivity.
- Centers and Research Labs
Faculty regularly engage with interdisciplinary labs and research centers across campus, participating in speaker series, applied research initiatives, and grant writing bootcamps.

These internal resources equip faculty with tools and connections to continually refine their teaching, build collaborations, and contribute to the mission of the program and university.

External Professional Development (with USU Support)

In addition to internal offerings, USU provides funding and support for faculty to engage in professional development beyond the university. A key example is the:

- Faculty Travel Fund Enhancements (Effective FY20):
 - Increased annual support from \$1,500 to \$1,800
 - Expanded allowable uses beyond travel to include professional certifications and training
 - Allows one-year rollover of unused funds; funds expire after two years
 - Designed to encourage sustained professional engagement at the national and international level

Recreation Administration faculty frequently participate in and present at major professional conferences, including:

- National Recreation and Park Association (NRPA)
- Utah Recreation and Parks Association (URPA)
- Society of Outdoor Recreation Professionals (SORP)
- The Academy of Leisure Sciences (TALS)
- International Association for Experiential Education (AEE)
- Utah Outdoor Recreation Summit

In addition, faculty are supported in maintaining and earning industry-recognized certifications such as:

- Wilderness First Responder (WFR)
- Leave No Trace Instructor Certification
- Other continuing education and credentialing relevant to outdoor recreation and leadership

These external engagements help ensure that faculty remain connected to professional networks, current practices, and innovations in the field—bringing valuable expertise and relevance back to their students and the program.

4.03 The program shall utilize strategic hiring practices intended to result in a faculty that varies in education, training, institutions attended, gender, ethnicity, race, age, and other elements of diversity.

Evidence of Compliance:

The Department of Kinesiology and Health Science (KHS) at Utah State University complies with and actively supports institutional and federal policies that promote diverse and inclusive hiring practices. The program's hiring processes are guided by a combination of federal laws, Utah state statutes, and clearly articulated USU policies designed to ensure fairness, transparency, and opportunity.

Federal and State Frameworks:

USU adheres to federal regulations enforced by the Equal Employment Opportunity Commission (EEOC), including:

- Title VII of the Civil Rights Act (prohibiting discrimination based on race, religion, sex, or national origin),
- The Age Discrimination in Employment Act (protecting applicants 40 years and older),
- The Americans with Disabilities Act (ADA),
- The Equal Pay Act, and others.

Additionally, Utah's Antidiscrimination Act ensures employment decisions are free from bias related to race, color, age, religion, national origin, disability, sexual orientation, or gender identity.

USU Hiring Policies:

Strategic hiring at Utah State University is further defined and reinforced through multiple university-level policies:

- Policy 385 allows for appointments of opportunity under specific circumstances (dual career, institutional need, etc.) to enhance flexibility and equity in building a diverse faculty.
- Policy 387 ensures transparency and fairness in benefited employment, requiring defined advertising windows, equitable rehiring practices, and adherence to background checks and eligibility verification.

- Policy 388 guarantees applicant confidentiality and limits data retention to preserve integrity and privacy.
- Policy 401 defines required educational qualifications for faculty, ensuring both professional competence and equitable access.
- Policy 404 outlines expectations for inclusive search committees, campus visits, and equitable review and offer procedures for faculty appointments.

Departmental Practice and Oversight:

Within KHS, all tenure-track and term faculty searches are conducted by committees composed in accordance with Policy 404, which mandates diverse faculty representation. Search committee members are encouraged—and often required—to complete training from the Office of Equity and Office of Human Resources on best practices for inclusive recruitment.

Our department prioritizes:

- Recruiting candidates from a broad range of academic institutions.
- Encouraging applicants with diverse disciplinary training and professional experiences.
- Advertising in networks and venues that reach historically underrepresented populations.
- Ensuring that our final hiring decisions reflect the values of equity, inclusion, and excellence.

These policies and practices collectively demonstrate the program’s commitment to strategic hiring processes that result in a faculty body diverse in gender, race, ethnicity, age, education, and background, fully aligned with the COAPRT accreditation standard.

