Spring 2026 TLS Grad Schedule

Spring 2026 TLS Graduate Course Schedule

	Monday	Tuesday	Wednesday	Thursday	Saturday
9:00 am - 11:00 am					TLS 597R Action Inquiry Workshop (Rick Orozco)
11:00 am - 1:00pm					TLS 549 Transformative Ethnic Studies (Curtis Acosta) Distance section offered
4:15- 6:45pm	TLS 641 Immigration and Education (Mary Carol Combs)	TLS 518 Participatory Action Research (Ashley Dominguez) TLS 595 Banned Books and the Politicization of Schools and Libraries (Desirée Cueto) Distance section offered	TLS 504 Language, Culture and Society (Sheilah Nicholas)		
7:00- 9:30pm		TLS 576 Action Inquiry in Classrooms and Communities (Kathy Short) Distance section offered TLS 602 Dissertation Proposal Design	TLS 696 Advanced Qualitative Analysis (Cindy Cruz)	TLS 640 Social Justice and Equity as a Framework for Education (Julio Cammarota)	

Seven Week, First Session (1/14/2026 - 3/6/2026)

Online

SRL 501

Modern Perspectives on Recreation and Sport
(Matt Ostermeyer)

Distance section offered
enrollment opens 12/1 if space is available

SRL 505

Measuring Policy Impacts in Sport and Recreation Settings
(Jesse Stipek)

Distance section offered
enrollment opens 12/1 if space is available

SRL 508

Planning Community Events and Recreation Programs (Jasmine Mayes-Browning) enrollment opens 12/1 if space is available

TLS 555

Universal Design for Learning (UDL) Meets User Experience (UX)
(Melody Buckner)

Distance section offered

Seven Week, Second Session (3/16/2026 - 5/6/2026)

Online

TLS 590

National Parks, Preserves, and Heritage Sites: The World's Largest Classrooms
(Stephen Arnold)

Distance section offered

SRL 506

Finance and Promotion in Sport
(Xingxing Wu)

Distance section offered
enrollment opens 12/1 if space is available

SRL 507

Theory and Practice of Coaching (Jesse Stipek) enrollment opens 12/1 if space is available

Additional course details can be found in UAccess: https://studentcenter.arizona.edu/app/ui/academics/class-search

Course Descriptions

Mondays 4:15-6:45pm

TLS 641 Immigration and Education

Instructor: Mary Carol Combs

Course Description:

Addresses the dynamics of immigration and its consequences for education. An introduction to issues and research in immigration and education, with the goal of learning about the multiple aspects and relationships of these complicated phenomena. We will focus on the theoretical contributions of critical refugee scholarship which, rather than constructing refugees as uprooted from their roots and dependent on the political and social largesse of the nation-state, argues that "the existence of the displaced refugee, rather than the rooted citizen provides the clue to a new politics and model of international relations" (Espíritu, 2014, p. 11).[1] We will also explore these issues through art, music, literature, and poetry, focusing on narratives of migration and movement, pain and resilience, and visual and sound expressions of resistance, alienation, memory, and hope. Multimodal explorations of migration across geographical, linguistic, cultural, and emotional spaces deepen our understanding of global migration. An arts-based approach augments more conventional research "treatments" of communities and peoples undergoing internal and external displacement. The latter orientation is inadequate in describing the human suffering brought about by global mass movement. Thus, a process that pushes us to think both theoretically and emotionally through art moves us from stoic to more activist interpretations of the migration phenomenon.

[1] Espiritu, Y.L. (2014). Body counts: The Vietnam War and militarized refuge(es). University of California Press.

Tuesdays 4:15-6:45pm

TLS 518 Participatory Action Research

Instructor: Ashley Dominguez

Course Description:

This graduate student-driven collaborative will be very different than others of its kind. The implementation of an approach known as Participatory Action Research (PAR) is at the core of this

effort, which will give students the chance to take a hands-on and rigorous approach to actually attempt to solve existing social and economic problems within schools and communities. PAR is an iterative process in which a research collaborative focuses the investigation on the social worlds within their own schools and communities to address inequities and bring about social justice. Two decades of research have demonstrated the effectiveness of utilizing PAR for student learning, engagement, and innovative, creative solution-building.

