
Recreation Management & Community Development 2011 Student Handbook



ACADIA UNIVERSITY



Mission

The Recreation Management and Community Development Program at Acadia University develops professional leaders who are critical and insightful thinkers as well as creative problem solvers. They are committed to promoting healthy, socially responsible, and environmentally sustainable lifestyles and communities in a broad range of human service organizations.

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Message from the Director



Welcome to the School of Recreation Management and Kinesiology, and in particular, to the Bachelor of Recreation Management degree program. You will soon meet knowledgeable, enthusiastic and friendly faculty and staff in our School who take pride in their work. They will provide you with excellent academic advising, teaching and opportunities for personal growth during your years of study. For example, the faculty and staff of the School have created this manual to help you in your academic choices.

Much of the success our students enjoy depends on their abilities, enthusiasm and effort to achieve the program's academic goals. As you choose your courses and focus your area of study, I would also encourage you to explore the many opportunities that will come your way. Your undergraduate experience is a journey where you can fulfill and surpass your goals and attain the highest level of personal growth, development, and academic achievement. You won't regret getting as much as you can from your Acadia experience. I am confident that the Bachelor of Recreation Management program will prepare you for future challenges in the field and that your student life at Acadia will be outstanding.

Both the School of Recreation Management and Kinesiology and the University offer assistance to students who might encounter academic or personal difficulties. Each student in the Recreation Management and Community Development program has a faculty advisor and I encourage you to consult with your advisor should you have any questions or concerns during the course of your studies at Acadia. You can certainly also come see me, Kim or Peggy.

I trust you will truly enjoy your time in our program. I wish you every success. Again, welcome to the School of Recreation Management and Kinesiology and best wishes.

Yours sincerely,

René J.L. Murphy, Ph.D.
Director
School of Recreation Management and Kinesiology

SECTION 1 - Introduction

Welcome

We would like to welcome you to Acadia University and the Recreation Management and Community Development Program. Your journey at Acadia will be an exciting, vigorous, and enjoyable part of your life. You will begin to create a network with fellow students, faculty and professionals in your field that will be very valuable in years to come.

Our program student handbook is not intended to replace Acadia's Undergraduate Calendar. This handbook is meant to act as a quick reference guide to help students become familiar with our department, the university and their degree program. You should become familiar with Acadia's Undergraduate Calendar. If you do not have a calendar you can access it online or by visiting the Registrar's office.

We hope that you find this handbook useful and we wish you success in the Recreation Management and Community Development Program.

Acadia University



Located in Wolfville, Nova Scotia, 100 kilometers northwest of Halifax, Acadia University, was founded in 1838. The university has earned a national and international reputation for scholarship in the arts, sciences, and many professional fields.

Acadia University has embarked on the next evolution in learning through the Acadia Advantage, an academic initiative which integrates the use of notebook computers into the undergraduate curriculum. It is an exciting undertaking that enhances the university's teaching and learning environment, and continues a tradition of innovation that has made Acadia a leader in undergraduate education.

Considered one of the leading undergraduate universities in Canada, Acadia offers students a unique opportunity to experience an environment which combines outstanding academic programs with a diversity of extracurricular activities. The university's small-town location and predominately residential character encourages personal growth through close contacts with fellow students and professors, through participation in intramural and intercollegiate activities, and through a wide variety of cultural programs.

The university is situated on a campus of 100 hectares and features 31 major buildings including 12 residences which house over 1700 students, the largest on-campus population in eastern Canada. At the heart of the university is the Vaughan Memorial Library which contains over one million titles.

Acadia offers students more than 200 different degree combinations leading to degrees, diplomas, and certificates in the disciplines comprising the Faculty of Arts, Faculty of Pure and Applied Science, Faculty of Professional Studies, and Faculty of Theology. Within these faculties many specialized programs are offered. Each Faculty is headed by a Dean who coordinates the work of each Faculty.