- 4.04 The policy used to determine academic unit faculty workloads shall be consistent with that applied to other academic units.

Evidence of Compliance:

To demonstrate compliance with the standard that academic unit faculty workloads must be consistent with policies applied to other academic units, we submit the **USU KHS Course Load Expectations and Policies** document as the guiding policy used within the Department of Kinesiology and Health Science at Utah State University.

This policy outlines clear, role-statement-based teaching expectations, including the number of courses per academic year for faculty with varying teaching, research, and service responsibilities. It also details provisions for:

- Adjustments based on student mentorship intensity
- Load flexibility for large or specialized courses
- Accommodation of program oversight and exceptional service duties

- Specific reduced teaching expectations for pre-tenure faculty developing research agendas
- Guidelines for course buyouts and negotiated releases

These guidelines are aligned with standard practices across the university and are reviewed and negotiated in consultation with department heads to ensure consistency and equity across academic units. This document serves as the formal basis for determining faculty workload within KHS and is reflective of institutional expectations for workload determination across all departments.

Course Load Expectations and Policies

The following guidelines apply to courses taught as part of load. Courses taught as overload (for extra pay) are negotiated outside of the load expectations.

- 1) The generally expected course^{*} load for faculty is:
 - a. 90% teaching role statement = eight courses per year
 - b. 80% teaching role statement = seven courses per year
 - c. 75% teaching role statement = six courses per year
 - d. 60-70% teaching role statement = five courses per year
 - e. 40-55% teaching statement = four courses per year
 - f. Below 40% = negotiated with department head
- 2) In addition to classroom teaching, all faculty are expected to mentor undergraduate and/or graduate students on activities including, but not limited to: independent research, thesis/dissertation research, and practicum/internship supervision. If student mentorship activities reach a level that is above and beyond what is typical for faculty based on departmental norms, faculty may negotiate with the department head for temporary release from certain classroom teaching duties.
- 3) In general course size will not influence teaching load as it is recognized that course size is one of many factors that influences time needed for course instruction activities. Large courses with labs, communication intensive courses, etc. will often be assigned TAs to assist with the workload. If this is not the case or there are unique instructional activities that require additional instructor time, teaching load adjustments may be negotiated with the department head on a case-by-case basis.
- 4) In some cases, faculty may teach fewer classes than the expected standard if their role involves other teaching activities (e.g., program oversight). This reduction from the standard load will be negotiated with the Department Head.
- 5) In recognition that newly appointed research faculty need time to development their program of research prior to being considered for promotion and tenure, the following course load is standard for pre-tenure faculty with a role statement that includes 50% research or greater
 - a. Year 1 = two 3-credit courses (one course per semester)
 - b. Years 2-6 (or until granting of tenure / promotion) = three 3-credit courses per year
 - c. It is generally expected that untenured faculty will have little variation in their teaching loads from year to year. If a faculty member's teaching load is such that new class preparations are required more frequently than is typical, additional course releases may be granted.
- d. After the granting of tenure / promotion, faculty are expected to teach the standard course load unless they buy-out with grant/contract dollars
- e. Untenured faculty may buy-out of classes to reduce loads to fewer than 3 courses per year. However, untenured faculty must be cognizant of the fact that they need to demonstrate effectiveness in teaching for tenure / promotion so should maintain a reasonable teaching load to be able to demonstrate this.
- 6) For all faculty, course releases (one per year) may be granted for the following even when no buy-out dollars are available:
 - a. Serving as Editor of a professional journal
 - b. Serving as President of a major national professional organization
- 7) Other course releases for exceptional service activities or alternate teaching activities may be negotiated with the department head on a case-by-case basis.

*Note that when referring to a "course" this means the equivalent of 3-credits of work for a faculty member in a didactic course. There may be some classes that are listed as more credits (due to labs, structure of class, etc.) but will be considered equivalent to a 3-credit course for the purpose. There also may be classes listed as fewer credits but considered equivalent to 3-credits of work for faculty.

