

## New Proposal

Date Submitted: 07/26/23 2:30 pm

# Viewing: : **Inclusive by Design in Recreation, Sport, and Tourism, CERT (online)**

Last edit: 10/19/23 1:34 pm

Changes proposed by: Liza Berdychevsky

### In Workflow

1. **U Program Review**
2. **1714 Committee Chair**
3. **1714 Head**
4. **KY Committee Chair**
5. **KY Dean**
6. **University Librarian**
7. **Grad\_College**
8. **COTE Programs**
9. **Provost**
10. **Senate EPC**
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI

### Approval Path

1. 08/02/23 8:42 am  
Donna Butler  
(dbutler):  
Approved for U  
Program Review
2. 08/10/23 4:05 pm  
Liza Berdychevsky  
(lizabk): Approved  
for 1714  
Committee Chair
3. 08/11/23 12:49  
pm  
Andrea Anderson-  
Holmes  
(semiche):  
Approved for 1714  
Head
4. 08/11/23 12:50  
pm

- Robbin King  
(rlking10):  
Approved for KY  
Committee Chair
- 5. 08/12/23 12:24  
am  
Carla Santos  
(csantos):  
Approved for KY  
Dean
- 6. 09/01/23 2:06 pm  
Claire Stewart  
(clairest):  
Approved for  
University  
Librarian
- 7. 10/05/23 11:03  
am  
Allison McKinney  
(agrindly):  
Approved for  
Grad\_College
- 8. 10/05/23 1:17 pm  
Suzanne Lee  
(suzannel):  
Approved for  
COTE Programs
- 9. 10/12/23 10:15  
am  
Brooke Newell  
(bsnewell):  
Approved for  
Provost

## Proposal Type

Proposal Type:  
Major (ex. Special Education)

## Administration Details

|                       |   |
|-----------------------|---|
| Official Program Name | Inclusive by Design in Recreation, Sport, and Tourism, CERT (online)          |
| Diploma Title         | Graduate Certificate in Inclusive by Design in Recreation, Sport, and Tourism |
| Sponsor College       | Applied Health Sciences   |
| Sponsor               | Recreation, Sport & Tourism   |

Department

Sponsor Name Liza Berdychevsky

Sponsor Email lizabk@illinois.edu

College Contact Carla Santos

College Contact  
Email

csantos@illinois.edu

College Budget Elizabeth A. Clawson  
Officer

College Budget clawson@illinois.edu  
Officer Email

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

Liza Berdychevsky

Does this program have inter-departmental administration?

No

## Proposal Title

Effective Catalog Fall 2023  
Term

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberals Art and Sciences, include the Graduate College for Grad Programs)

Establish the Campus Graduate Certificate in Inclusive by Design in Recreation, Sport, and Tourism in Applied Health Sciences and the Graduate College

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

## Program Justification

Provide a brief justification of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates, when appropriate.

Building an inclusive community is done by design in a deliberate and purposeful fashion. The certificate will challenge students and practitioners to re-envision park, recreation, sport, and tourism operations in ways that incorporate practices for inclusive and universal design. It will offer a unique and increasingly, industry expected, skillset to sport, tourism, and recreation specialists who will be well-equipped to design and deliver programs, services, and facilities (both built and natural areas) at a more competitive, inclusive, and sustainable level.

The proposed certificate is in recognition of an identified need and opportunity for growth at the graduate level. As our market analysis shows, between September 2016 and April 2021, there were 143,710 total job postings for specialists in inclusion and recreation programming, of which 38,401 were unique. They were primarily located in the states of Washington, California, New York, Colorado, and North Carolina. Almost half (44%) required a minimum of Bachelor's degree and 21% of Master's degree. The top industries where specialists in inclusion and recreation were employed included education, public administration, and health care and social assistance. It is evident that addressing racial equity, racial injustice, diversity and inclusion in all RST fields is an important topic and, in order to be set for success, RST students need to understand it, be able to address it, learn how to include it and be active partners with it.

A recent report from the NCAA stated that: "Redressing racial equity and racial injustice in college sports must be an ongoing priority and area for investment, not only for the NCAA but for every institution, every college president, every [a]thletic [d]irector, every coach, every athletic program staff member, every [f]aculty [a]thletic [r]epresentative, and every university diversity and inclusion officer."

<https://www.insightintodiversity.com/athletic-departments-bring-diversity-and-equity-officers-aboard-to-improve-the-culture-of-college-sports/>

National Recreation and Park Association is also leading the way with DEI efforts in not only staff hiring and training but also diversifying the offerings of programs and park participation. <https://www.nrpa.org/parks-recreation-magazine/2021/june/diversity-equity-and-inclusion-in-parks-and-recreation/>

Tourism is also working to offer new programs and services through staff trainings, accessibility guides, etc. <https://www.responsibletravel.org/blog/why-diversity-equity-and-inclusion-matters-to-center-for-responsible-travel/>

Students who complete this certificate will obtain the necessary competencies required by their future employers in the recreation, sport and tourism industry.

The College of AHS and the Department of RST are particularly well-positioned to address this growing need and demand for education in inclusive design, planning and management of RST facilities, attractions, and experiences. The College of AHS and the Department of RST have a long-standing tradition of research and advocacy for the rights of people with disabilities and other marginalized groups. The College of AHS has been engaged with issues of accessibility for the past 80 years. In addition, the Department of RST is home to four laboratories – the Diversity Research Lab, the

Health and Wellness Lab, The Parks, Communities, Health Research Group, and Sport + Development Lab who research issues related to accessibility and inclusion and would be appropriate training grounds to connect professional students with research issues and policy tied to recreation, sport and tourism from an evidence-based approach. In designing and delivering the certificate, the RST will leverage and capitalize on teaching, public engagement, and scholarly synergies among RST and campus faculty in complementary areas and units such as Music, Theater, Architecture, Landscape Architecture, Office of Recreation, Park and Resources, Art and Design (both industrial and graphic design), and the Siebel Center for Design.

The program's objectives are to:

1. Prepare RST practitioners and service providers with an expanded understanding of the critical issues pertaining to accessibility and inclusive design in recreation, sport, and tourism.
2. Provide RST practitioners with specific design, policy, legal, programmatic, and managerial tools promoting an all-inclusive approach in recreation, sport, and tourism.
3. Develop RST practitioners critical philosophical, analytical, and practical skills and appreciation of diversity to promote an all-inclusive approach in recreation, sport, and tourism.

## Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program?

No

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

*Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.*

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

At the completion of the Inclusive by Design in RST Certificate, students will demonstrate the following:

1. Understand and explore the fundamental differences between accessibility, universal design, and inclusive design.
2. Learn about and expand knowledge of universal design as it relates to an all-inclusive approach to various management and design areas in recreation, sport, and tourism (i.e., facility design, adaptive equipment, programming/events, laws and standards, policies and procedures, communication methods and workplace culture)
3. Explore the varying types of identities involved in the management of and participation in recreation, sport, and tourism (e.g., user identities spanning across different religious backgrounds, varying levels of visible and invisible [dis]ability, age, different race/ethnicity and cultural backgrounds, gender identities, sexual orientations, body sizes, and veteran experiences)
4. Critically analyze adaptive plans and resources of recreation, sport, and tourism organizations
5. Critique components of inclusive design of recreation, sport, and tourism organizations
6. Understand the importance of staff training and development to foster inclusive facility and programming
7. Examine professional protocol and staff attitudes for inclusivity, including adapting planning processes and ongoing development of inclusive principles
8. Identify and analyze major issues and trends facing professionals in the field of parks, recreation, sport, and tourism.
9. Better understand causes (e.g., social, political, economic, environmental) and consequences of trends and issues in the field of recreation, sport, and tourism.
10. Synthesize park design theory and real-world applications.
11. Develop skills in conducting critical case analyses pertaining to the management of RST organizations
12. Appreciate and understand how to lead organizational change and its value to the management of RST organizations.

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

The certificate learning objectives will be assessed through formative, intermediate, and summative assessments. Informal formative assessments will be conducted prior to/at the beginning of the courses to assess the students' professional needs, goals, and existing levels of knowledge to inform the required depth and the foci of the covered content. The intermediate assessment will be conducted about half-way through the semester to see if the course design, content, and assignments meet the students' expectations and to identify the ad-hoc, immediate areas for improvement. The instructors may choose to conduct an anonymous survey for the intermediate assessment or to have a class discussion of these matters with their students, depending on the class rapport and the instructors' preferences. The end of course summative assessments will take place in the form of exams and/or comprehensive projects. At the end of each academic year, the Graduate Committee and the faculty involved in teaching the certificate courses will examine the outcomes of summative assessments to determine the extent to which students are meeting learning outcomes for each course as well as for the certificate overall. In addition, student ratings for each course and for each course instructor will be reviewed. The department will also track student completion rates for courses and for the certificate. A survey of certificate alumni will be conducted upon completion of the certificate and one year afterward to measure how effectively students were able to apply knowledge and skills from the certificate courses in their professional contexts. These metrics will then be used to make changes to the certificate courses.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Passing scores in each of the courses included in the certificate and the overall GPA will serve as the evidence of students' achievement of the expectations.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

At the end of each academic year, the Graduate Committee and the faculty involved in teaching the certificate courses will examine the outcomes of summative assessments to determine the extent to which students are meeting learning outcomes for each course as well as for the certificate overall. In addition, student ratings for each course and for each course instructor will be reviewed. The department will also track student completion rates for courses and for the certificate. A survey of certificate alumni will be conducted upon completion of the certificate and one year afterward to measure how effectively students were able to apply knowledge and skills from the certificate courses in their professional contexts. These metrics will then be used to make changes to the certificate courses.

Program  
Description and  
Requirements  
Attach Documents

[Program Description and Requirements.docx](#)

Is the career/profession for graduates of this program regulated by the State of Illinois?