Academic Structure of the University

The Faculty of Professional Studies is comprised of three Schools: The Fred C. Manning School of Business Administration, The School of Education, and The School of Recreation Management and Kinesiology. Each School is headed by a Director who reports to the Dean of the Faculty of Professional Studies.

Policy making within the School of Recreation Management and Kinesiology is the responsibility of the School of Recreation Management and Kinesiology Council, which meets regularly during the academic year. All faculty, staff and two student representatives (one from the Acadia Kinesiology Society and one from the Acadia Recreation Management Society) make up the council membership.

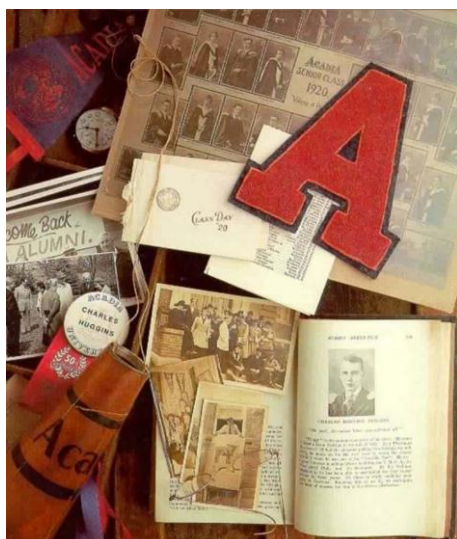
The Recreation Management and Community Development Program Council also meets regularly. Membership consists of all Recreation Management and Community Development faculty, staff members, and one student representative. Student issues are brought to council by the student representative via A.R.M.S. (Acadia Recreation Management Society).

The School of Recreation Management and Kinesiology



The School of Recreation Management and Kinesiology is responsible for academic study in Recreation Management and Community Development and Kinesiology. Degrees offered in the school include the Bachelor of Recreation Management, Bachelor of Recreation Management with Honours, Bachelor of Recreation Management with Environmental Sustainability Studies, Bachelor of Kinesiology and the Bachelor of Kinesiology with Honours.

History of the School of Recreation Management and Kinesiology



The School of Recreation Management and Kinesiology has gone through major changes in the past decades. Before the School of Recreation Management and Kinesiology was formed it was the Department of Physical Education and Recreation.

The journey to today's school began in the fall of 1890 when a new gymnasium was built at Acadia. In 1910, an introductory and required course in physical education was formed. From 1911 until 1914 all first year students were required to take the Physical Training course as a requirement for a Bachelor of Arts degree. During World War One the course was removed but returned in 1921. At this time, all first and second year students

were required to take this course for the Bachelor of Arts and Bachelor of Science degrees.

In the early 1920's, the Department of Physical Education was formed within the Faculty of Arts. In September 1969, the name was changed to the Department of Physical Education and Recreation which offered a Bachelor of Science in Recreation and Physical Education. In June 1974 the Department changed its name to the School of Recreation and Physical Education. Also that year, Senate approved the establishment of a master's degree in Recreation.

In 1997 the School changed its existing name of the School of Recreation Management and Kinesiology. In October 2001 the opening of the Kinesiology laboratories brought great excitement to the School.

The School, as it is today, would not have been possible without the help of the five founders: Donald Wells, Elizabeth Vermeulen, Robert Vespaziani, Gilbert Chapman and David Joos.

The Recreation Profession

Recreation is a human service field and thus requires individuals dedicated to assisting others in achieving personal satisfaction and growth through leisure experiences. The breadth and scope of the field is extensive and those possessing the skills and knowledge can gain employment in a variety of settings. The provision of leisure services is a major government responsibility and entails a complete network of programs, facilities, and professionals to meet the recreation needs of Canadians. Within government, recreation professionals provide services such as park and facility management, special event planning, sport leadership, and cultural arts administration. The recreation services network also

includes a myriad of not for profit groups such as sports clubs, youth groups, seniors clubs, individuals with special needs, and a broad range of special interest groups providing programs and services to meet the needs of specific target groups. Another sector of the profession offers for profit commercial programs and experiences, ranging from bowling centres and summer camps to outdoor adventure programs and resorts. Various societal institutions including schools, universities, correctional centres, special care homes, and medical facilities engage the services of recreation professionals offering programs and services to clients. Recent growth has been dramatic and the field offers challenge and excitement for those with university preparation.