4.05 Salaries, promotion and tenure privileges, university services, sabbatical leaves, leaves of absence, workload assignments, and financial support for faculty shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.

Evidence of Compliance:

Tenure track faculty have promotion and tenure privileges as outlined in the USU Code 4004.

Utah State University Promotion and Tenure Guidelines:

[USU P&T Guidelines](#)

4.06 Full-time faculty members with appointments to the parks, recreation, tourism, and related professions program shall instruct at least 60 percent of the required courses within the curriculum.

Academic Year 2014/2015			
Fall 2024		Spring 2025	
Professor	Courses (Credits)	Professor	Courses
Jesse Jones (FT)	1700 (3), 2250 (4), 2500 (3)	Jesse Jones (FT)	1700 (3), 2250 (4), 3400 (3)
James Morton (FT)		James Morton (FT)	2300 (3)
Travis Peterson (FT)	4200 (3)	Travis Peterson (FT)	4205 (3), 4400 (3)
Nate Trauntvein (FT)	1000 (2), 1500 (3), 4900 (6)	Nate Trauntvein (FT)	1000 (2), 1500 (3), 4600 (3), 4900 (6)
Katie Burns (PT)	3900 (3) 4800 (3)	Katie Burns (PT)	1964 (3), 4800 (3)
Mackenzie Masterson (PT)	1888 (2)	Cathy Bell (PT)	3100 (3)
Jesse Howe (PT)	2000 (3)		
Spencer Bitner (PT)	4000 (3)		
Reed Capner (PT)	4400 (3)		
Bryce King (PT)	4500 (3)		
Total FT Courses Taught = 17 Total PT Courses Taught = 10 63% full- time			

4.07 Scholarship activities of discovery, integration, and/or application by academic unit faculty serving the curriculum shall impact program quality, consistent with the missions of the institution and the academic unit.

Evidence of Compliance:

Type of Activity		Quantity of Participation				
Year	Nate Trauntvein	Jesse Jones	James Morton	Travis Peterson	Katie Burns	Total
	Publications	2	0	1	-	-
Presentations	5	1	4	2	-	12
Grant Proposals	1	1	-	-	-	2
Editor or Referee	3	2	-	1	-	6
Associate Editor Journal of Park and Recreation Administration, Associate Editor of Leisure Sciences, Reviews for JPRA; Leadership committee in CUGH (Consortium of Universities for Global Health)						

Leadership Positions in Professional Organizations	1	-	-	-	2	3
	Utah Recreation and Parks Association Board Member; Chair of the Bylaws Committee, Co-chair of the Government Affairs Committee					
Conferences Attended	2	1	2	3	3	11
	Utah Recreation and Parks Association, Joint Hospitality and Tourism CTE Conference; International Association for Communication and Sport, College Sport Research Institute; CUGH, AAC&U CLASS (Conference on Learning and Student Success), Utah Public Health Associaton; Athletic Business/AORE (these overlapped), URPA, & Campus Recreation Leadership Summit					

CHAPTER 5

Students

5.0 Students

- 5.01 There shall be formal and ongoing processes designed to generate, maintain, and consider student input relative to those aspects of the academic unit affecting their professional preparation.

Evidence of Compliance

Student input is actively sought and meaningfully incorporated in the Recreation Administration program at USU through both formal and informal processes. Faculty regularly solicit feedback in courses, during advising, and in department forums. Key methods of structured student engagement include:

- **Teaching Evaluations:**
Every course administered in the RAM program includes end-of-term evaluations, giving students the opportunity to assess instruction and course design. Faculty use this feedback for continuous improvement.
 - **Internship Program Input:**
Students complete formal evaluations of their internship sites and supervisors. These evaluations are reviewed annually by faculty and contribute to site retention or improvement plans. Students may also recommend new internship sites, which are reviewed and vetted through an established process.
 - **Petitions and Grievances:**
Students have access to a formal communication chain for resolving concerns, starting with their instructor, advisor, department head, and progressing as needed through the college and university administration.
 - **RAM Club (Student Organization):**
The RAM Club, open to all USU students, serves as a hub for networking, service, and professional development. Club officers work closely with faculty to plan events, represent student perspectives, and support recruitment.
- 5.02 Written policies and procedures shall exist for admission, retention, and dismissal of students from the academic unit.

