

Professional Leave Report Cover Sheet

Name: Jody Hironaka-Juteau

Department: Recreation Administration

College: Health & Human Services

Leave taken: ☒ Sabbatical      ☐ Difference in Pay      ☐ Professional Leave without Pay

Time Period: ☒ Fall 2023  
☐ Spring  
☐ Academic Year  
☐ Other

Your report will be sent to your Dean for your PAF and to the Library Archives.

**April 2, 2024**

**Memorandum**

**To:** Dr. Kara Zografos, Interim Dean  
College of Health and Human Services

Dr. Samuel Lankford, Chair  
Department of Recreation Administration

**From:** Dr. Jody Hironaka-Juteau, Professor  
Department of Recreation Administration

**Subject:** Post-Sabbatical Leave Report

I would like to express my sincere appreciation to the leadership of Fresno State, and the personnel committees of the Department of Recreation Administration and the College of Health and Human Services for providing me with the opportunity for sabbatical leave during the fall 2023 semester. It was an impactful learning experience which allowed me to continue in my commitment to advance the mission of Fresno State. I was able to expand my knowledge base in the areas of teaching, scholarly/creative activity, and professional growth through three key projects. This report contains the required components as described in the Academic Policy Manual (APM) 360. Copies of my original sabbatical proposal and the approved modifications are attached (refer to attachment 1 and 2).

A. Accomplishments Related to Goals on Original Proposal

The following provides a brief description and identifies the accomplishments of each project.

**Project #1 – Course Development**

Description

California is one of the fastest growing states in total population in the U.S. It is expected to grow between 2010 to 2060 by 30%, an increase of 11.7 million (California Department of Aging, 2022). By 2030, adults 60 and over will comprise 30% of the population in California, a state that has the second highest average life expectancy at 81.9 years (California Department of Aging Governor's Master Plan for Aging, 2021). While these might be points of pride, it is imperative to consider what this means to our region and the impact it has on our community. To ensure we prepare students to meet the changing demographics and needs of our region and beyond, it is vital to continue to revise and strengthen our curriculum. As such, this project will result in the creation of a course designed to meet the recreation and leisure needs of older adults. This project will have a significant impact to the community due to the increase in the aging population.

- I visited and interviewed older adults as well as professionals serving older adults in a variety of living settings in our community. Instructional materials, including possible textbooks, were reviewed. Findings were used to develop the course syllabus for *Recreation, Leisure and Aging* (RA 123S), including informing the service-learning component (refer to attachment 3).

- The syllabus has been reviewed at the department level and requisite consultation has occurred with the coordinator of the Gerontology Program. The course will be uploaded by the department chair and moved forward for review by the college curriculum committee (refer to attachment 4).

## **Project #2 – Textbook Revision**

### **Description**

This project will focus on the textbook *Managing recreation, parks, and leisure services 5th edition* by S.V. Lankford, O.G. Hafermann, C.R. Edginton, D. Larsen, and J.H. Hironaka-Juteau. My work will focus on the revision of two chapters and development of the instructor's manual and resource guide.

- I reviewed the text and revised assigned chapters/sections. Completed materials were submitted to the lead author in January 2024 (refer to attachment 5).

## **Project #3 – Professional Certification**

### **Description**

Maintaining professional certification is critical to preparing the next generation of recreation therapists who will serve the Central Valley and beyond. Certification by the National Council on Therapeutic Recreation Certification (NCTRC) conveys to employers and the public that the Certified Therapeutic Recreation Specialist (CTRS) has met and continues to meet the professional requirements to be a qualified provider of recreation therapy services. The California Board of Recreation Therapy Certification (CBRTC) provides the state level Recreation Therapist Certification (RTC). As educators, we serve as role models to students regarding the responsibility to maintain active certification and the importance of holding dual certification. Due to competing priorities while serving as associate dean, I was not able to meet the recertification deadline for the state level RTC. This project will include seeking reinstatement of my state certification. It will also include attendance at the American Therapeutic Recreation Association's annual conference to earn continuing education credit. This will ensure recertification for both state and national certifications in future cycles.

- I completed the *Previously Certified Re-Entry application* and forwarded the required documentation to the California Board of Recreation Therapy Certification. I am pleased to have received my reentry approval for state certification in December, 2023 (refer to attachment 6).
- I attended the American Therapeutic Recreation Association's (ATRA) Mental Health Summit in February 2024. The theme for the summit was "Radiant Minds: Nurturing Mental Health for All". Given the recreation therapy profession's growing focus on mental health, as well as a focus on mental health for members of our Fresno State community, this was an ideal professional development opportunity! As a result of attending this virtual conference, I expanded my knowledge of evidenced-based practices and completed a total of 19 contact hours of continuing education units (CEUs). The timing of the Summit allows me to count these CEU's for my next re-certification cycle (refer to attachment 7).

#### B. Modifications to Original Proposal

- Project #2 – Due to the opportunity to serve as co-author on a revised textbook, the original focus of this project on “Ancillary Materials for Textbook and Class” was modified to Textbook Revision (refer to attachment 2).
- Project #3 - Due to California travel bans to Missouri, I did not attend the 2023 ATRA Annual Conference in Saint Louis, Missouri as originally planned. The ATRA Mental Health Summit was an ideal substitute at a fraction of the cost (refer to attachment 7).

#### C. Objectives of Original Proposal Not Accomplished

- Project #1 - Draft instructional materials for *Recreation, Leisure, and Aging* (RA 123S) are still in process. These will be completed prior to the first offering of the course.
- Project #3 - Due to the timing of the summit, course content in RA 125 will be updated for summer 2024 offering.

#### D. Anticipated Outcomes for Near Future

- Project #1 – This project will support the pipeline growth of diverse workers with skills to meet the changing needs of the region and facilitate connection between students and businesses serving older adults as it will be a service-learning course. The shift in curricular focus reflects the ongoing commitment of the Department of Recreation Administration to be a critical partner in the economic growth of the region.
- Project #2 – This project extends faculty scholarship and supports commitment to advancing the recreation profession. This brings further recognition to an institution that values the scholarship of teaching, research, and service.
- Project #3 – This project recognizes the importance of professional certification and the critical role that faculty play in modeling professionalism to students. Earning my reentry state-level certification supports the career success of students after graduation.

cc: Faculty Affairs

Attachments

# COURSE SYLLABUS

## RECREATION, LEISURE AND AGING

Fall 2024

<b>Course Modality:</b> In-person	
<b>Course ID:</b> RA 123S	<b>Instructor Name:</b> Dr. Jody Hironaka-Juteau
<b>Units:</b> 3	<b>Department:</b> Recreation Administration
<b>Class Meeting Location &amp; Time:</b> TBA	<b>Email / Telephone:</b> <a href="mailto:jhironak@csufresno.edu">jhironak@csufresno.edu</a> 559.278.5267
<b>Canvas:</b> <a href="https://www.fresnostate.edu/chhs/recreation/">fresnostate.instructure.com</a>	<b>Office:</b> In-person: PHS 233; Virtual: TBA
<b>Website:</b> <a href="https://www.fresnostate.edu/chhs/recreation/">https://www.fresnostate.edu/chhs/recreation/</a>	<b>Student Visiting/Support Hours:</b> TBA

### REQUIRED TEXTBOOKS:

McGuire F., Tedrick R. and Boyd R. (2013) *Leisure and aging: Ulyssean living in later life* (5th ed). Champaign: Sagamore.