Occupations in Recreation and Leisure

Municipal Parks and Recreation

| | | |
|---|---|-------------------------------------|
| • Sport Coordinator | • Fitness Programs | • Summer Camps |
| • Seniors' Programs | • Day Camps for Children | • Special Event Coordinator |
| • Services / Programs for Individuals with Disabilities | • Swimming Pool, Rink or other Facility Manager | • Community Development Facilitator |
| • Aquatic Activities | | |

Provincial and Governments

| | | |
|---|--------------------------------------|----------------------------------|
| • Sport Consultants | • Facility Design | • Tourism Promotion |
| • Programming Consultants | • Fitness / Wellness Consultants | • Program Evaluation Consultants |
| • National and Provincial Park Employee | • Consultant for Cultural Activities | |

Youth Service Agencies, Not for Profit

| | | |
|---|--|--------------------------------|
| • YMCA/YWCA Youth Program Manager | • After School Program Coordinator | • Church Sponsored Programs |
| • Recreation Manager with Youth Correction Agencies | • Scouts/Guides/Cadets Recreation Programmer | • Education Sponsored Programs |

Institutional Employment (including education)

| | | |
|---|--|--|
| • Senior Citizen Homes Recreation Coordinator | • Research in Recreation / Leisure | • Leisure Educator Universities/Colleges |
| • Hospitals Therapeutic Recreation | • Prisons Recreation Program Coordinator | • Rehabilitation Centers |

Commercial Recreation

| | | |
|-----------------------------|----------------------------------|-------------------------------|
| • Corporate Fitness Centres | • Racquetball Sport Club Manager | • Factory Recreation Programs |
| • Oil Rig Recreation | • Hotel Recreation | • Golf Club Manager |
| • Fitness Centre Management | • Cruise Ship Recreation | • Mining Camp Recreation |

Camping and Outdoor Education

| | | |
|----------------------|---------------------------|-------------------------|
| • Camp Administrator | • Water Safety Instructor | • Outward Bound Schools |
| • Ski Hill Manager | • Adventure Tourism | • Ski Instructor |
| • Ecotourism | | |

Taken from CAPHERD 's website

<http://www.cahperd.ca/eng/careers/documents/career.pdf>

Mission Statement

The Recreation Management and Community Development Program at Acadia University develops professional leaders who are critical and insightful thinkers as well as creative problem solvers. They are committed to promoting healthy, socially responsible, and environmentally sustainable lifestyles and communities in a broad range of human service organizations.

Vision Statement

The Acadia Recreation Management and Community Development Program will be a renowned hub of engaged and inspired teaching, scholarship and community service focused on developing healthy, socially responsible and environmentally sustainable lifestyles and vibrant communities. Our graduates will be well grounded in leisure theory, professional skills and a personalized liberal education that instills key core values that guide ethical decision-making in a complex world. Many of our graduates will lead in a variety of challenging leisure management situations while others will apply their expertise in diverse and demanding human service settings.

Our core professional values are:

- Environmental stewardship
- Social responsibility
- Active healthy lifestyles

All are actualized through civic engagement

While earning a degree in Recreation Management, our students will:

- be engaged learners with a thirst for knowledge, who take an active role in facilitating their education,
- be respectful of peers, professors, the university, and the community,
- embrace the privilege that higher education affords to them and take advantage of all opportunities for formal and informal learning,
- care about themselves, their personal development, and the quality of their work,
- learn to care about other people and embrace diversity,
- explore and develop their values and view of the world and become motivated and armed with the knowledge and tools to act accordingly,
- gain an in-depth appreciation for the role and meaning of recreation/leisure in society (discipline)
- gain an in-depth knowledge of, appreciation for, and connection to the service professions for which recreation/leisure are foundational,
- become engaged with community and the profession

As Graduates of Recreation Management, they will:

- apply their education to enhance the quality of life for others through their professional work and civic engagement
- support Acadia University as proud and involved alumni
- foster professional opportunities for current students and act as ambassadors for prospective students, for potential civic engagements students and faculty and for identifying meaningful research opportunities.