Evidence of Compliance

The Recreation Administration program at Utah State University (USU) maintains clearly defined and publicly available policies for admission, retention, and program expectations, which align with institutional standards and support student success.

Admission Requirements:

In addition to meeting general USU admissions requirements, students must meet the following standards to be admitted to the Recreation Administration major:

- **First-Year Students:**
Students admitted to USU in good standing as first-year students qualify for direct admission into the Recreation Administration major.
- **Transfer Students:**
Students transferring from another institution or from another major within USU must have a **minimum overall GPA of 2.5** for admission into the program.
- **International Students:**
International applicants must meet USU's general admissions requirements, as well as any additional documentation and language proficiency standards set by the university.

Program Requirements:

- All students in the Recreation Administration program are required to complete a **supervised internship** during their junior or senior year. This field-based experience provides applied learning in a professional setting aligned with students' career goals. Internship eligibility is contingent on good academic standing and completion of prerequisite coursework.

Retention and Dismissal Policies:

- Students must maintain **satisfactory academic progress** and a **minimum USU GPA of 2.0** to remain in good standing with the university.
- Students are expected to demonstrate professionalism and academic integrity. Academic misconduct or unprofessional behavior may result in review by the program faculty and could lead to dismissal from the major.
- Course prerequisites and GPA standards may apply to specific upper-division courses and internship eligibility.

5.03 Student advising systems shall be effective, accessible to students, continually improved through evaluation, and include:

5.03.01 Academic Advising

Evidence of Compliance:

Academic advising is a central and well-supported element of the Recreation Administration program at USU. All undergraduate RAM majors receive advising through the **KHS Student Services Center**, which is housed in the College of Education and Human Services. This office provides students with dedicated academic advisors who support them from the time they enter the major through graduation.

Advisors help students understand degree requirements, plan course schedules, interpret university policies, and prepare for internships and graduation. In addition to one-on-one appointments, advisors offer group advising sessions, informational materials, and planning tools. Students are strongly encouraged to meet with their academic advisor each semester prior to course registration.

Key components of the academic advising system include:

- Online degree planning tools and access to individualized degree audits
- Dedicated academic advisors assigned by major and campus
- Required pre-internship advising and eligibility verification
- Walk-in hours, scheduled appointments, and virtual advising options

Student feedback is gathered through periodic surveys and course evaluations to ensure quality and responsiveness. The advising team works closely with faculty to ensure consistent and accurate communication of program expectations and opportunities.

More information is available at:

<https://cehs.usu.edu/khs/undergrad/advising>

5.03.02 Professional and Career Advising

Evidence of Compliance:

Professional and career advising is integrated throughout the RAM curriculum and reinforced through advising and co-curricular activities. Faculty play a key role in career mentoring, helping students explore job options, develop resumes and cover letters, and build professional networks.

Career development is formally introduced through required courses such as:

- **RAM 1000: Introduction to Leisure Services**, where students create a career portfolio, prepare for internships, and practice job-seeking skills.
- **RAM 2250: Cooperative Work Experience**, where students are required to work for a leisure service organization and have a professional in the field they can continually interview and communicate with regarding assignments.
- **RAM 4800: Senior Seminar**, which includes goal setting, site selection strategy, and internship readiness evaluations.

- **RAM 4900: Internship**, where students reflect on their internship experiences.

In addition, the department collaborates with **USU Career Design Center**, which offers:

- Resume reviews, mock interviews, and job search coaching
- On-campus career fairs, including CEHS- and RAM-specific events
- Handshake, an online job and internship board for current students and alumni

RAM students also participate in department-organized events such as employer panels, networking nights, and site visits. The RAM Club and class-led events provide further exposure to professionals and alumni in the field.