Supplemental reading assignments and additional materials will be provided in class and/or available on Canvas at <http://fresnostate.edu/academics/canvas/>

### Course Description:

Theory and practice related to the role of recreation and leisure services in maximizing quality of life for older adults. Interrelationship of leisure and supportive services for older adults in community-based and institutional settings.

Note: Students must receive a C or better in order to count in the major.

Required Travel: Students in RA 123 will be required to complete 20 hours of service hours and at a location that meets the course requirements (see pages 3 and 4). Any travel costs will be incurred by the student.

### Course Goals and Student Learning Outcomes:

Course goals:

Through this course, students will develop an understanding about the aging process, how leisure can contribute to later life, and the environments in which people age. The purpose of this course is to provide students with the knowledge and skills to deliver recreation programs for maximizing quality of life for older adults including community and institutional settings.

### Student Learning Outcomes:

Upon completion of this course, students will be able to:

1. Describe the biological and psychological characteristics of older adults.
2. Compare biological, social, and personal adaptation theories as they relate to aging.
3. Analyze information on the relationship between society and older adults as it relates to societal attitudes and norms, roles and status of older adults.
4. Articulate knowledge of the intersection of race, ethnicity and gender as it relates to older adults.
5. Summarize knowledge gained of leisure settings, services and resources for older adults in both community-based and institutional settings.
6. Integrate knowledge of factors influencing appropriate leisure programming for older adults.
7. Identify contemporary trends related to older adults in the areas of legislation, public policy, and innovative institutionalization alternatives.

### Course Requirements

Students are expected to attend and actively participate in class and are expected to participate fully in the asynchronous content in Canvas. Students should contact the instructor regarding any lapse in participation, especially when there are extended absences due to illness, death in the immediate family, or other situations. In an emergency, students may contact the Dean of Students. Any missed exams and/or assignments remain the responsibility of the student. (See “Student Affairs” section of the California State University, Fresno General Catalog.)

Details on each assignment will be provided in class or on Canvas and need to be read carefully by the student. Each part of the assignment must be completed in order for credit to be received.

**Study Expectations:** It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to study an average of 6 hours outside of class each week. Some students may need more outside study time and some less.

#### Class Discussion & Learning Activities (10 @ 20 pts -200 points total)

Using structured discussion and learning activities, students will be able to personally explore class topics in depth. Pre-class preparation will be required, and instructions will be posted in Canvas. Students are expected to attend class on time and be ready to participate. Each learning activity is worth 20 points. The lowest three scores will be dropped.

#### Discussion Board (DB) (13 @ 10 pts -100 points total)

Understanding recreation and leisure needs of the aging population is a dynamic process. As future leaders responsible to serve a diversity community, your preparedness and participation are essential to this class. It is expected that you will complete the assigned readings and that you respond to the Discussion Board (DB) question(s) presented. You will also reply to the posts of at least two peers where you provide feedback and offer a suggestion or idea. Each DB is worth 10 points. The lowest three scores will be dropped.

Exams (300 points total)

A midterm exam (150 points) will be given during week 7 and will include topics covered in the first half of the semester. A final exam (150 points) will cover topics from the second half of the semester and will be scheduled during the final exam period. Format may include multiple choice, true/false, short answer, and essay questions.

Service Learning - Leadership Practice (400 points total)

Learning about older adults can only be enhanced by working with the older population. Each student will complete a minimum of 20 hours of field experience (service-learning) over the semester in a direct working relationship with older adults in a community agency/organization. Some sites may require additional time for orientation. The purpose of this assignment is to enhance student understanding of course material, integrate the concepts explored in this course, and facilitate a better understanding of the organizations in which recreation professionals work. A typical student commitment in this course is meeting once a week for two-three hours until the 20 hours have been met. Students should seek opportunities to develop their interpersonal and leadership skills in a recreation setting with older adults. Some examples of possible service-learning sites include:

**City of Clovis Senior Activity Center - (559) 324-2750**

- <https://cloviseniors.org/>

**City of Fresno Senior Programs - (559) 621-7529**

- <https://www.fresno.gov/parks/activities-recreational-programs/#senior-program>

**Oasis Adult Day Program - (559) 224-9121**

- <https://www.valleycrc.org/oasis>

**The Terraces at San Joaquin Gardens - (559) 365-6973**

- <https://www.humangood.org/the-terraces-at-san-joaquin-gardens>

Students who are concurrently enrolled in RA courses where service hours are required (i.e. 73S, 77S, 144B) cannot double count their hours as the requirements are different for these classes.

Students are expected to attend as assigned, be punctual, show initiative and enthusiasm, and call the supervisor if for any reason they cannot attend at a scheduled time. A verification of service hours must be signed by the service site supervisor and submitted by the due date in order for this requirement to be met. **Students may not begin their service hours until the “Service-Learning Plan Agreement” is completed, submitted, and approved by the course instructor.**

The service-learning experience requires four items to successfully conclude this project:

1. Service-Learning Plan Agreement: The Service-Learning Plan Agreement (3 pages) will be completed by you, signed by the site supervisor, and approved by the course instructor. **All students must complete and submit the agreement to their instructor prior to beginning their service hours.**