TLS 595 Banned Books and the Politicization of Schools and Libraries

Instructor: Desirée Cueto Course Description:

This course takes an abolitionist approach to understanding book banning and politically driven laws and policies regarding schools and libraries. Students will be invited to consider issues through the perspectives of those most directly affected by efforts to ban books for youth, including: educators and librarians who find themselves navigating an educational landscape, particularly in certain states, characterized by escalating punitive measures and an emphasis on surveillance; children who are witnessing a depletion of books from their library shelves that previously encompassed and resonated with their identities and experiences; authors, whose literary creations are being specifically targeted; the majority of parents, who are seeking to cultivate an educational environment that fosters curiosity, exploration, and access to a diverse range of reading materials.

Tuesdays 7:00-9:30pm

TLS 576 Action Inquiry in Classrooms and Communities

Instructor: Kathy Short Course Description:

This online course focuses on the action research strategies used by educators to engage in systematic and intentional inquiry around critical issues and questions within their classroom and community contexts. Includes an action research project and report. We will explore research strategies used in qualitative and ethnographic research, but with a specific focus on the issues and adaptations involved when these strategies are used by educators in their own settings. Class members will each decide on a question they want to explore in their setting and teaching, and each week we will discuss a specific aspect of action research in our online class meetings. Each of us will try out this strategy and bring some data to share in small breakout groups the following week. We will go through the action research process step by step, a module each week, so the process will be supported across the semester in our on-line class meetings. Our readings will be about action research strategies and action research articles by educators. We will also talk about how to write an action research report.

TLS 602 Dissertation Proposal Design

Instructor: Ashley Dominguez

Course Description:

Examination of qualitative, quantitative, and/or mixed methods approaches to the design of a doctoral dissertation proposal for teaching and teacher education.

Wednesdays 4:15-6:45pm

TLS 504 Language, Culture, and Society

Instructor: Sheilah Nicholas

Course Description:

A critical exploration of the ways in which language and culture shape, and are shaped by, education in and out of school, particularly related to power dynamics at multiple levels of society.

Wednesdays 7:00-9:30pm

TLS 696 Advanced Qualitative Analysis

Instructor: Cindy Cruz Course Description:

This course will focus on approaches to the analysis of qualitative data. It is designed for students who have a set of qualitative data they will work through in analyzing for their own research and experience with qualitative field research methods (introductory coursework or project experience). The principal aims of the course are to: (1) enable you to make informed and well-documented choices regarding the analysis of qualitative data – that is to establish a "transparent path of inference" in your analysis and writing; and (2) explore a range of analysis strategies, techniques and tools. The course has two primary strands. The reading strand will introduce readings about qualitative analysis that delve into methodological issues and ethics; epistemologies and standpoints; technical aspects of various approaches to qualitative analysis (theming and coding, analytic memos, Interpretive analysis); the problems of positivism in qualitative research; the issue of power in research settings; and issues related to the writing and presentation of qualitative research. We will also explore examples of published qualitative analysis for their methodological and presentation choices.

Thursdays 7:00-9:30pm

TLS 640 Social Justice and Equity as a Framework for Education

Instructor: Julio Cammarota

Course Description:

Critical issues in multicultural education, focusing on culture, language, power, and identity, with application to the creation of more just and equitable educational systems.

Saturdays 9:00am-11:00am

TLS 597R Action Inquiry Workshop

Instructor: Rick Orozco Course Description:

The practical application of theoretical learning within a group setting and involving an exchange of ideas and practical methods, skills, and principles.

Saturdays 11:00am-1:00pm

TLS 549 Transformative Ethnic Studies Teaching

Instructor: Curtis Acosta Course Description:

This course is designed to describe and analyze K-12 school Ethnic Studies teaching. Through critical reflection around issues of race, gender, class, language, culture, ethnicity, and the discourse of whiteness in schooling, the transformational potential of Ethnic Studies teaching will be investigated. The course will examine Ethnic Studies pedagogical strategies rooted in Indigenous Meso-American epistemologies that were the framework for the highly successful Mexican American Studies program in Tucson, Arizona. In addition, students will identify, apply and share humanizing practices in their classroom engagement of Ethnic Studies through critical praxis, in building curriculum lessons and units aligned to Ethnic Studies tenets. Embodying an equity literacy lens as its foundation in the critique of schooling and teaching, the course will draw upon analyses of empirical and theoretical literature, as well as conceptual self-reflection. Furthermore, students will experience how to cultivate a classroom culture that will support the development of student critical thought, analysis and action beyond required standards.