No

## Program of Study

*Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses” (source: <https://www.ibhe.org/assets/files/PublicAdminRules2017.pdf>). For proposals for new bachelor’s degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.*

Attach Program of Study-related information such as sample sequences (for undergraduate programs) or college-level forms. [Program of study.docx](#)  
[A side-by-side comparison of the proposed CERT and the RST MS.docx](#)

Catalog Page Text - Overview Tab

Description of program for the catalog page. This is not official content, it is used to help build the new catalog page for the program. Can be edited in the catalog by the college or department.

The Department of Recreation, Sport and Tourism offers a Graduate Certificate in Inclusive by Design in RST. The fully online certificate provides students and professionals needed educational modules and content focusing on the fundamental principles of inclusive design in contemporary society as related to recreation, sport and tourism; critical issues in parks and recreation management, sport, or tourism; and planning and design of parks or management of RST organizations. The certificate allows students and professionals to surpass the minimum requirements as mandated by accessibility laws via the Americans with Disabilities Act (ADA) and provides them with the necessary knowledge to increase health and wellbeing, social participation, and performance among diverse user groups.

#### Admission

The admission requirements are a minimum grade point average of 3.0 (A = 4.0) for the last two years of undergraduate work and any graduate work completed. International applicants must receive a minimum score on the TOEFL of 103 and on the IELTS a minimum score of 7.5. Students are also required to provide an academic statement of purpose and three letters of reference (at least one should be an academic reference). While the RST 501 is listed as a pre-requisite, this requirement will be waived if the student has not taken this course. Certificate students may be admitted for the fall, spring, or summer semesters.

#### Degree Requirements page

The graduate certificate in Inclusive by Design in RST provides students and professionals needed educational modules and content focusing on the fundamental principles of inclusive design in contemporary society as related to recreation, sport and tourism; critical issues in parks and recreation management, sport, or tourism; and planning and design of parks or management of RST organizations. The certificate allows students and professionals to surpass the minimum requirements as mandated by accessibility laws via the Americans with Disabilities Act (ADA) and provides them with the necessary knowledge to increase health and wellbeing, social participation, and performance among diverse user groups.

Statement for  
Programs of  
Study Catalog

**Graduation Requirements**  
**Minimum Cumulative GPA: 3.0**

**Credit transfer: Not applicable** (the students cannot transfer courses from other programs and institutions to count as a part of the certificate requirements) **Minimum hours required for certificate completion: 12**

Students who have successfully completed this certificate may use the certificate to satisfy the following degree requirements, provided they apply and are admitted to the degree program:  
12 hours of required or supporting coursework of the RST MS degree program.

#### Course List

| Code                    | Title                      | Hours |
|-------------------------|----------------------------|-------|
| Core Coursework:        |                            |       |
| <a href="#">RST 585</a> | Inclusive by Design in RST | 4     |

| Code                                    | Title  | Hours |
|---|--|-------|
| Select one Critical Issues Course from: |  |       |
| <a href="#">RST 502</a>                 | Critical Issues Recreation Mgt                     |       |
| <a href="#">RST 520</a>                 | Critical Issues Sport Mgt                          |       |
| <a href="#">RST 530</a>                 | Critical Issues Tourism Mgt                        |       |
| Select one Option Area Course from:     |  |       |
| <a href="#">RST 588</a>                 | Park Planning and Design                           |       |
| <a href="#">RST 512</a>                 | Managing Recreation, Sport & Tourism Organizations |       |
| Total Credit Hours                      |  | 12    |

Corresponding Degree      CERT Campus Graduate Certificate

## Program Features

Academic Level      Graduate

Does this major have transcribed concentrations?      No

What is the typical time to completion of this program?  
1 year

What are the minimum Total Credit Hours required for this program?  
12

What is the required GPA?      3.0

CIP Code      310101 - Parks, Recreation, and Leisure Studies.

Is This a Teacher Certification Program?  
No

Will specialized accreditation be sought for this program?  
No

## Delivery Method

This program is available:

Online Only - The entire program is delivered online, students are not required to come to campus.

Describe the use of this delivery method:

The certificate courses will be delivered fully online. Courses that will comprise this certificate are part of the RST, MS, either as required or elective coursework.

## Admission Requirements

Desired Effective Admissions Term      Fall 2023

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

The admission requirements are a minimum grade point average of 3.0 (A = 4.0) for the last two years of undergraduate work and any graduate work completed. International applicants must receive a minimum score on the TOEFL of 103 and on the IELTS a minimum score of 7.5. Students are also required to provide an academic statement of purpose and three letters of reference (at least one should be an academic reference). Certificate students may be admitted for the fall, spring, or summer semesters. The credits earned through this certificate can be transferred to the RST MS-online degree if a student chooses to pursue an MS degree.

## Enrollment

Number of Students in Program (estimate)

|                   |   |   |    |
|-------------------|---|---|----|
| Year One Estimate | 5 | 5th Year Estimate (or when fully implemented) | 15 |
|-------------------|---|---|----|

Estimated Annual Number of Degrees Awarded

|                   |   |   |    |
|-------------------|---|---|----|
| Year One Estimate | 5 | 5th Year Estimate (or when fully implemented) | 15 |
|-------------------|---|---|----|

What is the matriculation term for this program?      Fall

## Budget

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?  
No

Additional Budget Information

Attach File(s)      [RST online certificate self-supporting signed approval form.pdf](#)

## Financial Resources

How does the unit intend to financially support this proposal?

Since the courses that will comprise the certificate are already offered in the RST MS-online curriculum, the proposed certificate will have no financial impact on the unit. If course enrollments exceed our expectations, the department will add TA support to course instructors.

Will the unit need to seek campus or other external resources?

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

RST MS-online

Is this program requesting self-supporting status?

Yes

## IBHE

### Degree Program Title and Overview

What is the specific title of the proposed degree program as it would be listed in the IBHE Program Inventory? The name should be what typically is used for similar programs nationally. Provide a short description of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates.

Graduate Certificate in Inclusive by Design in Recreation, Sport and Tourism

The Department of Recreation, Sport and Tourism offers a Graduate Certificate in Inclusive by Design in RST. The fully online certificate provides students and professionals needed educational modules and content focusing on the fundamental principles of inclusive design in contemporary society as related to recreation, sport and tourism; critical issues in parks and recreation management, sport, or tourism; and planning and design of parks or management of RST organizations. The certificate allows students and professionals to surpass the minimum requirements as mandated by accessibility laws via the Americans with Disabilities Act (ADA) and provides them with the necessary knowledge to increase health and wellbeing, social participation, and performance among diverse user groups.

*Illinois Administrative Code: 1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university; B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.*

### Institutional Context

University of Illinois at Urbana-Champaign

Describe the historical and university context of the program's development. Include a short summary of any existing program(s) upon which this program will be built.

Explain the nature and degree of overlap with existing programs and, if such overlap exists, document consultation with the impacted program's home department(s).

Research, teaching, and service within the Department of Recreation, Sport and Tourism at the University of Illinois at Urbana-Champaign aim to understand and promote the development and sustainability of healthy communities and advance the quality of life and well-being of individuals, families, and communities through parks, recreation, sport, and tourism. The "Inclusive by Design in Recreation, Sport, and Tourism" certificate has many courses that count towards the RST MS-online program developed in the Department of RST more than 12 years ago as part of the Global Campus initiative. The RST MS-online is a 36-hours degree designed to increase the knowledge base of working professionals in the recreation, sport, and tourism industry. In 2021-2022, the MS-online program enrolled 39 students. Students usually complete their studies within three semesters. The three courses that will comprise the certificate include RST 585 (Inclusive by Design in RST); RST 502 or 520 or 530 (Required Emphasis Area courses in the MS-online curriculum); and RST 588 (Park Planning and Design – an elective course) or RST 512 (a required course in the RST MS-online curriculum). Each of these courses is consistently offered each year which will allow for the completion of the certificate within one academic year. While the RST 501 is listed as a pre-requisite, this requirement will be waived if the student has not taken this course.

There is no overlap between the proposed certificate and other programs or certificates in the field of RST or on the UIUC campus. Currently, there are five certificates offered in the field of recreation sport and tourism in the US and Canada – Recreation and Park Administration Graduate Certificate offered by Missouri State University; Sport, Fitness, & Recreation Management Certificate offered by University of Kentucky; Parks and Recreation Certificate offered by Lasell University; Youth Development Leadership Graduate Certificate offered by Clemson University; and Sport and Recreation Management Graduate Certificate offered by the University of Alberta in Canada. In addition, the Department of Kinesiology and Community Health at UIUC offers an Interdisciplinary Undergraduate Certificate in Health Technology which explores the intersection of technology and human factors in health. None of these certificates, however, focuses on the broadly-defined issues of inclusion in the recreation, sport, and tourism industry. In addition, AHS is offering a certificate in Information Accessibility and Design Program (IADP). Based on the IADP website (<http://iadp.ahs.illinois.edu/>), the IADP certificate targets website developers, programmers, designers, information technology specialists, compliance officers, educators, and disability service providers and focuses on the principles of accessible information and technologies. Conversely, the proposed certificate focuses on a different target population (i.e., recreation, sport, and tourism practitioners) and focuses on very different issues (as reflected in the program objectives and learning outcomes).

University of Illinois

Briefly describe how this program will support the University's mission, focus and/or current priorities.

Demonstrate the program's consistency with and centrality to that mission.

The certificate advances Campus strategic plan goals of diversity, public engagement, and social and behavioral science. It increases the knowledge base of students in the recreation, sport and tourism industry with regards to accommodating the needs of people with disabilities, older adults, people with different gender identities, and members of different racial and ethnic groups, with the ultimate goal of enhancing societal well-being. It prepares students for living in a diverse, globally minded society by offering enriching programming and services.