2. Timesheet and Evaluation: Students will complete the 20 hours of service learning focused on leadership in recreation setting with a signed timesheet and evaluation completed by the site supervisor.
3. Thank You Letter: This assignment provides the student with an opportunity to thank formally their service-learning supervisor for their guidance and support. Attention to spelling/grammar is critical. Students will submit their letter to the instructor prior to sending it to the site supervisor.
4. Service Learning Reflection Paper: At the latter part of the semester, students will write a 3-4 page paper (12-point, double-spaced) reflecting on their service-learning experience and responding to the prompts. Papers should address the following content:
  - Overview of Agency
    - Mission and focus of the facility/agency
    - Demography of aging represented at agency. Provide description of participants-residents-clients. Language should be consistent with chapter discussion.
    - Scope and variety of programs and activities offered.
  - Analysis of Clientele comparison to textbook chapters
    - Theoretical Perspectives of Aging (chapter 2). Describe where your “clientele” fit with respect to the following:
      - *Disengagement – Activity – Continuity*
      - *Selective Optimization with Compensation*
      - *Geo-transcendence*
    - *Biological Processes* (chapter 3)
    - *Cognitive Processes* (chapter 4)
    - *Psychological Aging* (chapter 5)
    - The Importance of Leisure (chapter 6)
  - Observations
    - Perception of the value/lack of value of recreation activities offered at site. Provide specific examples to support.
    - Perception of the leader-participant and participant-participant interactions witnessed. Provide specific examples to support.
    - Perception of the attitudes of staff toward participants-residents-clients. Provide specific examples to support.
  - Lessons learned
    - What new knowledge did you gain that will help you meet the needs of the older adult population?
    - What myths of aging did you hold and what was debunked?
    - What recommendations do you have for future RA 123 students in relation to service learning (e.g. time management, site selection, etc).



The 400 points for the Service Learning Assignment will be earned as follows:

Service Learning Component	Points
Service-Learning Learning Plan Agreement *Required prior to beginning service hours.	30 points
Timesheet and Evaluation	150 points
Thank you letter	20 points
Service Learning Reflection Paper	200 points
<b>Total Points</b>	<b>400</b>

### Grading Criteria:

Class Discussion and Learning Activities	200 (20%)	A= 900-1000
Discussion Board	100 (10%)	B= 800-899
Service Learning	400 (40%)	C= 700-799
Midterm Exam	150 (15%)	D= 600-699
Final Exam	150 (15%)	Fail= less than 599
1000 total points		

Reminder: Students must receive a C or better in order to count in the major.

### Course Format:

Learning experiences used in this class will include lecture, discussion, activities, video presentations, guest speakers, and service learning.

### Reading Assignments:

Readings should be completed prior to the class period they are assigned. They are often supplemental to lecture material and will not be directly discussed in class; however, students are responsible for this information. Students are encouraged to consult with the instructor if there are questions regarding any of the reading material. This schedule is subject to change.

### Tentative Schedule (subject to change)

Week	Date	Topic/Activity	Readings	Learning Outcomes
.5	Aug 22	Course Introduction	Syllabus	3
1	Aug 27 & 29	Debunking Myths Service-Learning Assignment • DB #1 post by Sunday 9/1	Syllabus SR 1	3
2	Sept 3 & 5	The Aging Journey • DB #2 post by Sunday 9/8	Chapter 1 SR 2	2, 3
3	Sept 10 & 12	Theoretical Perspectives on Aging • DB #3 post by Sunday 9/15 • Service-Learning Plan Agreement submit by Sunday 9/15	Chapter 2 SR 3	1, 2

4	Sept 17 & 19	Biological Processes <ul style="list-style-type: none"> <li>DB #4 post by Sunday 9/22</li> <li><i>Target week to Start SL Hours</i></li> </ul>	Chapter 3 SR 4	1, 2
5	Sept 24 & 26	Cognitive Processes <ul style="list-style-type: none"> <li>DB #5 post by Sunday 9/29</li> </ul>	Chapter 4 SR 5	1, 2, 3
6	Oct 1 & 3	Psychological Aging <ul style="list-style-type: none"> <li>DB #6 post by Sunday 10/6</li> </ul>	Chapter 5 SR 6	1, 2, 3
7	Oct 8 & 10	The Importance of Leisure <ul style="list-style-type: none"> <li>DB #7 post by Sunday 10/13</li> </ul>	Chapter 6 SR 7	5, 6
8	Oct 15 & 17	Midterm Chapters 1-6 Service Learning <ul style="list-style-type: none"> <li>Midterm take 10/14-15</li> <li>DB #8 post by Sunday 10/20</li> </ul>		1, 2, 3, 5, 6
9	Oct 22 & 24	Enhancing the Leisure Experience; Motivations, Meanings and Constraints <ul style="list-style-type: none"> <li>DB #9 post by Sunday 10/27</li> </ul>	Chapter 7 SR 8 & 9	5, 6
10	Oct 29 & 31	Time and Activities in Retirement: On Being or Becoming Ulyssean <ul style="list-style-type: none"> <li>DB #10 post by Sunday 11/3</li> </ul>	Chapter 8 SR 10	5, 6
11	Nov 5 & 7	Intersection of Race, Ethnicity, and Gender: Impact on Leisure for Aging Adults <ul style="list-style-type: none"> <li>DB #11 post by Sunday 11/10</li> </ul>	Chapter 9 SR 11	4
12	Nov 12 & 14	Living Environments <ul style="list-style-type: none"> <li>DB #12 post by Sunday 11/17</li> </ul>	Chapter 10 SR 12	7
13	Nov 19 & 21	Leisure and Recreation in Long-Term Care <ul style="list-style-type: none"> <li>DB #13 post by Sunday 11/24</li> </ul>	Chapter 11 SR 13	5, 6, 7
14	Nov 26 & 28 <i>Thanksgiving Break</i>	The Community Environment <ul style="list-style-type: none"> <li><i>Target week to complete SL hours</i></li> </ul>	Chapter 12 SR 14	5, 6, 7
15	Dec 3 & 5	The Community Environment (continued) <ul style="list-style-type: none"> <li>Service-Learning Materials (Time Sheet, Evaluation, Service-Learning Reflection Paper) submit by Sunday 12/8</li> </ul>	continued	continued
16	December 10	Last Class – Review/Wrap-up <i>Faculty Consultation 12/12-13</i>		1-7
Final	TBA	<b>Final Exam</b> <i>Final Exams (December 16-19)</i>		