University-wide resources are available at:

<https://www.usu.edu/career-design-center>

5.04 Student records shall be maintained in compliance with accepted confidentiality practices.

Evidence of Compliance:

Utah State University (USU) maintains student records in full compliance with the Family Educational Rights and Privacy Act (FERPA) and accepted confidentiality practices. The Recreation Administration program adheres to these policies through the secure use of university-supported digital systems for academic advising, recordkeeping, and communication.

USU uses the following platforms to maintain student records and ensure confidentiality:

- **Banner (Ellucian):**
This is the university's official student information system. Faculty and advisors use Banner to access class rosters, academic history, GPA information, and enrollment status. Access is restricted by role-based permissions and requires two-factor authentication.
- **Degree Works:**
This degree audit system allows both students and advisors to track academic progress toward graduation. It provides a secure and transparent way to monitor degree requirements, completed coursework, and advising notes. Only authorized users may input or view notes, and all access is logged and monitored.
- **Box (USU Enterprise File Storage):**
Faculty and staff use Box, a FERPA-compliant cloud-based file storage system, to manage and share academic documents such as advising notes, internship agreements, and progress checklists. Box is used to store department-level student records in shared, permission-controlled folders. Individual access is granted only to relevant faculty and advisors.

In addition, printed or physical documents containing sensitive information are securely stored in locked offices or file cabinets within department administrative spaces. All faculty and staff

receive FERPA training as part of their onboarding and are required to renew compliance training periodically.

These systems and procedures ensure that student information is protected while remaining accessible to authorized personnel to support advising, degree planning, and academic success.

- 5.05 There shall be ongoing student involvement in professional organizations, activities of those organizations, and in professional service.

Evidence of Compliance:

The The Recreation Administration program at Utah State University strongly encourages and supports student involvement in professional organizations and professional service. These opportunities are integrated into the curriculum, student organizations, and university-supported travel and conference funding.

The **Department of Kinesiology and Health Science (KHS)** pays for all RAM students to be members of the **Utah Recreation and Parks Association (URPA)** through a departmental membership. This provides students with access to networking opportunities, job boards, webinars, and the ability to attend and present at the URPA Annual Conference.

USU supports student involvement in professional organizations in several key ways:

- **Department-Sponsored Memberships:**
All Recreation Administration majors automatically receive membership in **URPA** at no cost to the student, ensuring access to resources and events statewide.
- **URPA Annual Conference Participation:**
Dozens of RAM students attend the URPA conference each year. The department offers full support through a designated **RAM conference preparation course** that covers registration, travel, and housing for participating students. Others are supported through student travel funds or special college funding initiatives.
- **RAM Club (Student Organization):**
The RAM Club is an active, student-led organization that provides leadership opportunities, coordinates service projects, organizes social and professional development events, and collaborates with alumni and practitioners. The club also plays a major role in promoting attendance at conferences and hosting department-wide events such as the end-of-year **RAM Cookout** and **Career Night**.
- **Professional Event Planning Experience:**
RAM students regularly assist in planning and hosting on-campus events including career panels, networking nights, and prospective student outreach. These experiences offer real-world leadership and logistical coordination that directly align with future roles in parks, recreation, and tourism.

CHAPTER 6

Instructional Resources

6.0 Instructional Resources

- 6.01 Administrative support services shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.

Evidence of Compliance:

The Recreation Administration (RAM) program at Utah State University receives strong administrative support within the Department of Kinesiology and Health Science (KHS). Administrative tasks are supported by department staff and student workers who assist with operations, scheduling, purchasing, and student records. This includes managing class registration permissions, tracking student progress, and ensuring timely communication between faculty and students. The department is well-equipped with shared office supplies and a high-capacity multifunction printer/copier/scanner available to all faculty and staff.

- 6.02 There shall be properly located and equipped faculty offices of sufficient quality to adequately address privacy and confidentiality issues, and that are of a number and size comparable to other programs housed in the academic unit and consistent with institutional policy.