SECTION 2 - Contact Information

Faculty of Professional Studies

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|--|---|
| Dr. Heather Hemming Dean of the Faculty of Professional Studies Location: GOD 104 Phone: 902-585-1597 Email: heather.hemming@acadiau.ca | Rosie Hare Administrative Assistant Location: GOD 103 Phone: 902-585-1597 Email: rosie.hare@acadiau.ca |
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SRMK Director and Administrative Assistants

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Recreation Management & Community Development Faculty

| Contact Information | Research Interests |
|---|---|
| Dr. Glyn Bissix Professor Location: AAC 480 Phone: 902-585-1123 Email: glyn.bissix@acadiau.ca | Natural Resources Recreation and Tourism Integrated Resource and Environmental Management Genuine Progress Index |
| Dr. John Colton Professor Location: AAC 487.2 Phone: 902-585-1160 Email: john.colton@acadiau.ca | Indigenous Tourism Development Impacts of Tourism Development Historical and Contemporary Representation of Tourism Destinations Nature-based Tourism |
| Prof. Scott Hennigar Instructor Location: AAC 385E Phone: 902-585-1724 Email: scott.hennigar@acadiau.ca | Adventure Education Leadership in the Outdoors Adventure Programming Expedition Planning and Behaviour |
| Dr. Susan Markham-Starr Professor Location: AAC 381 Phone: 902-585-1558 Email: susan.markham@acadiau.ca | Recreation and Parks History Administration and Planning |
| Dr. Brenda Robertson Professor Location: AAC 385D Phone: 902-585-1522 Email: brenda.robertson@acadiau.ca | Social Psychology of Leisure Youth At-Risk Leisure Education Disenfranchised Populations Community Development |
| Dr. Alan Warner Associate Professor Location: AAC 384 Phone: 902-585-1562 Email: alan.warner@acadiau.ca | Environmental Education Nature Interpretation & Trail Development Community Youth Leadership Teambuilding & Organizational Development Environmental Sustainability |

Communication

| | |
|---|---|
| Dr. Jason Holt Associate Professor Location: AAC 385F Phone: 902-585-1885 Email: jason.holt@acadiau.ca | Communication Studies Philosophy of Mind Aesthetics |
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Librarian

Ann Smith
 Librarian to the School of
 Recreation Management and
 Kinesiology
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Kinesiology Faculty and Staff

| | |
|--|---|
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| <p>Dr. Gary Ness Professor Emeritus Email: gary.ness@acadiau.ca</p> | <p>Dr. Robert Pitter Professor Location: AAC 486 Phone: 902-585-1553 Email: robert.pitter@acadiau.ca</p> |
| <p>Dr. Roxanne Seaman Assistant Professor Location: AAC 487.4 Phone: 902-585-1692 Email: roxanne.seaman@acadiau.ca</p> | <p>Dr. Chris Shields Associate Professor Location: AAC 487.5 Phone: 902-585-1319 Email: chris.shields@acadiau.ca</p> |
| <p>Janna Wentzell Instructor Location: AAC 385B Phone: 902-585-1797 Email: janna.wentzell@acadiau.ca</p> | |

SECTION 3 - Students & Faculty Roles

Role of a Recreation Management & Community Development Student

Being in a professional program, Recreation Management and Community Development students differ from those in most arts and science programs. Not only must students be effective learners, capable of understanding the information presented to them through courses, they must also acquire the attitudes, knowledge, and skills required to be an effective professional in this human service field.