**\*\* Supplemental Readings (SR) – subject to change**

1. Nunez-Mchiri, G.G. & Lopez, D. (2015, January). Beating the social stigmas of aging: senior athletes and students join forces in community health partnership. *Parks & Recreation*, 50(1), 34+.
2. Denison, P. (2023, September). Parks and recreation supports aging in place. *Parks & Recreation* 58(I9), 24+.
3. National Institute on Aging (2017, October). Exercise and physical activity: Getting fit for life national institute on aging. *National Institute on Aging*.
4. Pittard, C. & Cunin, T. 2022, July). Supporting healthy aging through parks and recreation. *Parks & Recreation* 57(7), 22.
5. Phansikar, M. & Mullen, S. P. (2020). Exploring active travel and leisure-time physical activity relationships with cognition among older adults. *Journal of Aging and Physical Activity*, 28(4), 580-587.
6. Kupka, K. J. (2020, December). Conservation inspiration: A class for older adults to engage in action. *Parks & Recreation* 55(12), 26+.
7. Marks, L. N. (2021, May). Together, apart: The benefits of intergenerational programs during COVID-19 and beyond. *Parks & Recreation* 56(5), 22+.
8. Wirtz, J. (2023, March). Accessible water sports for older adults. *Parks & Recreation* 58(3), 56.
9. Buzzelli, A.A. & Draper, J.A. (2020). Examining the motivation and perceived benefits of pickleball participation in older adults. *Journal of Aging and Physical Activity* 28, 180-186.
10. Rai, R. Jongenelis, M.I., Jackson, B., Newton, R.U., & Pettigrew, S. (2020). Retirement and physical activity: The opportunity of a lifetime or the beginning of the end? *Journal of Aging and Physical Activity*, 28, 365-375.
11. Deneau, J. Horton, S. & van Wyk, P.M. (2020). Seven A's of active aging: Older men's suggestions for physical activity programs. *Journal of Aging and Physical Activity*, 28, 53-62.
12. Ding, M., Ouyang, H., Zhang, C., Jiang, L, Zhuang, R., Dong, X., Chen, X., Yang, H. & Tao, Q. (2022). Mahjong playing and leisure physical activity alleviate cognitive symptoms in older community residents. *Journal of Aging and Physical Activity*, 30, 89-97.
13. Yang, Y., van Schooten, K.S., McKay, H.A Sims-Gould, J. Hoang, R.A., & Robinovitch, S.N. (2021). Recreational therapy to promote mobility in long-term care: A scoping review. *Journal of Aging and Physical Activity*, 29, 142-161.
14. Pittard, C., Cunin, T. & Colman, A. (2021, September). Parks and recreation: A vital community-based solution to support healthy aging. *Parks & Recreation*, 56(9), 32+.

*Please note: the readings above are not listed in full APA format.*

## **POLICIES OF THIS COURSE, RA DEPARTMENT, & THE UNIVERSITY**

### **Course Policies**

Due Dates: Assignments are due before the end of the day on the due date and are to be submitted on Canvas. Twenty percent (20%) will be deducted from the total points available for assignments submitted the following day. No assignments are accepted after the day following the due date. Alternate due dates will be considered on an individual basis for justifiable and documented reasons, and this must be arranged prior to the assigned due date. Students are responsible for all listed and announced dates, readings, assignments, and exams. Assignments are not accepted via email.

Revisions: Every effort is made to ensure that all classes, activities, quizzes/exams and assignments are valuable learning tools. To achieve that end, students will have the option of redoing any paper for which they are unsatisfied with their grade. Resubmissions (accompanied by the original graded work) are due within one week of the day the assignment is graded and returned. The grade for the resubmission will be combined with the first grade and averaged for the final grade. Please note this applies only to written assignments.

Originality: It is expected that work submitted in this class will be original, i.e. not used for the completion of an assignment for another class, either this semester or in previous semesters. Failure to meet this expectation will result in failure of the assignment. If plagiarism on a paper is suspected, the paper in question will be submitted to Turnitin.com and RA faculty for review.

Absence from Class: Learning is best achieved through active class participation. Regular attendance, prompt arrival, preparation and active participation are expected. If absent, it is the student's responsibility to acquire all missed information and materials. Students are expected to attend and actively participate in class and are expected to participate fully in the asynchronous content in Canvas. Students should contact the instructor regarding any lapse in participation, especially when there are extended absences due to illness, death in the immediate family, or other situations.

Make up: Due to limitations in replicating in-class learning experiences, "make-ups" will be limited and arranged only for students with verifiable excused absences with prior communication with the instructor.

Late Attendance: While prompt arrival is expected, circumstances occasionally arise that may cause students to be late. If tardy, please disturb the class as little as possible. It is the student's responsibility to check in with the instructor to follow up on any material or exercises that may have been done. Universally, professionals in our field stress the need for students to learn to be punctual.

Email Etiquette: Students must practice proper “netiquette” when addressing outside professionals and all instructors. The instructor reserves the right to delete any email sent by students that do not use a CSUF email account or who are not registered in the Canvas community. Students must address and write all email in a professional manner, refrain from using slang, utilize spell-check and proofread correspondence prior to sending. Students should use an appropriate subject heading, an appropriate salutation, and identify themselves (full name) as a signature. Students should not assume the instructor knows who they are based on their email address.

Electronic Equipment: Unless approved as a learning aide, all personal electronic equipment is to be turned off and stowed prior to the beginning of class. Use of recording devices is not allowed unless there is approval in advance from the instructor.

Web-Enhanced Course: Students will be required to utilize their **CSUF email account** and access the internet. Please note: our spam filters are set extremely high. If you do not use your university account to email your instructor, it is possible that your email will not be delivered.

Course Subject to Change: This syllabus and schedule are subject to change in the event of extenuating circumstances. It is your responsibility to check Canvas regularly and ensure your notification settings are set accordingly.

SupportNet: Our campus has developed SupportNet to connect students with specific campus resources promoting academic success. I have agreed to participate in this program and may refer you to it if I believe you need the services provided by SupportNet to succeed in this course.

Concerns: Students are encouraged to be proactive and seek out the instructor as soon as they have concerns about the class or their performance. The end of the semester is too late.

### **Department of Recreation Administration Policies**

Participation: Regular and on-time attendance is a basic department expectation. If a class is missed, it is the student’s responsibility to obtain the material missed. Students should recognize that entering a class late is disruptive to both the instructor and the other students and should make every effort to be on time. Participation includes bringing appropriate materials to class, completing assignments on time, and completing any reading assignments prior to class so that the student is able to take part in class discussions. Students are expected to attend and actively participate in class and are expected to participate fully in the asynchronous content in Canvas. Students should contact the instructor regarding any lapse in participation, especially when there are extended absences due to illness, death in the immediate family, or other situations.

Professionalism: The faculty regards recreation administration as a profession that is recognized at state and national levels. As such, students are expected to behave in a professional manner. Basic department expectations include professional behavior in the classroom and during all field experiences. Attendance, preparedness, effort, and honesty, in combination with respect for faculty and other students are all considered under the heading of professional behavior. The goal is to create a community of learners in a positive, insult-free zone. A student who is unable to conduct himself or herself in a courteous and respectful manner will be asked to remove himself or herself from the classroom. Cell phone and other electronic communication devices are to be turned off during class and stored out of the way of class activity.