Evidence of Compliance:

All full-time RAM faculty have private offices located within the HPER building on the Logan campus, in close proximity to classrooms and student advising spaces. Offices are equipped with desks, seating, bookcases, high-speed internet access, phones with voicemail, and desktop or laptop computers. Part-time faculty and graduate instructors have shared workspace access within the building. All offices are ADA compliant and provide appropriate privacy for student meetings and academic work.

- 6.03 There shall be adequate conference rooms for faculty to use, study areas for students, and meeting space for student organizations.

Evidence of Compliance:

The KHS department provides access to multiple meeting and conference rooms within HPER and the Sorenson Legacy Foundation Center for Clinical Excellence. These rooms can be reserved for faculty collaboration, student group work, or club meetings such as the RAM Club. Students also have access to study lounges, computer labs, and reservable study rooms in the Merrill-Cazier Library, as well as in the Aggie Recreation Center (ARC). The department also supports student use of classroom space during non-scheduled hours, and the Memorial Union Building (TSC) offers free meeting space for student organizations.

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

Evidence of Compliance:

Recreation Administration courses are held in modern classrooms in the HPER building and adjacent facilities. Most rooms are equipped with smart classroom technology, including computers, projectors, document cameras, and Zoom/lecture capture capabilities. When needed, the department schedules space through USU's centralized classroom scheduling system. RAM students also benefit from access to experiential spaces across campus, including the ARC, Outdoor Programs Center, and USU Challenge Course.

- 6.05 Sufficient resources shall be present to properly implement the curriculum of the parks, recreation, tourism, and related professions academic unit, including access to special services for individuals with disabilities.

Evidence of Compliance:

USU's Disability Resource Center (DRC) provides accommodations and support services for students with documented disabilities, including alternative testing environments, priority registration, accessible instructional materials, and assistive technologies. Faculty receive regular training on ADA compliance and inclusive teaching strategies. The RAM curriculum integrates adaptive and inclusive recreation principles, and students are given opportunities to work with populations of varied abilities, particularly in partnership with Campus Recreation and local agencies.

- 6.06 All instructional areas, faculty offices, and other educational facilities shall comply with the requirements of the American's with Disabilities Act (ADA) and the amendments to the Act.

Evidence of Compliance:

All RAM instructional spaces, offices, and meeting rooms within HPER and affiliated buildings are ADA compliant. USU Facilities and the Disability Resource Center coordinate to ensure that all locations used for classes or events are accessible. When scheduling space outside the department, accommodations are reviewed in advance to meet accessibility needs.

- 6.07 Library Resources and access shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.

Evidence of Compliance:

The Merrill-Cazier Library provides comprehensive access to databases, journals, books, and multimedia relevant to parks, recreation, and tourism studies. Faculty and students can request interlibrary loans, access digital archives, and receive one-on-one research support from dedicated librarians. In addition to university-wide resources, RAM faculty maintain a curated set of field-specific materials, including trade publications and journals, for student use in the department's student lounge and advising areas.

- 6.08 Computing technology and computing support services available to faculty, staff, and student of the parks, recreation, tourism, and related professions academic unit shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.

Evidence of Compliance:

USU provides extensive IT and academic technology support through its centralized Information Technology and Center for Instructional Design & Innovation (CIDI). Faculty have access to Canvas LMS, Kaltura media capture, Zoom, and computer labs with support from instructional designers. Department-owned instructional technology includes portable projectors, GoPro and DSLR cameras, iPads for field experiences, and a smart display with conferencing capabilities in the RAM conference room. Students can also access computers, printing, and media labs across campus, including the Parker Media Lab. Faculty regularly attend workshops and participate in the Empower Teaching Excellence (ETE) program and AI Teaching and Learning Institute to stay current with instructional technologies.

CHAPTER 7

Learning Outcomes

7.0 Learning Outcomes

To fully understand the outcomes of the RAM Program, we use several indicators and triangulation in our departmental assessment plan. The conceptual framework for the RAM assessment plan is provided below in Table 7.1. Those elements of the plan that provide feedback on student learning outcomes will be presented and discussed in this chapter (highlighted in Table 7.1).

See the attached.