Discuss projected future employment and/or additional educational opportunities for graduates of this program. Compare estimated demand with the estimated supply of graduates from this program and existing similar programs in the state. Where appropriate, provide documentation by citing data from such sources as employer surveys, current labor market analyses, and future workforce projections. (Whenever possible, use state and national labor data, such as that from the Illinois Department of Employment Security at <http://lmi.ides.state.il.us/> and/or the U.S. Bureau for Labor Statistics at <http://www.bls.gov/>).

The top industries where specialists in inclusion and recreation were employed included education, public administration, and health care and social assistance. It is anticipated that students who graduate with the Certificate in Inclusive by Design in RST will find employment in these sectors, as well as in park districts, sport facilities and programs, or in tourism destination management organizations.

What resources will be provided to assist students with job placement?

Students will be provided with the assistance from the AHS Director of Career Services and Honors Programs - Dr. Tonya Pulley and RST Internship and Engagement Coordinator - Terri Daniels.

If letters of support are available attach them here:

## Comparable Programs in Illinois

*Illinois Administrative Code: 1050.30(a)(6): B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service. For additional information about similar programs, check the Degree Program Inventory on the IBHE website ([https://www.ibhe.org/ProgInv\\_Prog.aspx](https://www.ibhe.org/ProgInv_Prog.aspx)) and review the Notice of Intent website for programs being planned (<http://legacy.ibhe.org/ODA/tracking/NOI/NOISearch.asp>).*

Identify similar programs and sponsoring institutions in the state, at both public and private colleges and universities. Compare the proposed program with these programs, and discuss its potential impact upon them. Provide complete responses, do not reference website links.

There is no overlap between the proposed certificate and other programs or certificates in the field of RST or on the UIUC campus. Currently, there are five certificates offered in the field of recreation sport and tourism in the US and Canada – Recreation and Park Administration Graduate Certificate offered by Missouri State University; Sport, Fitness, & Recreation Management Certificate offered by University of Kentucky; Parks and Recreation Certificate offered by Lasell University; Youth Development Leadership Graduate Certificate offered by Clemson University; and Sport and Recreation Management Graduate Certificate offered by the University of Alberta in Canada. In addition, the Department of Kinesiology and Community Health at UIUC offers an Interdisciplinary Undergraduate Certificate in Health Technology which explores the intersection of technology and human factors in health. None of these certificates, however, focuses on the broadly-defined issues of inclusion in the recreation, sport, and tourism industry.

In addition, AHS offers a certificate in Information Accessibility and Design Program (IADP). Based on the IADP website (<http://iadp.ahs.illinois.edu/>), the IADP certificate targets website developers, programmers, designers, information technology specialists, compliance officers, educators, and disability service providers and focuses on the principles of accessible information and technologies. Conversely, the proposed certificate focuses on a different target population (i.e., recreation, sport, and tourism practitioners) and focuses on very different issues (as reflected in the program objectives and learning outcomes).

Comparable  
Programs in  
Illinois Attach  
Documents

## A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth

IBHE is charged to develop a strategic plan to address the present and future aims and needs and requirements of higher education in Illinois (110 ILCS 205/6) (from Ch. 144, par. 186) Sec. 6). Illinois Administrative Code:

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois Respond to the following questions about how the proposed program will support the three goals of A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth Strategic Plan.

## Equity

Describe institutional-level plans to close equity gaps in access, progression, completion, and attainment and the implications for the proposed program. More specifically, provide institutional-level plans for attracting, recruiting, retaining, and completing a diverse group of students including working adults, students of color, transfer and low-income students and implications for the proposed program. Explain how progress will be monitored.

The program will rely on the following institution-level plans to promote access, progression, completion, and attainment. At the System level, the University of Illinois prioritizes closing equity gaps among the citizens across Illinois, within our urban and rural communities, and beyond. While the fundamental needs that will drive greater economic vitality vary greatly across zip codes in the state, it is clear that closing equity gaps among our citizens remains crucial to achieving the mission of the University of Illinois System.

Supportive of IBHE's A Thriving Illinois plan and aligning its Equity Strategy #2, the UI System's Access 2030 Strategic Plan is a comprehensive initiative designed to increase the number of graduates from underrepresented groups by 50 percent by the end of the decade. This will include students from disadvantaged backgrounds – ethnic and racial, rural, and urban. This initiative will strengthen the University of Illinois' bedrock commitment to the public good, ensuring that as we work to improve life in our state, we are not leaving communities behind. It will build on ongoing efforts to create more opportunities for Illinoisans of all backgrounds. The initiative is being tooled to close equity gaps throughout the pipeline, working from K-12 through college, including our community colleges. Access 2030 embodies Equity Goal 2 of A Thriving Illinois, providing a framework for and supporting the three institutions' equity plans.

At the institution level, the University of Illinois Urbana-Champaign's (UIUC) diversity, equity, and inclusion work is led by the Office of the Vice Chancellor for Diversity, Equity, and Inclusion (OVCDEI). The OVCDEI's goals, ongoing assessments, and initiatives impact students as well as faculty and staff, and student-focused programming sets the tone for the institution's efforts as they relate to all of A Thriving Illinois' equity strategies. In the 2022-2023 academic year, the institution will be launching a campus-wide climate assessment instrument to understand the degree to which students feel safe, accepted, and valued. The goal is to provide a quantitative sense of how individuals feel about their campus experiences. This assessment will include students' perceptions of the quality of their interactions with peers, faculty members, and administrators, including their sense of the campus as a place where they belong and are treated with respect. The university is partnering with the Association of American Universities (AAU), external organizations, and peer institutions to ensure the survey instrument is state of the art, has questions that shed light on multiple axes of diversity, and generates data that can be shared and benchmarked against peer institutions to tease out challenges that are unique to the UIUC campus as well as those that are common to peer universities.

In keeping with the institutional framework led by the OVCDEI, the University of Illinois Urbana-Champaign is engaged with a number of efforts to strategically support and bolster equity on campus. For example, in July, 2020, the university pledged \$2 million annually for the Chancellor's Call to Action to Address Racism and Social Injustice to focus the intellectual and scholarly talent of the university to examine two of the greatest challenges facing society and seek new solutions. The 2021 submitted proposals underwent a vigorous and scholarly review that included pre-proposal submission, evaluation, a request to prepare a fully proposal, further assessment from

both internal and external evaluators, and funding notification. Ninety-two proposals were submitted and 22 were funded, for a total of \$1,630,373. The remainder of the funds will support a symposium and other programmatic operations. Principle Investigators leading the funded proposals represent eight colleges and two administrative units across 17 departments.

A significant number of Illinois graduate students also did their undergraduate studies at Illinois, thus increasing access and attainment for undergraduate degrees can support increased access for graduate degrees. Looking at the last four years, campus graduate programs have been able to successfully recruit and enroll between 700 and 800 students from UIUC undergraduate programs, which is approximately 19% of UIUC total new enrollments each year. Looking specifically at those from domestic underrepresented populations, campus has been able to successfully recruit and enroll between 100-130 students from campus undergraduate programs, which accounts for approximately 30% of UIUC total new enrollments for these underrepresented populations each year. Accordingly, although targeted at the undergraduate population, the campus' Student Success Initiative (SSI) indirectly impacts graduate students too. Goals of the SSI are to: 1. increase access (reduce cost of attendance, increase aid, consider time to degree); 2. eliminate equity gaps (increase retention and graduation rates for underrepresented and minoritized students); 3. improve the Illinois experience (abandon "sink or swim" mentality, identify and broaden campus programs, support services, and opportunities for engagement). In February 2022, SSI hosted the inaugural Student Success Symposium, which engaged over 200 faculty, staff, and students. A variety of other projects emerged from SSI that have enabled the university to provide greater focus on recruitment efforts. United with the university's Mental Health Working Group, a comprehensive wellness website was implemented, the Faculty and Staff Mental Health Ambassador Program was piloted, and a Mental Health statement for syllabi was implemented. SSI members contributed to the planning of a UI System-wide Mental Health Symposium and received a \$5,000 grant to create Wellness Spaces on campus. Working toward a more streamlined Learning Management System (LMS) experience for students, SSI team members helped faculty migrate materials to Canvas. An SSI implementation team reviewed Article 3 of the Student Code on Academic Policies and Regulations with an equity lens, provided findings to the Provost's office, and recommended policy changes to be implemented in the 2022-2023 Student Code.

Finally, the university hosts a series of outreach, recruitment, and transition programs on their Diversity, Equity and Inclusion website to improve access and successful outcomes in graduate education for students from historically underrepresented groups. The Summer Research Opportunities Program at Illinois brings highly competitive undergraduate students for a nine-week introduction to graduate study. Participants conduct research under the mentorship of a faculty member in their chosen field of study, explore careers in research, attend workshops, and take part in team activities that prepare them for graduate study. Aspire Illinois recruits talented students from backgrounds typically underrepresented at elite institutions to consider attending graduate school at Illinois. Toward this aim, campus fosters a webinar series to guide students through the process of selecting a graduate program and submitting competitive applications. In addition, ASPIRE applicants are supported through direct contacts with Directors of Graduate Studies and faculty as well as through campus visits. The Community of Scholars visit weekend unites newly admitted students with their admitting graduate programs and with prospective peers. Through networkina

and orientation to the campus, students are able to better understand how graduate study at the university can support their short and long-term goals.

To support the graduate school application process, application fee waivers are provided for Illinois Promise students, Summer Research Opportunities Program participants, McNair Scholars, ASPIRE scholars, individuals with US military service and FreeApp applicants through a Big Ten Academic Alliance program to increase access to graduate education for diverse applicants.

Describe program and institution-based high-impact practices and wrap-around student support services ensuring equitable access and success for students enrolled in the proposed program.

The program will rely on the following institution-level high-impact practices and wrap-around student support services ensuring equitable access and success. Access 2030 demonstrates the University of Illinois' commitment to supporting "the ongoing learning renewal of students and systemic implementation of evidence-informed student support practices." This equity-focused plan includes emphasis on the three universities' summer bridge programs, proactive advising, and high-impact practices to support retention and to ensure equitable access and success.