Problem Resolution: Any student who has a question about a grade or a class procedure is advised to first approach the course instructor. If the issue is not resolved at this level, the student is encouraged to meet with the Department Chair.

Writing Competency: The student's ability to effectively communicate in writing is very important. The instructor will evaluate the efforts of each student not only for the content presented but also for spelling, grammar, punctuation, neatness and organization of thought. Unless notified otherwise by the instructor, all written work must be typed and is expected to be high quality work. You may be asked to correct and resubmit a paper if that paper is not acceptable quality. Grades for resubmitted papers will be the average of the original and the revision.

Format Expectations for Written Assignments: The Department of Recreation Administration faculty has developed the following guidelines to assist students in preparing papers and assignments for submission in RA courses. Papers and assignments submitted that do not meet these expectations will not be graded and will be returned to the student.

1. Font style: Times New Roman
2. Font size: 12 point font
3. Spacing: Double space
4. Margins: Standard 1" margins
5. Cover page: Include the title of the assignment, your name, class title, instructor name, and date.
6. Table of contents (if applicable): Include major headings and page numbers
7. Page numbers: Include page numbers. Be sure that these correspond to those listed in the table of contents.
8. References and in text parenthetical citations: Use APA format and style (Publication Manual of the American Psychological Association, Seventh Edition American Psychological Association) <http://www.apastyle.org/pubmanual.html>  
[http://www.csufresno.edu/library/libraryinformation/libraryinstruction/for\\_students/guides\\_bibliographies/apa.pdf](http://www.csufresno.edu/library/libraryinformation/libraryinstruction/for_students/guides_bibliographies/apa.pdf)
9. Staple: Use a staple to attach multiple page assignments. Do not use a paper clip or plastic cover.
10. Assignments that are required to be typed must be typed

Alcohol and Illicit Drug Use: The RA Department adheres to the University Policy on Disruptive Classroom Behavior and the Drug Free School Policy. Students are directed to the Division of Student Affairs website for additional information.

a) In Class: Respect for your classmates, your instructor, and yourself includes attending class free from the effects of alcohol or illicit drug use. If a student displays behavior consistent with alcohol or drug use, the student will be asked to leave class immediately and will not receive credit for attendance or for any in-class activity, exam, or presentation. As per University policy, the instructor is required to inform the Department Chair, Dean of the College, and Vice President and Dean of Student Affairs and file a Disruptive Classroom Incident Report.

b) Field Trips: All RA field trips, which include any out-of-the-classroom experience, are dry. Alcohol and illicit drugs are prohibited at ALL times (before, during, and after the activity as well as evenings on multi-day trips). Any student, enrolled in an RA course and attending a field trip, who possesses or consumes alcohol or illicit drugs at any time during that experience, will at minimum receive a failing grade for that assignment. The event will be documented by the instructor and placed in the student's file. In the case of one-unit activity courses, the use of alcohol or illicit drugs will result in automatic failure of the course. As per University policy, the student will be referred to the Vice President and Dean of Student Affairs for disciplinary action.

Withdrawal Policy: Every student who gets a late "Withdrawal" (past the second week of the semester) from a course has potentially displaced another student from the opportunity to take that course. Therefore, this course will adhere strictly to the University's policy. Students may drop a course before the end of the second week of class using the standard computer system without need for instructor permission. However, course withdrawals past the end of the second week of class will not be allowed without "serious and compelling" reasons that are documented by appropriate medical or other professional authority. A change of work schedule, lack of interest in the material, failing grades, and similar reasons are not going to qualify as reasons to drop the course.

Contact information for Department Chair: If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter. Dr. Samuel Lankford, Department of Recreation Administration, [slankford@csufresno.edu](mailto:slankford@csufresno.edu), 278.2838.

Intellectual Property: All course materials, including but not limited to the syllabus, readings, quiz questions, exam questions, and assignments prepared by the instructor are property of the instructor and University. Students are prohibited from posting course materials online (e.g., Course Hero) and from selling course materials to or being paid for providing materials to any person or commercial firm without the express written permission of the professor teaching this course. Doing so will constitute both an academic integrity violation and a copyright violation. Audio and video recordings of class lectures as well as images of chat or messages shared during course sessions are prohibited unless I give you explicit permission in advance. Students with an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service. Otherwise, recordings of

lectures are included in the intellectual property notice described above. These provisions exist regardless of the modality of the course. That is they apply to in-person, hybrid and online courses.

Student Ratings of Instruction: In the final weeks of the semester, you will be asked to complete a short survey to provide feedback about this class. The primary goal of student ratings is to help your instructor improve the class. Feedback will also be reviewed by the department chair and the college dean. You will be given 15 minutes of class time to complete student ratings. Please offer feedback honestly and thoughtfully. Your participation is appreciated. You can access your student rating surveys and get more information at: <https://sites.google.com/mail.fresnostate.edu/fresno-state-sri/fssri-for-students>.

### **University Policies**

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the University Library, Room 1202 (278-2811).

The following University policies can be found on the web at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Title IX](#)

### **University Services**

The following University services can be found on the web at:

- [Center for Essential Needs \(formerly called Project HOPE\)](#) - Assists students with identifying and accessing essential needs resources that meet each student's unique circumstances.
- [Associated Students, Inc.](#)
- [Students with Disabilities](#)
- [Dream Success Center](#)
- [Library](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [SupportNet](#)
- [Survivor Advocacy](#)
- [Writing Center](#)



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**Re: Request for Consultation: RA 123s Recreation, Leisure & Aging**

1 message

**Jody Hironaka** <jhironak@csufresno.edu>  
To: Helen Miltiades <hmiltiades@mail.fresnostate.edu>  
Cc: Samuel Lankford <slankford@csufresno.edu>  
Bcc: "Hironaka, Jody" <jhironak@csufresno.edu>

Thu, Mar 21, 2024 at 4:38 PM

Helen,

Thank you for your thoughtful response. We appreciate your input as we move forward.

Thank you and enjoy the upcoming break!

Jody

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On Wed, Mar 20, 2024 at 8:33 AM Helen Miltiades <hmiltiades@mail.fresnostate.edu> wrote:

Hi Dr. Hironaka-Juteau,  
I'm not sure what type of feedback you're looking for.  
It looks like you are using a standard text for leisure and aging. The content in week 1,2,3,4,5,6, and 12 looks (topic wise) very similar to topics covered in Geron 100. Of course, without a basic foundation in aging concepts/health conditions, it is difficult to teach appropriate recreation and leisure strategies. I would consider this an introductory course to those topics. Having the opportunity to interact with older adults should help students apply the course content and recreation strategies in 'real time.'  
As our population is aging, this course is relevant for students who may encounter older adults in their professional careers.  
Helen

Helen Miltiades, PhD  
Professor of Gerontology  
Fresno State  
Please email for best response

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On Mon, Mar 18, 2024 at 8:34 AM Jody Hironaka <jhironak@csufresno.edu> wrote:

Dear Dr. Miltiades,

Good morning! I hope this email finds you well.