In addition to attending classes and completing required assignments, students are expected to participate in, and contribute to learning opportunities outside of the formal course structure. Students are expected to become involved with professional associations such as the Acadia Recreation Management Society, Recreation Nova Scotia, and Tourism Industry Association of Nova Scotia based upon their particular area of interest. Recreation Management and Community Development students often assume key leadership

roles on campus with organizations such as the student representative council, various sport and recreation clubs, campus special events, and within the residence system.

Through the years spent in the Recreation Management and Community Development program, students will spend many hours on evenings and weekends organizing various types of activities on a volunteer or paid basis.

Student Representatives

Recreation Management and Community Development students have representatives on major decision making groups within the faculty. There is a representative on the Recreation Management and Community Development Program Council, the School of Recreation Management and Kinesiology Council, the Faculty of Professional Studies Council, and the Faculty Planning Committee. These students are volunteers selected in a consultative process involving faculty and students.

Acadia Recreation Management Society (ARMS)

The Acadia Recreation Management Society (ARMS) is a student professional organization. The society is committed to the development of the professional and of the profession as a whole. Objectives of the society include:

- to be aware of, and be responsive to issues related to this field.
- to promote the benefits of recreation and leisure within the community through leadership and voluntarism.
- to develop kinship between students and professionals through networking opportunities.
- to facilitate professional development opportunities.
- to promote the Recreation Management program.

Each year, ARMS undertakes a wide variety of initiatives aimed at achieving the objectives.

Student Planning Committee

The student planning committee consists of nine members; two students from Business, Education, Recreation Management, Kinesiology and the member of the Acadia Students Union representing the Faculty of Professional Studies.

SPC Mandate:

- To make recommendations based on the mission statement and supporting objectives of the Faculty of Professional Studies and Acadia University;

- To foster collaboration and cooperation among the Student Societies within the Faculty of Professional Studies to identify common issues and resolutions across the Schools;
- To identify opportunities, plan events that will contribute to the welfare of students' professional and educational experiences;
- To establish specific plans and priorities for the allocation of funds in support of student professional development;
- To develop the parameters for and conduct and adjudicate an annual nomination process for the Outstanding Teaching Award within the Faculty of Professional Studies;
- To elect two members to represent this Committee on the Faculty Planning Committee;
- To act as a conduit for information on various initiatives between the Faculty and the student body of the professional Schools within the Faculty of Professional Studies.

Application for Professional Development Funds:

Each year the Student Planning Committee allocates funding toward enhancing the professional development of students within the faculty. Individuals or groups can apply for financial assistance. Requests will be evaluated on a first come/first served basis. See the Faculty of Professional Studies website for specific criteria and procedures for fund application.

Role of a Faculty Member

To become a tenured faculty member at Acadia University, an individual generally needs to complete a Ph.D. That requires at least eight years of university education. Teaching students is the most visible role that faculty play, however they also must engage in considerable scholarly activity such as conducting research and publishing to contribute to the body of knowledge in our field. Faculty is also required to assume leadership roles on various committees both within the University and within professional organizations.

One additional role that faculty members assume is that of an advisor to students. Advising does not mean making decisions for students about matters such as course selection. Rather, it means that a faculty member is available for students to discuss academic matters such as those presented in the University Calendar and Program Handbook. When students are familiar with the contents of these documents, the quality of time spent between a student and advisor can be greatly enhanced.

Faculty members have a responsibility to be well versed in the current knowledge of their teaching areas. Beyond this, they strive to present knowledge in an interesting and

challenging way. In most courses faculty attempt to provide a balance of theory and application, and use varied teaching strategies to enhance the learning experience.

SECTION 4 - Academic Selection

Undergraduate Calendar

As an undergraduate student you are responsible for reading and becoming thoroughly familiar with Acadia's Undergraduate Calendar for his/her program year. The undergraduate calendar is your contract with the university. You can access an electronic copy from the Registrar's website. You can receive a hard copy by visiting the registrar's office.