In addition to Access 2030, the System supports students through the President's Research in Diversity Travel Assistance award. This competitive program, primarily for graduate students, has been established for the purpose of promoting diversity and the understanding of diversity within the University. Recipients are provided a certificate and funding up to \$600 to travel to a professional conference related to diversity or identity (such as those conferences involving race, gender, ethnicity, sexual orientation, disability, and national origin) to present papers, posters, or creative work in service to the University's interest in a diverse learning community.

At the institution level, the University of Illinois Urbana-Champaign prides itself on the array of high-impact practices and services offered to students. These student support practices support the ongoing learning renewal of students and systemic implementation of evidence-informed student practices, which align with Equity Strategy 1 of A Thriving Illinois. The Counseling Center, Office of the Dean of Students, McKinley Health Center, and Student Assistance Center are accessible to all students via in-person or remote options to facilitate student wellness and retention. All students are encouraged to participate in workshops hosted by the university's Writer's Workshop and are eligible to receive assistance on writing projects through their writing assistants. For students with disabilities, Disability Resources & Educational Services (DRES) has helped thousands of students earn college degrees and Urbana-Champaign has been recognized as a national leader in the area of post-secondary education for persons with disabilities. Indeed, as the oldest post-secondary disability support program in the world, DRES has been associated with many programmatic innovations including:

- The seminal research which led to the development of the first architectural accessibility standards that would become the American National Standards Institute Standards;
- The first wheelchair-accessible fixed route bus system;
- The first accessible university residence halls;
- The first university service fraternity and advocacy group comprised of students with disabilities, Delta Sigma Omicron; and
- The first university to receive the Barrier-Free America Award from the Paralyzed

Veterans of America (2012).

Additionally, poised at the crossroads of academic and student affairs, the Office of Minority Student Affairs (OMSA) is one of the oldest and most comprehensive student support programs in the nation. The OMSA has embodied the University of Illinois Urbana-Champaign's land-grant mission by championing access for all students and providing a comprehensive array of college preparatory and support services to bolster students' success since its inception. Programs such as AMPS (Academic Mentoring, Programs, and Services) through OMSA also align with A Thriving Illinois Equity Strategy 8 with the use of near-peer mentoring and staff as mentors/coaches. Graduate students serve as program assistants/mentors in the office. OMSA currently houses six departments. A more comprehensive list of OMSA programs is provided in Appendix A.

The Office of Student Affairs, particularly through their Office of Inclusion and Intercultural Relations (OIIR), supports numerous programs aimed at supporting diverse groups of students including working adults, students of color, and transfer and low-income students (just a sampling of which are provided in this document. OIIR houses UIUC's cultural and resource centers (see Appendix B) and a variety of high-impact programs. A comprehensive list of programs is detailed in Appendix B and more specifically programming, support, and services geared toward African American students, Latino/a students. Veteran support is provided through the Chez Veterans Center out of our College of Applied Health Sciences, which includes individualized academic and career coaching to support progress and address barriers, peer and professional mentoring to foster community and networking, and health and wellness services to promote psychosocial adjustments and well-being.

Other support services for graduate students include the Sloan University Center of Exemplary Mentoring and the Summer Predoctoral Institute. The Sloan University Center of Exemplary Mentoring at Illinois, funded by the Alfred P. Sloan Foundation, is designed to broaden participation of Black, Latinx and Indigenous doctoral students in STEM while catalyzing institutional change for student success. In addition to studying in highly-ranked, world class programs, the program emphasizes mentoring, professional development, and social activities to help build a community of successful scholars who are well-prepared to become leaders in the workforce and in academia. The Summer Predoctoral Institute is a nine-week program for incoming graduate students who have accepted their offer of admission to an Illinois graduate program. The Institute provides an advanced opportunity for graduate students to become quickly prepared for the rigors, culture and expectations of graduate school during the

Explain institutional strategies being implemented to increase and retain faculty, staff, and administrators of color and the implications for the proposed program. Explain how progress will be monitored.

The program will rely on the following institutional strategies to increase and retain faculty, staff, and administrators of color. Aligned with Equity Strategy 3 (Implement equitable talent management to increase and retain faculty, staff, administrators, and trustees of color), the UI System and the UIUC Campus support efforts in this area, particularly in supporting underrepresented minority faculty. The Distinguished Faculty Recruitment Program has a stated goal of increasing underrepresented minority faculty. Since 2017, the System has committed \$20 million to this program, the recruitment of tenured, star, or rising faculty from a range of disciplines who can transform our universities by their exceptional scholarship and teaching. One criterion is that the faculty member "will enhance diversity in the unit and in the college." The Public Voices

Fellowship is a year-long program open to tenured faculty to join a cohort of leaders, the majority of whom will be underrepresented (including women) and provide them with extraordinary support, leadership skills, and knowledge to ensure their ideas shape not only their fields, but also the greater public conversations of our age. The Leadership Initiative for Women Faculty brings together women faculty from across the UI System who are leaders and/or potential leaders to identify barriers to and facilitators for advancement of women. Finally, the System will also be providing funding in support of each university's faculty recruitment plans which will also emphasize the recruitment of underrepresented minority faculty.

As a campus, the University of Illinois Urbana-Champaign is committed to investing in strategic hiring of faculty to maintain our academic strengths, respond to student demand, and capture opportunities. Investments from the Office of the Provost in faculty hiring, retention, and development are critical to maintaining and enhancing the academic excellence of our campus, especially at a time when the competition for top talent is intense. The Next 150 strategic plan identified a major hiring initiative to expand faculty hiring in key areas over the next five years, with the goal of expanding the overall size of the faculty. While the COVID-19 pandemic slowed that initiative, the University remains committed to hiring with the goals of enhancing faculty diversity and meeting student demand.

Though all faculty hiring is a department and college-level decision, the campus has devoted significant resources to incentivize hiring activities that support diversity, recruitment, and retention goals. Prominent among those programs are the Targets of Opportunity Program (TOP) and the Dual Career Academic Couples (DCAC) program. The TOP program provides recurring funds for salary support for hires that enhance campus diversity, including faculty from underrepresented groups and women in STEM fields. Nearly all of these hires are identified through a traditional search process. The Provost invests ~\$1 million per year in this recurring salary support for TOP. The Office of the Provost, in conjunction with the Office of the Vice Chancellor for Diversity, Equity, and Inclusion also announced a temporary modification to the TOP program to recruit more faculty of color. This initiative made an additional ~\$1 million available to units to support hiring in this area. For the DCAC program, the Provost provides recurring matching funds (i.e., 1/3 of the initial salary) if the partner is hired into a tenure track position through the DCAC program. Several years ago, the Provost

## Sustainability

Describe strategies and initiatives the institution plans to implement that makes the proposed program and college more generally affordable for students and their families, including those who have been historically underserved.

In an effort to acknowledge financial constraints that may impact retention, in March 2020, the University of Illinois Urbana-Champaign raised the threshold that previously prevented course registration due to holds placed on student accounts resulting past-due balances of over \$200. The change now only impacts students whose past-due balance is over \$1,500. This proactive institutional response is an example of alignment with the Sustainability Goal, Strategy 3 of A Thriving Illinois.

Provide tuition  
cost analysis for

comparable  
programs and  
institutions in  
Illinois.

The proposed certificate is not directly comparable with any of the other programs or certificates in the field of RST or on the UIUC campus. Currently, there are five certificates offered in the field of recreation sport and tourism in the US and Canada – Recreation and Park Administration Graduate Certificate offered by Missouri State University; Sport, Fitness, & Recreation Management Certificate offered by University of Kentucky; Parks and Recreation Certificate offered by Lasell University; Youth Development Leadership Graduate Certificate offered by Clemson University; and Sport and Recreation Management Graduate Certificate offered by the University of Alberta in Canada. In addition, the Department of Kinesiology and Community Health at UIUC offers an Interdisciplinary Undergraduate Certificate in Health Technology which explores the intersection of technology and human factors in health. None of these certificates, however, focuses on the broadly-defined issues of inclusion in the recreation, sport, and tourism industry.

## Growth

Provide a supply and demand analysis for the proposed program that, at minimum, does the following: a) Provides evidence of student interest in the proposed program including any strategies to incentivize students to stay in Illinois. b) Identifies and provides evidence of a high-quality credential with viability for future careers.

The proposed certificate is in recognition of an identified need and opportunity for growth at the graduate level. As our market analysis shows, between September 2016 and April 2021, there were 143,710 total job postings for specialists in inclusion and recreation programming, of which 38,401 were unique. They were primarily located in the states of Washington, California, New York, Colorado, and North Carolina. Almost half (44%) required a minimum of Bachelor's degree and 21% of Master's degree. The top industries where specialists in inclusion and recreation were employed included education, public administration, and health care and social assistance. It is evident that addressing racial equity, racial injustice, diversity and inclusion in all RST fields is an important topic and, in order to be set for success, RST students need to understand it, be able to address it, learn how to include it and be active partners with it.

Explain how the program engaged with business and industry in its development and how it will spur the state's economy by leveraging partnerships with local, regional, and state industry, business leaders and employers.

A recent report from the NCAA stated that: "Redressing racial equity and racial injustice in college sports must be an ongoing priority and area for investment, not only for the NCAA but for every institution, every college president, every [a]thletic [d]irector, every coach, every athletic program staffmember, every [f]aculty [a]thletic [r]epresentative, and every university diversity and inclusion officer."

<https://www.insightintodiversity.com/athletic-departments-bring-diversity-and-equity-officers-aboard-to-improve-the-culture-of-college-sports/>National Recreation and Park Association is also leading the way with DEI efforts in not only staff hiring and training but also diversifying the offerings of programs and park participation.

<https://www.nrpa.org/parks-recreation-magazine/2021/june/diversity-equity-and-inclusion-in-parks-and-recreation/>Tourism is also working to offer new programs and services through staff trainings, accessibility guides, etc.