As part of my fall 2023 sabbatical I developed a new course, *Recreation, Leisure & Aging* (RA 123s). I would appreciate your feedback as part of the consultation process. If possible could you please forward comments by the end of this week--Friday, March 22?

Thank you in advance for your time.

--

**Jody H. Hironaka-Juteau, Ed.D.**

Gender pronouns: she/her/hers

**Professor, Department of Recreation Administration****California State University, Fresno****(O) 559.278.2963 (F) 559.278.5267**

April 1, 2024

Dear Dr. Hironaka-Juteau

This letter is to confirm receipt of your book chapters and teaching supplements for the textbook "Managing Parks, Recreation and Leisure Services: An Introduction." The textbook will be published by Sagamore-Venture Publishing, LLC in 2024 or early 2025.

On behalf of the co-authors, thank you for your contributions. If you have any questions, please contact me at [slankford@csufresno.edu](mailto:slankford@csufresno.edu).

Respectfully,



Samuel V. Lankford, Ph.D.  
Chair and Professor

# California Board of Recreation Therapy Certification

*Let it be known that*

**Jody Hironaka-Juteau**

*has fulfilled all requirements duly established by the  
California Board of Recreation Therapy Certification, Inc.  
and is hereby recognized as a*

**Recreation Therapist Certified**



*Susan Van Dyne*

Susan Van Dyne, RTC  
President, CBRTC

2759-T

Certification Number

12/31/2025

Expiration Date

**ATRA****Certified Credits Transcript**

Transcript Created: March 29, 2024

Jody Hironaka-Juteau  
jhironak@csufresno.edu

**TOTAL CREDITS AWARDED**

FROM 01/01/24 TO 03/29/24

Credit Type	Total
CEU	1.9

Adverse Childhood Experiences and Their Impact on Mental Health Across the Lifespan

Radiant Minds: Nurturing Mental Health for All | 2024 Virtual Summit >

Radiant Minds: 2024 Virtual Mental Health Summit | Professional Registration

*Award Date:**02/18/24*

<b>CREDITS</b>	CEU	0.1
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Shell Shocked: Recreation Therapy Interventions for Combat Veteran Trauma

Radiant Minds: Nurturing Mental Health for All | 2024 Virtual Summit >

Radiant Minds: 2024 Virtual Mental Health Summit | Professional Registration

*Award Date:**02/16/24*

<b>CREDITS</b>	CEU	0.1
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Young and Displaced: Recreational Therapy Implications for Refugee Children Populations

Radiant Minds: Nurturing Mental Health for All | 2024 Virtual Summit >

Radiant Minds: 2024 Virtual Mental Health Summit | Professional Registration

*Award Date:**02/16/24*

<b>CREDITS</b>	CEU	0.1
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Sequoia: Therapy Curriculum for Children and Parents

Radiant Minds: Nurturing Mental Health for All | 2024 Virtual Summit >

*Award Date:*

<b>CREDITS</b>	CEU	0.1
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Best Practices for Recreational Therapy in Treating Patients in the LGBTQ+ Community

Radiant Minds: Nurturing Mental Health for All | 2024 Virtual Summit >

Radiant Minds: 2024 Virtual Mental Health Summit | Professional Registration

*Award Date:*

02/15/24

<b>CREDITS</b>	CEU	0.1
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A Journey into Reflective Practice for Professionals

Radiant Minds: Nurturing Mental Health for All | 2024 Virtual Summit >

Radiant Minds: 2024 Virtual Mental Health Summit | Professional Registration

*Award Date:*

02/15/24

<b>CREDITS</b>	CEU	0.1
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Current Community Participation Research in Recreational Therapy

Radiant Minds: Nurturing Mental Health for All | 2024 Virtual Summit >

Radiant Minds: 2024 Virtual Mental Health Summit | Professional Registration

*Award Date:*

02/14/24

<b>CREDITS</b>	CEU	0.15
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Recreational Therapy for Adults with Alcohol Use Disorder in an Inpatient Treatment Program

Radiant Minds: Nurturing Mental Health for All | 2024 Virtual Summit >

Radiant Minds: 2024 Virtual Mental Health Summit | Professional Registration

*Award Date:*

02/14/24

<b>CREDITS</b>	CEU	0.1
----------------	-----	-----

In The Trenches: Avoiding Caregiver Burnout and Protecting Against Emotional Distress

Radiant Minds: Nurturing Mental Health for All | 2024 Virtual Summit >

Radiant Minds: 2024 Virtual Mental Health Summit | Professional Registration

*Award Date:*

02/13/24

<b>CREDITS</b>	CEU	0.1
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Supporting Leisure Access and Participation for Gender Diverse Youth through Affirming Interventions and Care

[Radiant Minds: Nurturing Mental Health for All | 2024 Virtual Summit >](#)

[Radiant Minds: 2024 Virtual Mental Health Summit | Professional Registration](#)

*Award Date:*

*02/13/24*

**CREDITS**

CEU

0.15

Mental Health in the College Classroom: What Can Recreational Therapy Do?

[Radiant Minds: Nurturing Mental Health for All | 2024 Virtual Summit >](#)

[Radiant Minds: 2024 Virtual Mental Health Summit | Professional Registration](#)

*Award Date:*

*02/10/24*

**CREDITS**

CEU

0.1

Managing Inappropriate Sexualized Behaviors in Health Care: Reducing the Risk of Harm to Mental Health Professionals

[Radiant Minds: Nurturing Mental Health for All | 2024 Virtual Summit >](#)

[Radiant Minds: 2024 Virtual Mental Health Summit | Professional Registration](#)

*Award Date:*

*02/10/24*

**CREDITS**

CEU

0.1

Using Beekeeping and Mindfulness to Improve Mental Health and Well-Being in Veterans

[Radiant Minds: Nurturing Mental Health for All | 2024 Virtual Summit >](#)

[Radiant Minds: 2024 Virtual Mental Health Summit | Professional Registration](#)

*Award Date:*

*02/10/24*

**CREDITS**

CEU

0.1

Say the Word: Suicide. Understanding How Recreation Therapy is Suicide Prevention

[Radiant Minds: Nurturing Mental Health for All | 2024 Virtual Summit >](#)