Some of the sections you should become familiar with are:

- The calendar dates
- Academic Policy and Regulations
- Recreation Management Program of Study
- Course descriptions and prerequisites for core and elective courses

Course Selection

Students are responsible for their course selection and registration. The university calendar is available to assist with this process. The university calendar is the official contract between the student and University. Generally, students must complete the prescribed courses as outlined in the University Calendar in the year they entered the Recreation Management and Community Development Program. However, as curriculum requirements do change, students may elect to graduate with the program as it is prescribed during the year in which they graduate. Therefore, it is necessary for students to retain the calendar program description for the appropriate year to serve as their guide for making courses selections.

In the past, students have relied heavily upon faculty and staff to advise them about course selection. Faculty and staff are not responsible to know which specific curriculum an individual student is following and so students must take full responsibility to ensure that they select the appropriate set of courses, according to their official calendar.

In the past, faculty has been asked for permission to substitute an elective course for a required course. The Registrar's office is the only body empowered to approve any course substitution and it is rare that permission to do so is granted. In order to avoid problems when the time comes to graduate, students are advised to read the University Calendar carefully, to be fully aware of the degree requirements as outlined in the appropriate

University Calendar, and to keep records of the course work completed as they progress through the program.

Additional Fees

In addition to regular tuition, supplies, and residence fees paid to the university, Recreation Management and Community Development students are responsible for fees associated with all non-credit degree requirements, field trips, and expeditions. There is also a \$100 program fee each year.

Academic Standards

Students in the Recreation Management program are expected to maintain a grade point average of 1.5 in order to be re-admitted into the program each September.

A grade of C- or better is required in all courses in the Leisure Core and the Management Core, Communication and courses in the concentration.

Students should familiarize themselves with the university regulations regarding academic probation and dismissal which are in the Acadia University Calendar, 2011-2012, pg 33-35.

The Acadia University Calendar states that:

Academic integrity demands responsible use of the work of other scholars. It is compromised by academic dishonesty such as cheating and plagiarism. A student who is uncertain whether or not a course of action might constitute cheating or plagiarism should seek in advice the advice of the instructor involved.

- ❑ Cheating is the copying or the use of unauthorized aids or the intentional falsification or invention of information in any academic exercise.
- ❑ Plagiarism is the act of presenting the ideas or words of another as one's own. Students are required to acknowledge and document the sources of ideas that they use in their written work.
- ❑ Self plagiarism is also a form of plagiarism. It is the presentation of the same work in more than one course without the permission of the instructors involved.
- ❑ A student who knowingly helps another to commit an act of academic dishonesty is equally guilty.
- ❑ Penalties are levied in relation to the degree of the relevant infraction. They range from requiring the student to re-do the piece of work, through failure on that piece of work, to failure in the course, and to dismissal from the university.

Procedures concerning infractions of academic integrity

- ❑ Faculty members, after informing their director/head and contacting the student involved, shall attempt to determine the personal responsibility of the student and impose any penalties where appropriate.
- ❑ The student can appeal the faculty member's decision to the department director/head and, if still not satisfied, to the dean.
- ❑ The student can appeal the dean's decision to the Vice-President Academic who shall inform the student of his/her decision as to the student's personal responsibility and the penalty imposed.
- ❑ A student has the right to appeal the decision of the Vice President (Academic) to the Senate Committee on Academic Discipline. Students have the right to have legal counsel when appearing before this committee.
- ❑ Technology Services and the Vaughan Memorial Library publish policies for the use of university computer facilities, both hardware and software and the use of the university library and its resources. Violation of these policies, or other abuse of university computer facilities, will be dealt with in the same manner as other forms of cheating or as a non-academic offence. For the dedicated purpose of inter-institution loan and document delivery services, patron records may be stored on a remote database. Some violations may also lead to criminal prosecution. It is the students' responsibility to familiarize themselves with the Technology Services policies.

Attendance at Classes and Laboratories

The Recreation Management faculty members consider class attendance to be important and often use class participation as part of student evaluation. Students are advised to maintain exemplary attendance and participation in all classes.