<https://www.responsibletravel.org/blog/why-diversity-equity-and-inclusion-matters-to-center-for-responsible-travel/>Students who complete this certificate will obtain the necessary competencies required by their future employers in the recreation, sport and tourism industry.

Describe how the proposed program will expand access and opportunities for students through high-impact practices including research opportunities, internships, apprenticeships, career pathways, and other field experiences.

The College of AHS and the Department of RST are particularly well-positioned to address this growing need and demand for education in inclusive design, planning and management of RST facilities, attractions, and experiences. The College of AHS and the Department of RST have a long-standing tradition of research and advocacy for the rights of people with disabilities and other marginalized groups. The College of AHS has been engaged with issues of accessibility for the past 80 years. In addition, the Department of RST is home to four laboratories – the Diversity Research Lab, the Health and Wellness Lab, The Parks, Communities, Health Research Group, and Sport + Development Lab who research issues related to accessibility and inclusion and would be appropriate training grounds to connect professional students with research issues and policy tied to recreation, sport and tourism from an evidence-based approach.

Explain how the proposed program will expand its models of teaching and learning, research, and/or public service and outreach that provide opportunity for students to succeed in the work of the future.

In designing and delivering the certificate, the RST will leverage and capitalize on teaching, public engagement, and scholarly synergies among RST and campus faculty in complementary areas and units such as Music, Theater, Architecture, Landscape Architecture, Office of Recreation, Park and Resources, Art and Design (both industrial and graphic design), and the Siebel Center for Design.

Beyond workforce need, describe how the program broadly addresses societal needs (e.g., cultural or liberal arts contribution, lifelong learning of Illinois residents, or civic participation).

Building an inclusive community is done by design in a deliberate and purposeful fashion. The certificate will challenge students and practitioners to envision park, recreation, sport, and tourism operations in ways that incorporate practices for inclusive and universal design. It will offer a unique and increasingly, industry expected, skillset to sport, tourism, and recreation specialists who will be well-equipped to design and deliver programs, services, and facilities (both built and natural areas) at a more competitive, inclusive, and sustainable level. The certificate allows students and professionals to surpass the minimum requirements as mandated by accessibility laws via the Americans with Disabilities Act (ADA) and provides them with the necessary knowledge to increase health and wellbeing, social participation, and performance among diverse user groups.

A Thriving Illinois:  
Higher Education  
Paths to Equity,  
Sustainability, and  
Growth - Attach  
Documents

## Program Description and Requirements

Illinois Administrative Code:

*1050.30(b)(1) A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction.*

*1050.30(b)(3): Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.*

*1050.50 (a)(2)(C) Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program in which State licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.*

## Program Description

Provide a description of the proposed program and its curriculum, including a list of the required core courses and short ("catalog") descriptions of each one. (This list should identify all courses newly developed for the program).

Provide Program Description here:

The Department of Recreation, Sport and Tourism offers a Graduate Certificate in Inclusive by Design in RST. The fully online certificate provides students and professionals needed educational modules and content focusing on the fundamental principles of inclusive design in contemporary society as related to recreation, sport and tourism; critical issues in parks and recreation management, sport, or tourism; and planning and design of parks or management of RST organizations.

The "Inclusive by Design in Recreation, Sport, and Tourism" certificate has many courses that count towards the RST MS-online program developed in the Department of RST more than 12 years ago as part of the Global Campus initiative. The three courses that will comprise the certificate include RST 585 (Inclusive by Design in RST); RST 502 or 520 or 530 (Required Emphasis Area courses in the MS-online curriculum); and RST 588 (Park Planning and Design – an elective course) or RST 512 (a required course in the RST MS-online curriculum). Each of these courses is consistently offered each year which will allow for the completion of the certificate within one academic year.

RST 585 - Inclusive by Design in RST - 4 credits

Catalog Description:

Introduces the fundamental principles of inclusive design specifically in the Recreation, Sport and Tourism arena and prepares the learner for further exploration, study and focus on all aspects of lifespan development. The course discusses inclusive and universal design, laws and standards, facility design, programming/events, policies and procedures, communication methods and workplace culture. Students will examine the types and ranges of user identities that contribute to the diversity of the stakeholders in our communities.

4 graduate hours. No professional credit. Prerequisite: RST 501.

RST 502 - Critical Issues Recreation Mgt - 4 credits

Catalog Description:

In-depth study of the public administrative functions in large complex organizational structures; development of an understanding of change and evolution in leisure service agencies as related to the internal and external environments; study of various management styles and situations in leisure service agencies. Same as NRES 504. 4 graduate hours. No professional credit. Prerequisite: Basic course in administration or organization of leisure service agencies.

RST 520 - Critical Issues Sport Mgt - 4 credits

Catalog Description:

An analysis of the sport industry with special emphasis given to the role and function of the sport manager. Addresses advanced issues related to organizational theory, finance, marketing, sponsorship, contemporary management and leadership, decision making and strategic planning.

RST 530 - Critical Issues Tourism Mgt - 4 credits

#### Catalog Description:

Exposes students to advanced theories, methods, practices and principles that govern tourism behavior. Survey the body of literature on tourism, examining ongoing debates regarding how individuals travel and the structures of institutions that shape travel.

#### RST 588 - Park Planning and Design - 4 credits

##### Catalog Description:

What makes the difference between a good and a great park/destination? How can we design spaces that foster social interaction, are universally accessible, that build community, encourage healthy lifestyles, and safeguard the environment? A graduate level introduction to park/destination planning and design, this course provides an in-depth study of the theoretical frameworks and methodologies for creating outdoor recreational spaces

4 graduate hours. No professional credit. Prerequisite: RST 501.

#### RST 512 - Managing Recreation, Sport & Tourism Organizations - 4 credits

##### Catalog Description:

Examines theoretical and technical principles of personnel managers in leisure service agencies; recruitment, training, selection, and evaluation of personnel with special emphasis on applied measurement concepts and legislation related to personnel administration in leisure services. Prerequisite: RST 410 or consent of instructor.

Attach Program

[Program Description and Requirements.docx](#)

Description Files if  
needed

## Graduation Requirements

Provide a brief narrative description of all graduation requirements, including, but not limited to, credit hour requirements, and, where relevant, requirements for internship, practicum, or clinical. For a graduate program, summarize information about the requirements for completion of the thesis or dissertation, including the thesis committees, and the final defense of the thesis or dissertation. If a thesis or dissertation is not required in a graduate program, explain how the functional equivalent is achieved.

The three courses that will comprise the certificate include RST 585 (Inclusive by Design in RST); RST 502 or 520 or 530 (Required Emphasis Area courses in the MS-online curriculum); and RST 588 (Park Planning and Design – an elective course) or RST 512 (a required course in the RST MS-online curriculum). Each of these courses is consistently offered each year which will allow for the completion of the certificate within one academic year. RST 501 is listed as a prerequisite. However, this requirement will be waived if a student has not taken this course.

## Specialized Program Accreditation

Describe the institution's plan for seeking specialized accreditation for this program. Indicate if there is no specialized accreditation for this program or if it is not applicable.

Not applicable.

## Licensure or Certification for Graduates of the Program

If this program prepares graduates for entry into a career or profession that is regulated by the State of Illinois, describe how it is aligned with or meets licensure, certification, and/or entitlement requirements.  
Not applicable.

## Plan to Evaluate and Improve the Program

Describe the program's evaluation plan.

The certificate learning objectives will be assessed through formative, intermediate, and summative assessments. Informal formative assessments will be conducted prior to/at the beginning of the courses to assess the students' professional needs, goals, and existing levels of knowledge to inform the required depth and the foci of the covered content. The intermediate assessment will be conducted about half-way through the semester to see if the course design, content, and assignments meet the students' expectations and to identify the ad-hoc, immediate areas for improvement. The instructors may choose to conduct an anonymous survey for the intermediate assessment or to have a class discussion of these matters with their students, depending on the class rapport and the instructors' preferences. The end of course summative assessments will take place in the form of exams and/or comprehensive projects. At the end of each academic year, the Graduate Committee and the faculty involved in teaching the certificate courses will examine the outcomes of summative assessments to determine the extent to which students are meeting learning outcomes for each course as well as for the certificate overall. In addition, student ratings for each course and for each course instructor will be reviewed. The department will also track student completion rates for courses and for the certificate. A survey of certificate alumni will be conducted upon completion of the certificate and one year afterward to measure how effectively students were able to apply knowledge and skills from the certificate courses in their professional contexts. These metrics will then be used to make changes to the certificate courses.

Plan to Evaluate  
and Improve the  
Program  
Attachments

## Budget Narrative

### Fiscal and Personnel Resources

*Illinois Administrative Code: 1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.*

Budget Rationale

Provide financial data that document the university's capacity to implement and sustain the proposed program and describe the program's sources of funding.

Is the unit's (Department, College, School) current budget adequate to support the program when fully implemented? If new resources are to be provided to the unit to support the program, what will be the source(s) of these funds? Is the program requesting new state funds? (During recent years, no new funds have been available from the state (IBHE) to support new degree programs).

Since the courses that will comprise the certificate are already offered in the RST MS-online curriculum, the proposed certificate will have no financial impact on the unit. If course enrollments exceed our expectations, the department will add TA support to course instructors.

## Faculty Resources

Will current faculty be adequate to provide instruction for the new program or will additional faculty need to be hired? If additional hires will be made, please elaborate.

Current faculty will be adequate to provide instruction for the certificate.

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

All of the courses that comprise the certificate are currently taught by the RST faculty and adjunct instructors. It is anticipated that no new instructors will be needed to deliver these courses. Due to the small number of students anticipated to be enrolled in the certificate (10-15), the certificate will have no significant impact on the class sizes in the current MS-online curriculum.

The students enrolled in in the certificate will be advised by the current Graduate Student Services Advisor – Tim Tiger.