[Radiant Minds: 2024 Virtual Mental Health Summit | Professional Registration](#)

*Award Date:*

*02/10/24*

**CREDITS**

CEU

0.1

Using Principals of Positive Psychology in Recreational Therapy Practice to

## Help Patients Move Towards Recovery

Radiant Minds: Nurturing Mental Health for All | 2024 Virtual Summit &gt;

Radiant Minds: 2024 Virtual Mental Health Summit | Professional Registration

*Award Date:*

02/10/24

**CREDITS**

CEU

0.15

## HeartMath Resilience Techniques for Personal Use and Clients

Radiant Minds: Nurturing Mental Health for All | 2024 Virtual Summit &gt;

Radiant Minds: 2024 Virtual Mental Health Summit | Professional Registration

*Award Date:*

02/10/24

**CREDITS**

CEU

0.15

Keynote: Beyond the Bear: How I Learned To Live and Love Again After Being  
Blinded By a Bear

Radiant Minds: Nurturing Mental Health for All | 2024 Virtual Summit &gt;

Radiant Minds: 2024 Virtual Mental Health Summit | Professional Registration

*Award Date:*

02/09/24

**CREDITS**

CEU

0.1

**September 23, 2022**

**Memorandum**

**To:** Sabbatical Review Committees

**From:** Dr. Jody Hironaka-Juteau, Professor  
Department of Recreation Administration

**Subject:** Sabbatical Leave for Fall, 2023

I am excited to forward my application for sabbatical leave for 2023-24. I recognize I am several cycles overdue, however, this is not from a lack of interest or initiative. To the contrary, the gap of nearly 20 years is a direct result of my last sabbatical (fall 2004) which prioritized, among other things, leadership development training in preparation to serve the department, college, university, and broader campus community more fully. Over the years, it has been my honor to serve as department chair, associate dean, and dean. However, such responsibilities did not provide opportunity for sabbatical leave.

Now that I am in a faculty role again, it is with continued commitment to advance the mission of Fresno State that I respectfully request sabbatical leave for fall 2023 to have dedicated time to focus on key projects in the areas of teaching, scholarly/creative activity, and professional growth. The following sections outline three specific projects I will undertake during the leave, the related objectives, as well as the expected benefits to the university. Included are anticipated timelines which reflect how the proposed work will be accomplished during the one semester leave. Note: Should department priorities necessitate, I am open to a spring semester sabbatical.

**Project #1 – Course Development**

Objectives

a) greater command of subject matter; b) accomplish a shift in areas of academic emphasis; c) leading to improved curricula; f) travel with a well-defined professional or scholarly objective

Description

California is one of the fastest growing states in total population in the U.S. It is expected to grow between 2010 to 2060 by 30%, an increase of 11.7 million (California Department of Aging, 2022). By 2030, adults 60 and over will comprise 30% of the population in California, a state that has the second highest average life expectancy at 81.9 years (California Department of Aging Governor's Master Plan for Aging, 2021). While these might be points of pride, it is imperative to consider what this means to our region and the impact it has on our community. To ensure we prepare students to meet the changing demographics and needs of our region and beyond, it is vital to continue to revise and strengthen our curriculum. As such, this project will



result in the creation of a course designed to meet the recreation and leisure needs of older adults. This project will have a significant impact to the community due to the increase in the aging population. Consider the following:

- The population aged 60 and older in California is expected to grow three times as fast as the total population, an overall increase of 166% by 2060. Moreover, for some regions of the state the percentage increase of population aged 60 and older will exceed this rate, including Fresno County (170.00%), Kern County (192.45%), Madera County (187.44%), Merced County (211.01%), Tulare County 174.51%, just to name a few (California Department of Aging, 2022).
- The population aged 85 and older will see higher growth rates. According to California Department of Aging, “the influence of the 85 and over age group on California will emerge most strongly between 2030 to 2040 as the first of the baby boomers reach 85 years of age” (2022). Within our region, the percentage increase of population for this age group is striking including, Fresno County (350.19%), Kern County (409.36%), Madera County (455.41%), Merced County (474.12%), Tulare County (382.45%) (California Department of Aging, 2022).
- The *Governor’s Master Plan for Aging* and the *California 2021-2025 Older Americans Act State Plan on Aging* both convey the pressing needs of our citizenry, and specifically highlight the importance of optimizing health, quality of life, and increasing life satisfaction as we age.

To address this critical need, this project will result in the creation of an upper division course in recreation, leisure, and aging. This will be a required course in Community Recreation, Youth, and Senior Services, and an elective option for other recreation majors (i.e., Special Events and Tourism, Sports and Entertainment Facility Management) and non-recreation majors.

The High Impact Practice of service-learning will be an integral component of the course. Service-learning will deepen students’ understanding of what they are learning as well as support persistence and time to graduation (American Association of Colleges and Universities, 2022). To prepare for the “S” designation, the sabbatical includes travel to a variety of agencies serving older adults across the continuum—from well seniors in the community, to individuals requiring care in nursing homes. The visits will inventory key components (i.e., structure, recreation programs, relevant issues/concerns addressed in recreation programs; opportunities for service-learning and internship). Inventory materials will be developed in collaboration with Dr. Brandon Taylor, who coordinates the Community Recreation, Youth, and Senior Services option. Dr. Taylor will visit aging agencies serving seniors in municipalities and community benefit organizations in the region and across the state. I will inventory the same at Continuing Care Retirement Communities (CCRC), assisted living, and skilled nursing facilities. Note: Dr. Taylor’s contribution to the project will be exclusive to this travel component as it aligns with other planned agency visitation.

Findings will be used to develop the course syllabus and instructional materials. The project will also include preparation of requisite materials for curriculum review. These will be submitted to

the department review committee by December 2023. The course will be shepherd through the review and approval process during the spring semester.

### Benefit to University

This project will support the pipeline growth of diverse workers with skills to meet the changing needs of the region and facilitate connection between students and businesses serving older adults as it will be a service-learning course. The shift in curricular focus reflects the ongoing commitment of the Department of Recreation Administration to be a critical partner in the economic growth of the region.