SECTION 5 - Curriculum

The Program of Study

The Bachelor of Recreation Management curriculum includes recreation and leisure studies, management, communication and liberal education and general electives.

A. Recreation and Leisure Studies Core (45h)

- RECR 1213 Foundations of Recreation and Leisure Studies
- RECR 1253 Community Development
- RECR 1263 Foundations of Leadership Theory and Practice
- RECR Core Course*
- RECR Core Course*
 - * RECR 1163 Environmental and Sustainable Society
 - * RECR 1223 Outdoor Recreation Management
 - * RECR 1233 Sustainable Tourism
 - * RECR 1243 Sport and Physical Activity in Society
 - * KINE 2293 Physically Active Living

- RECR 2013 Leisure Behaviour
- RECR 2513 Recreation and Community Programming
- RECR 2523 Research Issues and Community Development

- RECR 3033 Leisure and Society
- RECR 3103 History and Philosophy of Leisure

- RECR 4006 Professional Placement
- RECR 4033 Global Issues: The Leisure Perspective
- RECR 4043 Community Development Project
- RECR 4213 Policy, Planning and Decision Making
- RECR 4210L Policy, Planning and Decision Making Laboratory

B. Management Core (18h)

18 hours of Business courses determined by the School of Recreation Management and Kinesiology and the School of Business Administration. The following are recommended:

- BUSI 1703 Introduction to Business
- BUSI 2053 Introductory General Accounting
- BUSI 2413 Introductory Marketing

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| BUSI 2733 | Organizational Behaviour |
| BUSI 2743 | Organizational Theory |
| BUSI 3313 | Human Resources Management |
| BUSI 3613 | Business Law |
| BUSI 4553 | New Venture Creation |
| BUSI 4613 | Small Business Management |

C. Non-Credit Degree Requirements

RECR 1210 - Orientation (must be completed in 1st year)
 RECR 1100 - Emergency Care (must be completed in 1st year)
 RECR 3100 - Professional Conference

D. Communication Courses (3h)

COMM 1213 - Communication 1

E. Electives (27h)

Beyond the required core courses, students will have the opportunity to select from a number of elective offerings designed to satisfy their individual needs, interests, and specific career plans. Electives are any courses available from any Faculty. You will have to make sure that the course is available to non-majors (except RECR & SRMK courses) and that you meet the prerequisites. These can be chosen in consultation with your academic advisor.

F. Liberal Education Core (27h)

27 hours of arts or science courses taken at the direction of the school. An Arts / Science electives are any courses offered from the Faculty of Arts or the Faculty of Pure and Applied Science.

Subjects within the Faculty of Arts

| | | | |
|------|----------------------|------|--------------------------------------|
| ART | Arts | CLAS | Classics |
| CREL | Comparative Religion | ECON | Economics |
| ENGL | English | ESST | Environment & Sustainability Studies |
| FRAN | French | GERM | German |
| GREE | Greek | HIST | History |
| LATI | Latin | MUSI | Music |
| PHIL | Philosophy | POLS | Political Science |
| SOCI | Sociology | SPAN | Spanish |
| THEA | Theatre Studies | WGST | Women's & Gender Studies |

Subjects within the Faculty of Pure and Applied Science

| | | | |
|------|----------------------------|------|------------------|
| APSC | Applied Science | BIOL | Biology |
| CHEM | Chemistry | COMP | Computer Science |
| ENVS | Environmental Science | GEOL | Geology |
| MATH | Mathematics and Statistics | NUTR | Nutrition |
| PHYS | Physics | PSYC | Psychology |

Important Note: A grade of C- or better is required in the leisure studies and management cores as well as in the required Communication courses. A minimum CGPA of 2.00 is required to be eligible to graduate

Areas of Study

Our faculty delivers a fundamental core of Recreation Management and Community Development courses which all students complete. In addition students may choose to focus their studies in particular areas by taking groupings of more advanced elective courses, independent studies, professional placements, doing an honours project and/or participating in personalized community experiences. These are called AREAS OF STUDY.