Describe how the unit will support student advising, including job placement and/or admission to advanced studies. Will current staff be adequate to implement and maintain the new program or will additional staff be hired? Will current advising staff be adequate to provide student support and advisement, including job placement and or admission to advanced studies? If additional hires will be made, please elaborate.

The students enrolled in in the certificate will be advised by the current Graduate Student Services Advisor – Tim Tiger.

Students will also be provided with the assistance from the AHS Director of Career Services and Honors Programs - Dr. Tonya Pulley and RST Internship and Engagement Coordinator - Terri Daniels.

Are the unit's current facilities adequate to support the program when fully implemented? Will there need to be facility renovation or new construction to house the program?

The unit's current facilities are adequate to support the program when fully implemented.

## Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

Library collections, resources and services are sufficient to support the proposed certificate. Hence, we do not expect any impact on the Library resources.

Summarize information about library resources for the program, including a list of key textbooks, a list of key text and electronic journals that will support this program, and a short summary of general library resources of the University that will be used by the program's faculty, students, and staff.

We do not expect any impact on the Library resources.

RST 585 - Inclusive by Design in RST - 4 credits

There is no required textbook for this course. All reading materials and videos will be linked in their respective Module. The syllabus can be provided upon request.

RST 502 - Critical Issues Recreation Mgt - 4 credits

There is no required textbook for this course. All reading materials and videos will be linked in their respective Module. The syllabus can be provided upon request.

RST 520 - Critical Issues Sport Mgt - 4 credits

There is no required textbook for this course. All reading materials and videos will be linked in their respective Module. The syllabus can be provided upon request.

RST 530 - Critical Issues Tourism Mgt - 4 credits

This course does not use a textbook but instead relies upon academic and popular press articles that facilitate the completion of the course objectives. All readings will be available on Canvas. The syllabus can be provided upon request.

RST 588 - Park Planning and Design - 4 credits

Required text: Molnar, D.J. (2015). Anatomy of a Park: Essentials of Recreation Area Planning and Design (4th ed.). Long Grove, IL: Waveland Press, Inc.

- ISBN-13: 978-1478622024
- ISBN-10: 1478622024

Other required readings will be provided in the course modules. The syllabus can be provided upon request.

RST 512 - Managing Recreation, Sport & Tourism Organizations - 4 credits

Required Texts

Levitt, S.D. & Dubner, S.J. (2014). Think like a freak. New York: HarperCollins.  
Lencioni, P. (2002). The five dysfunctions of a team. San Francisco: Jossey-Bass.  
Bolman, L.G., & Deal, T.E. (2017). Reframing organizations: Artistry, choice, and leadership (6th ed.). Hoboken, NJ: Jossey-Bass.

The text will be supplemented with other cases and readings which will be made available on Canvas. The syllabus can be provided upon request.

Are any sources of funding temporary (e.g., grant funding)? If so, how will the program be sustained once these funds are exhausted?

Not applicable. This certificate will be on self-supporting status.

If this is a graduate program, please discuss the intended use of graduate tuition waivers. If the program is dependent on the availability of waivers, how will the unit compensate for lost tuition revenue?

Not applicable. This certificate will be on self-supporting status.

Budget Narrative

Fiscal and

Personnel

Resources

Attachments

## Personnel Budget

Please complete all lines below; all fields are required. For fields where there is no anticipated cost or need, enter 0 or NA.

Category                      Year One                      Year Five                      Notes

Faculty (FTE)

| Faculty FTE Year1 | Faculty FTE Year 5 | Faculty FTE Notes |
|-------------------|--------------------|-------------------|
| NA                | NA                 | NA                |

Faculty (\$)

| Faculty Year 1 | Faculty Year 5 | Faculty Notes |
|----------------|----------------|---------------|
| NA             | NA             | NA            |

Advising Staff (\$)

| Advising Staff Year 1 | Advising Staff Year 5 | Advising Staff Notes |
|-----------------------|-----------------------|----------------------|
| NA                    | NA                    | NA                   |

Graduate

Students (\$)

| Graduate Students Year 1 | Graduate Students Year 5 | Graduate Students Notes |
|--------------------------|--------------------------|-------------------------|
| NA                       | NA                       | NA                      |

Other Personnel

Costs

| Other Personnel Costs Year 1 | Other Personnel Costs Year 5 | Other Personnel Costs Notes |
|------------------------------|------------------------------|-----------------------------|
| NA                           | NA                           | NA                          |

Budget Narrative

Attachments

## Facilities and Equipment

*Illinois Administrative Code: 1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support high quality academic work in the unit of instruction, research or public service are available and maintained;*

*B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service;*

*C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.*

Describe the facilities and equipment that are available, or that will be available, to develop and maintain high quality in this program. Summarize information about buildings, classrooms, office space, laboratories and equipment, and other instructional technologies for the program.

The certificate courses will be delivered fully online. Courses that will comprise this certificate are part of the RST, MS, either as required or elective coursework. No additional facilities and equipment are needed.

Will the program require new or additional facilities or significant improvements to already existing facilities?

No

Will the program need additional technology beyond what is currently available for the unit?

No

Are there other costs associated with implementing the program?

No

Facilities and  
Equipment  
Attachments

## Faculty and Staff

*Illinois Administrative Code: 1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met; B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities; C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.*

Describe the personnel resources available to develop and maintain a high quality program, including faculty (full- and part-time, current and new), staff (full- and part-time, current and new), and the administrative structure that will be in place to oversee the program. Also include a description of faculty qualifications, the faculty evaluation and reward structure, and student support services that will be provided by faculty and staff.

The certificate courses will be delivered fully online. Courses that will comprise this certificate are part of the RST, MS, either as required or elective coursework. No additional faculty and staff are needed to support the program.

The students enrolled in in the certificate will be advised by the current Graduate Student Services Advisor – Tim Tiger.

Students will also be provided with the assistance from the AHS Director of Career Services and Honors Programs - Dr. Tonya Pulley and RST Internship and Engagement Coordinator - Terri Daniels.

Please see the attachment for more detail.

Summarize the major accomplishments of each key faculty member, including research/scholarship, publications, grant awards, honors and awards, etc. Include an abbreviated curriculum vitae or a short description.

All of the courses that comprise the certificate are currently taught by the RST faculty and adjunct instructors. It is anticipated that no new instructors will be needed to deliver these courses. Due to the small number of students anticipated to be enrolled in the certificate (10-15), the certificate will have no significant impact on the class sizes in the current MS-online curriculum.

Please see the attachment for more detail.

Faculty and Staff Attachments

[Faculty & Staff.docx](#)

## HLC Section

### Credit Hours

|   |                                |                         |
|---|--------------------------------|-------------------------|
| Existing or repackaged curricula (Courses from existing inventory of courses):                    | Number of Credit Hours:<br>100 | 12<br>Percent of Total: |
| Revised or redesigned curricula (Courses for which content has been revised for the new program): | Number of Credit Hours:<br>0   | 0<br>Percent of Total:  |
| New curricula (Courses developed for the new program that have never been offered):               | Number of Credit Hours:<br>0   | 0<br>Percent of Total:  |
| Total Credit Hours of the Program:<br><br>100   | Number of Credit Hours:        | 12<br>Percent of Total: |

### New Faculty Required

Will new faculty expertise or new faculty members be needed to launch this program?

No

Please explain  
existing coverage:  
Not applicable.

## Additional Funds

Will the proposed program require a large outlay of additional funds by the institution?

No

## Institutional Funding

Please explain institutional funding for proposed program:

The certificate will be on self-supporting status.

## EP Documentation

EP Control Number            EP.24.037

Attach  
Rollback/Approval  
Notices

This proposal            Yes  
requires HLC  
inquiry

## DMI Documentation

Attach Final  
Approval Notices

Banner/Codebook  
Name

Program Code:

| Minor<br>Code | Conc<br>Code | Degree<br>Code | Major<br>Code |
|---------------|--------------|----------------|---------------|
|---------------|--------------|----------------|---------------|

Senate Approval  
Date

Senate  
Conference  
Approval Date

BOT Approval  
Date

IBHE Approval

Date

HLC Approval

Date

DOE Approval

Date

Effective Date:

Attached

Document

Justification for  
this request

Program Reviewer  
Comments

**Deb Forgacs (dforgacs) (04/19/22 9:58 am):** Rollback: update of program title.  
**Jon Welty-Peachey (jwpeach) (04/28/22 6:08 am):** I have a couple of comments on this proposal for consideration. (1) The language in the justification is heavily focused on recreation. I do not see much discussion about sport and tourism as pertaining to inclusive design. I suggest revisions to make the language more inclusive. (2) The Sport + Development Lab in RST also addresses issues of equity and inclusion. This should be added. (3) Financial resources - it is mentioned that TA support will be added if needed. Can a graduate student TA for a graduate class, as all of the courses in this certificate are online graduate classes?

**Mary Flaherty (maryflah) (04/28/22 6:47 pm):** Overall this seems like a well-designed proposal. Two minor comments: (1) is the online course completely asynchronous? I noticed some other online CERTS have synchronous components, so I wasn't sure if whether it is asynch or synch needs to be explicitly stated. (2) It's not entirely clear what specifically this will prepare graduates for that they would not have had without the CERT? Since the job postings statement: "Almost half (44%) required a minimum of Bachelor's degree and 21% of Master's degree" are required for jobs in this area, it's not entirely clear how this certificate will help students upon completion (since Certs aren't mentioned). I notice that is for not only "students" but also "practitioners" and "professionals", so it would be helpful to clarify. Related to this question, can the CERT be used to satisfy any specific degree requirements in the graduate college?

**Suiwen Zou (szou) (04/29/22 9:33 am):** In addition, in the program of study doc, course titles are needed for RST 512 and RST 588.

**Reggie Alston (alston) (05/02/22 10:24 am):** Rollback: Hi Monika, See the comments from reviewers. Please address as you deem necessary and return for my approval. Call if you have any questions or would like to consult.