### Timeline

Aug. 2023	<ul style="list-style-type: none"> <li>• Develop materials to inventory aging agencies</li> <li>• Visit aging agencies – Continuing Care Retirement Community (CCRC), assisted living, skilled nursing</li> <li>• Request and review potential textbooks in recreation, leisure, and aging</li> </ul>
Sept. 2023	<ul style="list-style-type: none"> <li>• Visit aging agencies – CCRC, assisted, skilled (continued)</li> <li>• Select course textbook</li> <li>• Develop course syllabus</li> </ul>
Oct. 2023	<ul style="list-style-type: none"> <li>• Summarize findings from visits to aging agencies</li> <li>• Develop course syllabus (continued)</li> </ul>
Nov. 2023	<ul style="list-style-type: none"> <li>• Finalize course syllabus</li> <li>• Develop instructional materials</li> <li>• Prepare materials for curriculum approval (e.g., budgetary analysis, “S” designation)</li> </ul>
Dec. 2023	<ul style="list-style-type: none"> <li>• Develop instructional materials (continued)</li> <li>• Submit course for curriculum review and approval</li> </ul>
Spring, 2024	<ul style="list-style-type: none"> <li>• Shepherd course through curriculum approval process</li> </ul>

### **Project #2 – Ancillary Materials for Textbook and Class**

#### Objectives

a) greater command of subject matter; c) improved curricula; e) creative activities in one’s professional field or a closely related field

#### Description

In 2022 Dr. Sam Lankford and I co-edited “Interprofessional Collaboration in Parks, Recreation and Human Services: Theory and Cases” published by Sagamore-Venture as an e-book. While there are advantages of e-books (i.e., cost, accessibility, ease in making revisions), they can present challenges to individuals who may struggle with navigating the on-line environment or simply prefer to cross-reference several chapters at a time, flipping back and forth while planning lectures, learning activities, or selecting appropriate reading. Although the table of contents can provide some help, the creation of ancillary materials for instructors would provide

additional options for support. This project will focus on the development of student-oriented tasks for various sections of the text.

This project will also focus on the creation of ancillary materials for RA 179: Supervision and Administration in Recreation, Parks, and Tourism. Case studies will be developed for use in various course modules. Consideration will be given to the different emphases in the major to ensure representation.

### Benefit to University

This project extends faculty scholarship in interprofessional collaboration and supports commitment to ongoing instructional improvement. Together, these bring further recognition to Fresno State as an institution that values the scholarship of teaching, research, and service.

### Timeline

Aug. 2023	<ul style="list-style-type: none"> <li>Review IPC textbook and develop outline of targeted chapters/sections for student-oriented tasks</li> <li>Draft format for IPC student-oriented tasks</li> </ul>
Sept. 2023	<ul style="list-style-type: none"> <li>Develop descriptions of IPC student-oriented tasks</li> </ul>
Oct. 2023	<ul style="list-style-type: none"> <li>Review RA 179 course modules and develop outline of targeted topics for case studies</li> <li>Draft format for RA 179 case studies</li> </ul>
Nov. 2023	<ul style="list-style-type: none"> <li>Develop RA 179 case studies</li> </ul>
Dec. 2023	<ul style="list-style-type: none"> <li>Finalize descriptions of IPC student-oriented tasks and submit to publisher</li> <li>Revise RA 179 lesson plans with case studies</li> </ul>

### **Project #3 – Professional Certification**

#### Objectives

e) creative activities in one's professional field or a closely related field; f) travel with a well-defined professional or scholarly objective

#### Description

Maintaining professional certification is critical to preparing the next generation of recreation therapists who will serve the Central Valley and beyond. Certification by the National Council on Therapeutic Recreation Certification (NCTRC) conveys to employers and the public that the Certified Therapeutic Recreation Specialist (CTRS) has met and continues to meet the professional requirements to be a qualified provider of recreation therapy services. The California Board of Recreation and Parks Certification (CBRPC) provides the state level Recreation Therapist Certification (RTC). As educators, we serve as role models to students regarding the responsibility to maintain active certification and the importance of holding dual certification. Due to competing priorities while serving as associate dean, I was not able to meet

the recertification deadline for the state level RTC. This project will include seeking reinstatement of my state certification. It will also include attendance at the American Therapeutic Recreation Association's annual conference to earn continuing education credit. This will ensure recertification for both state and national certifications in future cycles.

### Benefit to University

This project recognizes the importance of professional certification and the critical role that faculty play in modeling professionalism to students. This project will support career success after graduation.

### Timeline

Aug. 2023	<ul style="list-style-type: none"> <li>• Register for ATRA Annual Conference</li> <li>• Contact CBRPC and initiate process for RTC renewal</li> </ul>
Sept. 2023	<ul style="list-style-type: none"> <li>• Attend ATRA Annual Conference</li> <li>• Identify content to integrate into RA courses</li> </ul>
Oct. 2023	<ul style="list-style-type: none"> <li>• Update content in RA courses as appropriate</li> <li>• Prepare materials for RTC renewal</li> </ul>
Nov. 2023	<ul style="list-style-type: none"> <li>• Submit materials for RTC renewal</li> </ul>

I value the opportunity to submit this request for sabbatical leave. Acceptance of this proposal will serve to expand and support my teaching, scholarship, and professional growth, and will benefit the university and community in impactful ways. Should you have questions regarding this request, please feel free to contact me.

### References

American Association of Colleges and Universities. (2022). *Trending Topics: High Impact Practices*. <https://www.aacu.org/trending-topics/high-impact>

California Department of Aging (January 2021). *Governor's Master Plan for Aging*, California Department of Aging.

California Department of Aging (2021). *California 2021-2025 Older Americans Act State Plan on Aging*, California Department of Aging.

California Department of Aging. (2022). *Facts About California's Elderly*. [https://www.aging.ca.gov/Data\\_and\\_Reports/Facts\\_About\\_California's\\_Elderly/](https://www.aging.ca.gov/Data_and_Reports/Facts_About_California's_Elderly/)

Hironaka-Juteau, J.H., & Lankford, S.V. (Eds.). (2022). *Interprofessional collaboration in parks, recreation and human services: Theory and cases*. Urbana, IL: Sagamore-Venture Publishing.

MEMORANDUM

Date: August 30, 2023

To: Xuanning Fu, Provost and Vice President for Academic Affairs fu

From: Kara Zografos, Acting Dean, College of Health and Human Services KZ

Re: Amended Proposal for Sabbatical Leave (Fall 2023): Dr. Jody Hironaka-Juteau

Please accept this memorandum as documentation of my approval of Dr. Hironaka-Juteau's amendment to her original sabbatical leave proposal. Initially, she proposed to produce ancillary materials for a textbook and for a class. Now, she intends to be co-author of the textbook *Managing Recreation, Parks, and Leisure Services, 5<sup>th</sup> Edition* and she will be developing a teaching manual. She will also be attending the American Therapeutic Recreation Association's annual conference virtually instead of in-person due to California's travel ban. Please contact me at [kzografos@mail.fresnostate.edu](mailto:kzografos@mail.fresnostate.edu) or 559-278-5988 with any questions. Thank you.