Online

SRL 501 Modern Perspectives on Recreation and Sport

Instructor: Matt Ostermeyer

Course Description:

The course will examine current topics and issues within the sport and recreation environment from a variety of perspectives including philosophy, sociology, psychology, public health, education, as well as economics/business. Students will engage with current research and debates related to the role of recreation and sport in society, with a focus on potential implications for leaders and policy-makers in these fields.

SRL 505 Measuring Policy Impacts in Sport and Recreation Settings

Instructor: Jesse Stipek Course Description:

This course is designed to equip students with the knowledge and skills necessary to evaluate and assess sport and recreation organizations through strategic data collection and analyses. We will explore various methods and tools used to evaluate policies, programs, and services to determine if institutional goals, participant needs, desired community impacts, and stakeholder expectations are being met. There will be a focus on the process of policy development and implementation, as well as the related real-world impacts on individuals and communities.

SRL 508 Planning Community Events and Recreation Programs

Instructor: Jasmine Mayes-Browning

Course Description:

Students in this course will gain broad knowledge about event planning and programming techniques that can apply to a variety of fields, including recreation, sport, education, non-profit and community sectors. Specific topics to be covered include: assessing organizational needs, developing goals and objectives, venue and space considerations, budgeting, marketing, registration, staff and volunteers, risk management, and evaluation. Issues related to access and inclusion will be highlighted as well. Importantly, students in this course will also develop related "real-world" skills through experiential learning.

TLS 555 Universal Design for Learning (UDL) Meets User Experience (UX)

Instructor: Melody Buckner

Course Description:

This course introduces the theoretical and practical foundations of Universal Design for Learning (UDL) as applied to virtual learning environments through the perspective of user experience (UX). Students engage with advanced concepts that connect UDL and UX frameworks to the design, development, and evaluation of digital learning systems. Students will examine how

learners interact with digital systems, evaluate how design decisions influence engagement and comprehension, and consider emerging issues relevant to instructors, designers, and learners in the digital age. The course explores digital pedagogy from multiple viewpoints, including the roles of instructor, designer, and learner, and addresses strategies to enhance the effectiveness and coherence of virtual learning environments. Through scholarly inquiry, applied projects, and a culminating case study, students synthesize research and practice to propose evidence-based strategies for improving the design and implementation of virtual learning environments in higher education and professional contexts.

TLS 590 National Parks, Preserves, and Heritage Sites: The World's Largest Classrooms

Instructor: Stephen Arnold

Course Description:

World heritage sites, national parks, and the other natural and historic preserves and reserves represent mosaics of cultural and natural heritage, universally shared human experiences, personal restorative connection, compelling stories of identity, recreation, research, and vast experiential learning environments. Many of the sites also signify systematic human violence, displacement, subjugation, inequity, dispossession, exploitation, controversy, and environmental destruction. Reconciling these paradoxes with their own personal identity, students in this class will explore the historic, scientific, social, symbolic, recreational, natural, environmental, artistic, and cultural heritage and values that make these places unique global "classrooms" drawing over one billion visitors worldwide. Students will critically analyze the significance of heritage sites from multiple perspectives via documentary film analysis, visitor use pattern analysis, exploratory research, personal experience, interviews, peer-reviewed sources, and popular media. Throughout this process students will present their findings with multiple formats, which may include research papers, mini-documentary film productions, podcasts, or other multimedia presentations as assigned by the instructor.

SRL 506 Finance & Promotion in Sport & Recreation Organizations

Instructor: Xingxing Wu

Course Description:

Students in this course will gain insights into strategic decision-making, financial planning, and promotional tactics in the sport and recreation industries. Through case studies and real-world examples, students will develop practical leadership skills related to budgeting, fundraising, marketing, branding, and sponsorships. Students will also develop an understanding of the financial mechanisms driving different types of sport and recreation organizations, along with the intricacies of marketing strategies to engage fans, sponsors, participants, the community, and other stakeholders. By the end of the course, students will emerge equipped with the knowledge and tools to navigate the complex interplay between marketing and finance in a continually evolving field.

SRL 507 Theory and Practice of Coaching

Instructor: Jesse Stipek Course Description:

This course will explore the sociocultural context of coaching in the United States and look at trends in coaching across time. Other topics to be covered include coach/athlete relationships, motivational factors, leadership styles, "off-the-field" matters, preparation, planning and organization, inclusivity and issues related to diversity, risk management, discipline, plus team captains and team dynamics. Students will develop personal coaching philosophies and a comprehensive handbook by the end of the semester.