**Brooke Newell (bsnewell) (09/13/22 7:58 pm):** Rollback: Please respond to all red boxed and IBHE questions (these weren't available at time of original proposal request but are available now).

**Jon Welty-Peachey (jwpeach) (10/12/22 12:23 pm):** My initial concerns have been addressed and I do not have any additional concerns that I can identify.

**Dan Fogerty (dfogerty) (10/13/22 12:41 pm):** This is a well-motivated, well-designed proposal. I have no comments.

**Justin Aronoff (jaronoff) (10/13/22 10:54 pm):** Two courses for the certificate: RST 585 and RST 588 have RST 501 as prerequisites, but RST 501 is not part of the certificate requirements. While the prerequisite for RST 512 can be waived by the

instructor, if the intent is to waive it for anyone in the certificate program, that should be specified.

**Reggie Alston (alston) (10/14/22 10:16 am):** The same set of 12 statements are used for objectives and learning outcomes. Also, some of the 12 items are learning activities rather than outcomes. Consider revising to more clearly distinguish objectives from outcomes and assignments. Formative, intermediate, and summative were stated as assessment approaches. Consider providing specific plan(s) to accomplish each in a separate heading respectively.

**Reggie Alston (alston) (10/14/22 10:34 am):** Under Institutional Context, explain how the certificate in Information Accessibility and Design Program (IADP) differs from the proposed certificate in inclusive design. Under Sustainability, does the Graduate College Fellowship Program apply to certificates?

**Reggie Alston (alston) (10/14/22 1:23 pm):** Rollback: Hi Liza, The committee felt that this is a good addition to the college's collection of certificates. There were a couple of suggestions offered. Give attention to Justin's comment that 501 is a prerequisite for two of the required courses. Will RST allow it to be waived if a registrant has not taken the course or an equivalent? The committee recommended that you revise the objectives and learning outcomes. You use the same set of 12 for both objectives and outcomes, when some of the items read more like assignments and activities. Format the objectives to more standard wording to describe instructional goals and do the same for the learning outcomes to depict specific take aways based on the instructional objectives. The two sets should not be identical. Explain how the proposed certificate differs from the college's certificate in Information Accessibility and Design Program (IADP). Lastly, you mention formative, intermediate, and summative evaluations. Yet, it is not clear what measures are formative, intermediate, or summative. Consider stating specifically under each heading how you will assess quality or outcomes. Return to me as soon as you can for approval. Thanks.

**Mary Lowry (lowry) (03/31/23 4:29 pm):** Rollback: Please see email.

**Brooke Newell (bsnewell) (04/27/23 12:23 pm):** Rollback: Requested revisions for Program of Study table, clarity on language throughout for relation to RST, MS, Program Description and Requirements, Library Resources "Summarize", Faculty and staff section, and Admission Requirements. Detailed email sent to Liza, Reggie, and Robbin

**Brooke Newell (bsnewell) (07/19/23 3:57 pm):** Rollback: Requested revisions to College contact, POS field and embedded table, additional sections with specific text references, and program description. Detailed email sent to Liza, Carla Santos, Robbin King, Monika

## Proposed CERT: Inclusive by Design in Recreation, Sport, and Tourism, CERT (online)

|  |  |           |
|--|--|-----------|
| <b>Core coursework:</b>                    |  | <b>4</b>  |
| RST 585                                    | Inclusive by Design in RST   |           |
| <b>Select one Option Area Course from:</b> |  | <b>4</b>  |
| RST 502<br>or RST 520<br>or RST 530        | Critical Issues Recreation Mgt<br>Critical Issues Sport Mgt<br>Critical Issues Tourism Mgt |           |
| <b>Select one Option Area Course from:</b> |  | <b>4</b>  |
| RST 588<br>or RST 512                      | Park Planning and Design<br>Managing RST Organizations                                     |           |
| <b>Total Credit Hours:</b>                 |  | <b>12</b> |

## Online Master of Science Degree in Recreation, Sport and Tourism

| Required Courses  | Required Hours |
|---|----------------|
| RST 501 Foundations & Current Issues in Recreation, Sport & Tourism   | 4              |
| RST 512, Managing RST Organizations<br>RST 515, Marketing in RST<br>RST 516, Financial Management & Budgeting in RST<br>RST 519, Strategic Management in RST<br>RST 504, Applied Evaluation and Needs Assessment in RST | 20             |
| Option Area Coursework (Select 1 Option Area Course--RST 502, 520, or 530)<br>RST 502-Critical Issues in Recreation<br>RST 520-Critical Issues in Sport<br>RST 530-Critical Issues in Tourism                           | 4              |
| Additional Coursework to support Option Area  | 8              |
| <b>Total Hours</b>  | <b>36</b>      |
| <b>Other Requirements</b>   | None           |
| <b>Minimum GPA</b>  | <b>3.0</b>     |

|  |  |           |
|--|--|-----------|
| <b>Core coursework:</b>                    |  | <b>4</b>  |
| RST 585                                    | Inclusive by Design in RST   |           |
| <b>Select one Option Area Course from:</b> |  | <b>4</b>  |
| RST 502<br>or RST 520<br>or RST 530        | Critical Issues Recreation Mgt<br>Critical Issues Sport Mgt<br>Critical Issues Tourism Mgt |           |
| <b>Select one Option Area Course from:</b> |  | <b>4</b>  |
| RST 588<br>or RST 512                      | Park Planning and Design<br>Managing RST Organizations                                     |           |
| <b>Total Credit Hours:</b>                 |  | <b>12</b> |

## Program Description and Requirements

|  |   |  |
|--|---|--|
| <b>Core coursework:</b>                    |   |  |
| 4  |   |  |
| RST 585                                    | Inclusive by Design in RST  |  |
| <b>Select one Option Area Course from:</b> |   |  |
| 4  |   |  |
| RST 502<br>or RST 520<br>or RST 530        | Critical Issues Recreation<br>Mgt<br>Critical Issues Sport Mgt<br>Critical Issues Tourism Mgt |  |
| <b>Select one Option Area Course from:</b> |   |  |
| 4  |   |  |
| RST 588<br>or RST 512                      | Park Planning and Design<br>Managing RST Organizations  |  |
| <b>Total Credit Hours:</b>                 |   |  |
| 12   |   |  |

### **RST 585 - Inclusive by Design in RST - 4 credits**

#### Catalog Description:

Introduces the fundamental principles of inclusive design specifically in the Recreation, Sport and Tourism arena and prepares the learner for further exploration, study and focus on all aspects of lifespan development. The course discusses inclusive and universal design, laws and standards, facility design, programming/events, policies and procedures, communication methods and workplace culture. Students will examine the types and ranges of user identities that contribute to the diversity of the stakeholders in our communities.

4 graduate hours. No professional credit. Prerequisite: RST 501.

### **RST 502 - Critical Issues Recreation Mgt - 4 credits**

#### Catalog Description:

In-depth study of the public administrative functions in large complex organizational structures; development of an understanding of change and evolution in leisure service agencies as related to the internal and external environments; study of various management styles and situations in leisure service agencies. Same as NRES 504. 4 graduate hours. No professional credit.

Prerequisite: Basic course in administration or organization of leisure service agencies.

### **RST 520 - Critical Issues Sport Mgt - 4 credits**

#### Catalog Description:

An analysis of the sport industry with special emphasis given to the role and function of the sport manager. Addresses advanced issues related to organizational theory, finance, marketing, sponsorship, contemporary management and leadership, decision making and strategic planning.

**RST 530 - Critical Issues Tourism Mgt - 4 credits**

Catalog Description:

Exposes students to advanced theories, methods, practices and principles that govern tourism behavior. Survey the body of literature on tourism, examining ongoing debates regarding how individuals travel and the structures of institutions that shape travel.

**RST 588 - Park Planning and Design - 4 credits**

Catalog Description:

What makes the difference between a good and a great park/destination? How can we design spaces that foster social interaction, are universally accessible, that build community, encourage healthy lifestyles, and safeguard the environment? A graduate level introduction to park/destination planning and design, this course provides an in-depth study of the theoretical frameworks and methodologies for creating outdoor recreational spaces

4 graduate hours. No professional credit. Prerequisite: RST 501.

**RST 512 - Managing Recreation, Sport & Tourism Organizations - 4 credits**

Catalog Description:

Examines theoretical and technical principles of personnel managers in leisure service agencies; recruitment, training, selection, and evaluation of personnel with special emphasis on applied measurement concepts and legislation related to personnel administration in leisure services.

Prerequisite: RST 410 or consent of instructor.



## GRADUATE COLLEGE

110 Coble Hall, MC-322  
801 S. Wright St.  
Champaign, IL 61820

### PROGRAM TUITION WAIVER POLICY PROPOSAL

Proposals to establish or revise tuition waiver policy for a graduate program will follow a shared governance approval process (Department, School, College, Graduate College).

#### Definitions of Tuition Waiver Policy Designations:

**Traditional Programs.** Programs either designated as generating **full or base-rate** tuition waivers. Base rate waivers waives only the Resident Graduate Base tuition amount. Non-Residents or students in a program with an additional tuition differential will be responsible for the remaining portion of tuition.

**Reimbursable Programs.** Programs identified as programs that would be reimbursed from an appointing unit outside their academic college.

**Cost-recovery and self-supporting programs.** Students in approved cost-recovery and self-supporting programs are not eligible to receive tuition and fee waivers except statutory waivers. Students in these programs are not eligible to hold a waiver generating graduate appointment (Assistantship or Fellowship). Full time employees may be admitted to these programs, but their employee waiver is not eligible for use towards a program with this designation.

Additional information related to these tuition waiver designations can be found here:  
<http://www.grad.illinois.edu/gradhandbook/2/chapter7/tuition-waivers#otherprovisions>.

#### PROGRAM INFORMATION

COLLEGE OR SCHOOL: \_\_\_\_\_

PROGRAM(s) (Include Program Codes if applicable):  
\_\_\_\_\_

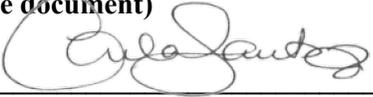
#### REQUESTED DESIGNATION (Select desired designation type):

Comments:

**JUSTIFICATION: On a separate sheet, please address the following.**

1. Describe the reasons for this request and explain: (a) the pros and cons of the classification requested, and (b) how the requested classification will benefit and not adversely affect the academic quality of the program.
2. What type of financial assistance will be offered to students in the program?
3. Has this program had past practice of offering graduate assistantships? If so, please describe.
4. What provisions will be made to communicate the new classification to prospective and newly admitted students?

**APPROVALS: (May use Adobe Signature or print and sign the document)**

**Department Executive Officer Signature and Date:**  . 04.24.2023

**Disciplinary College Signature and Date:** *Reginald J. Alton* 04.24.2023

**Graduate College Signature and Date:** \_\_\_\_\_



1. Describe the reasons for this request and explain: (a) the pros and cons of the classification requested, and (b) how the requested classification will benefit and not adversely affect the academic quality of the program.

ANSWER: The RST online program has always been offered in a self-supporting format. Since the proposed certificate is built on the platform of the self-supporting program, it makes sense to preserve this format for the sake of consistency (pro). However, the students will not be allowed to use tuition waivers (con). The academic quality of the program will not be affected in any way. The courses that will comprise the certificate are currently offered in the program as core or electives. They are being taught by the existing faculty in the Department of RST.

2. What type of financial assistance will be offered to students in the program?

ANSWER: Given the chosen self-supporting designation, no financial assistance will be offered.

3. Has this program had past practice of offering graduate assistantships? If so, please describe.

ANSWER: No. Graduate assistantships have not been provided to students in the RST online MS program and will not be provided in the proposed certificate.

4. What provisions will be made to communicate the new classification to prospective and newly admitted students?

ANSWER: The certificate will be advertised on the RST webpage, on the webpage of Illinois Online [<https://online.illinois.edu/>], through our disciplinary listservs, and Google. The students in the current RST online MS program will be notified about the certificate.

## **FACULTY**

**Liza Berdychevsky, Ph.D.**, Associate Professor, Director of Graduate Studies

**Renata Endres, Ph.D.**, Teaching Assistant Professor

**Mariela Fernandez, Ph.D.**, Associate Professor

**Jacob Fredericks, Ph.D.**, Teaching Assistant Professor

**Yannick Kluch, Ph.D.**, Assistant Professor

**Toni Liechty, Ph.D.**, Associate Professor, Director of Undergraduate Studies

**Laura L. Payne, Ph.D.**, Joseph J. Bannon Director

**Nick Pitas, Ph.D.**, Assistant Professor

**Michael Raycraft, Ph.D.**, Clinical Associate Professor

**Carla Santos, Ph.D.**, Professor, Department Head

**Mikihiro Sato, Ph.D.**, Assistant Professor

**Joelle Soulard, Ph.D.**, Assistant Professor

**William P. Stewart, Ph.D.**, Professor

**Monika Stodolska, Ph.D.**, Brightbill/Sapora Professor

**Julian Woolf, Ph.D.**, Assistant Professor

**Suiwen (Sharon) Zou, Ph.D.**, Assistant Professor

## **INSTRUCTIONAL FACULTY**

**Robyn Deterding**, Adjunct Instructor

**Kyle Emkes**, Adjunct Instructor

**Carmen Rossi**, Adjunct Instructor

**Brian Russell, Ph.D.**, Adjunct Instructor

**Ed Sherman**, Adjunct Instructor

**Kim Shinew**, Professor Emeritas

**Antonio Sotomayor**, Associate Professor

**Steven Staples, Ph.D.**, Adjunct Instructor

**Mark Thomas**, Adjunct Instructor

## **ADVISING AND INTERNSHIP**

**Timothy Tiger**, Graduate Student Services Advisor

**Jason Schroeder**, Undergraduate Academic Advisor

**Terri Daniels**, Internship and Engagement Coordinator

## **DEPARTMENTAL STAFF**

**Andrea Anderson-Holmes**, Administrative aide

**Kim Rice**, Extra Help Office Administrator

## FACULTY EXPERTISE AND QUALIFICATIONS

**Liza Berdychevsky, Ph.D.** (University of Florida) – Health and Human Performance  
Areas of research include health and well-being matters in leisure and tourism contexts, adopting a gender-sensitive and a life course-grounded approach. The focus is on positive sexuality and risky behaviors (such as sexual risk taking and violence) in vulnerable populations. Areas of application include contributing to a deeper understanding of these issues and offering directions for health education programs and prevention and intervention methods. [lizabk@illinois.edu](mailto:lizabk@illinois.edu)

**Mariela Fernandez, Ph.D.** (Texas A&M University) – Recreation, Park and Tourism Sciences. Areas of research include examining environmental injustices affecting greenspace development. Examples of injustices include the limited access to greenspace, practices hindering community and stakeholder engagement, and practices that make greenspace visitors feel unwelcome. Areas of application include Latinx urban communities experiencing the development of new greenspace, such as parks, trails, or greenways. [mfrmdz2@illinois.edu](mailto:mfrmdz2@illinois.edu)

**Yannick Kluch, Ph.D.** (Bowling Green State University) – Media & Communication. Dr. Kluch's research agenda is centered on why and how individuals and organizations utilize sport as a platform to advance equity, inclusion, and social justice. Specific areas of application include (1) activism, sport, and social change, (2) inclusive sport policy, governance, and human rights, (3) experiences of minoritized groups in sport, and (4) strategic diversity/equity/inclusion efforts in sport. [ykluch@illinois.edu](mailto:ykluch@illinois.edu)

**Toni Liechty, Ph.D.** (The Pennsylvania State University) – Leisure Studies  
Areas of research include the connections between physically active leisure and body image, embodiment, and health and well-being. For example, she has investigated body image and leisure among pregnant women, retirement-age men and women, and female athletes. [tliechty@illinois.edu](mailto:tliechty@illinois.edu)

**Laura Payne, Ph.D.** (The Pennsylvania State University) – Leisure Studies  
Areas of research include examining the relationship between leisure engagement and health among older adults, the role of community park and recreation agencies in the delivery of health promotion/disease prevention programs, and the translation of clinically based physical activity research into community settings. Areas of application include the design and delivery of community-based health promotion programs for older adults, streamlined evaluation methods for use by leisure service professionals, and working to connect community parks and recreation agencies to the health care arena. [lpayne@illinois.edu](mailto:lpayne@illinois.edu)

**Nick Pitas, Ph.D.** (The Pennsylvania State University) - Recreation, Park, and Tourism Management. Scholarship is centered on parks and protected areas, and organized recreation services. Specific areas of research include the wide-ranging benefits of these assets at the individual and community level, as well as methods for their sustainable financing and delivery. Application is primarily situated in local context, within

communities along the rural - urban continuum. [npitas@illinois.edu](mailto:npitas@illinois.edu)

**Carla A. Santos, Ph.D.** (The Pennsylvania State University) – Mass Communication Areas of research include social and cultural aspects of tourism development, cross-cultural communication, and the politics of heritage. Areas of application include urban tourism, representation and negotiation dynamics, and the use of tourism for social and cultural sustainability. [csantos@illinois.edu](mailto:csantos@illinois.edu)

**Mikihiro Sato, Ph.D.** (Temple University) – Business Administration. Areas of research include examining the mechanisms and effects of sport participation and spectatorship on well-being.

Areas of application include participatory sporting events, spectator sport events, fitness clubs, and parks and recreational facilities. [mikisato@illinois.edu](mailto:mikisato@illinois.edu)

**Joelle Soulard, Ph.D.** (Virginia Polytechnic University) – Hospitality and Tourism Management Areas of research include investigating sustainable solutions to community-based tourism development and designing empowering travel experiences. Her interests reside in the desire to create research that is actionable, inclusive, and offers creative solutions to challenges encountered by community members and travelers at destinations. [jsoulard@illinois.edu](mailto:jsoulard@illinois.edu)

**William P. Stewart, Ph.D.** (Arizona) – Watershed Management and Forestry Areas of research include understanding development processes for parks and protected areas; investigation of strategies to foster citizen and stakeholder dialogue about landscape change; exploring opportunities for civic discovery and meaning-making potential of planning forums. Areas of application are natural resource and urban park contexts. [wstewart@illinois.edu](mailto:wstewart@illinois.edu)

**Monika Stodolska, Ph.D.** (University of Alberta) – Earth and Atmospheric Sciences Areas of research interest include the effects of race and ethnicity on leisure behavior, adaptation processes among minority groups, constraints on leisure, and trans-nationalism. Other subjects prominent in her research include ethnic and racial discrimination in leisure settings and physical activity among minority populations. Areas of application include provision of leisure services for special populations. [stodolsk@illinois.edu](mailto:stodolsk@illinois.edu)

**Sharon Suiwen Zou, Ph.D.** (Texas A&M University) – Recreation, Park and Tourism Sciences Areas of research interest include behavioral pricing of tourism and recreation services (public and private sectors), service failure and recovery in tourism and hospitality, use of technology in the tourism industry and tourism research, and leisure and travel constraints. [szou@illinois.edu](mailto:szou@illinois.edu)

**Jules Woolf, Ph.D.** (University of Texas-Austin) - Sport Management Dr. Woolf's research interest focuses on the nexus between sport and health and the way in which this may be managed to facilitate positive and hinder negative outcomes. This informs two main areas of research. The first centers on doping in sport. The second examines sport development, both in terms of the development of sport and the use of

sport for developmental (i.e., health) outcomes. Rather than focus on the health outcomes per se, he is interested in the managerial and policy issues that affect these outcomes. The ultimate objective of his research is to formulate normative models that describe and explain the ways in which sport, as an institution, influences and promotes health.

[jwoolf@illinois.edu](mailto:jwoolf@illinois.edu)