Areas of Study are based on the expertise and research areas of one or more of the current faculty. They provide students with an opportunity to work with faculty in a personalized manner that is extremely rare in undergraduate programs. Our small program size enables these opportunities. Areas of Study are optional. Customized opportunities beyond the core program, they are not a certification or credential and they do not appear on one's diploma. In many cases an Area of Study also involves choosing elective courses in other disciplines that supplement electives within the program. The current list of Areas of Study is noted below. This list also provides prospective students with a sense of the areas of faculty expertise and interest within the very broad field of Recreation Management and Community Development.

Areas of Study

Health and Wellness - What does it mean to be healthy and well in a broad sense, from physical to emotional to spiritual health? The emphasis is on how professionals can encourage and promote individual health and wellness in a community context.

Sustainable Community Development - Courses and projects explore how our communities can be designed and developed to promote sustainable and healthy lifestyles. How can recreation and community service professionals facilitate this process?

Leisure Education - This area focuses on the principles and sources of leisure education in society. How can we develop strategies to improve quality of life with a wide range of groups?

Sustainable and Eco-Tourism— Course and projects that consider how best to interpret our landscapes and communities in an exciting and interactive manner while promoting a care for the environment and local cultures.

Adventure and Outdoor Recreation - This area provides the theory, concepts and skills to help you lead and administer adventure and outdoor recreation experiences for a wide range of people.

Environmental Education - Courses and projects that explore the environmental problems we face and the solutions, skills and strategies that can be used to make a difference through education and lifestyle change.

Leadership Development - This area challenges you with the theory, concepts and skills to make you a strong leader in recreation, community and/or leisure services.

Youth Development - How can we strengthen the role and contributions of youth to society through leisure, learning and leadership? This area gives you the tools and understandings to work effectively and dynamically with young people.

Sport Leadership - Courses and experiences that help you to understand how sport and physical activity are organized in relation to social institutions such as government, local communities, the media, education, etc. How can you use recreation management skills in sport and coaching to enhance individual lifestyles and communities?

Disenfranchised or Marginalized Populations - What are the patterns and causes of social injustice in communities and society? How can we support and work with disenfranchised groups to challenge injustice, claim an equitable share of resources and realize their potential.

Parks and Open Space Planning - What is the role of parks and open spaces in our communities, regions and at the national level; and how can we plan, program and manage them for the benefit of all?

Community Based Education - This area focuses on the theory and practice of education in community settings with a range of groups and contexts, The emphasis is on experiential education approaches and students can use this focus as a jumping off point to a Bachelors in Education degree as a next step.*

History of Recreation and Leisure - How has the role and participation in recreation and leisure changed across time in our society? What have been the influential sources and who have been important leaders

* Students interested in completing a B.Ed as a follow-up to a recreation management degree, which is a common path, should consult with advisors as soon as possible to insure that their choice of electives enables them to meet the criteria for "teachable content areas" in B.Ed. programs.

Non-Credit Requirements

The objective of the non-credit degree requirements is to ensure that students acquire a general appreciation for the nature of the career field to which they aspire, to acquire basic skills essential to that field, and to promote the development of an "esprit de corps" within the program.

RECR 1100 Emergency Care

"Standard First-Aid" and CPR level C or approved equivalent must be completed prior to the second year of study. Students will be required to maintain current certification during their second, third and fourth years.

RECR 1210 Orientation

This is an orientation to the recreation management program, to the recreation management faculty, to leisure studies, to leisure professionals and to Acadia University as well as fellow students.

RECR 3100 Conference

Students are required to attend and participate in a 2 day conference prior to graduation. Your advisor's written approval of the conference must be obtained prior to attendance and a post conference evaluation must be submitted.

Procedures for RECR3100 - Conference

1. Before attending the conference, complete a "conference" form and submit it to your academic advisor or the coordinator of your concentration for approval;
2. Register for the conference;
3. Participate at the conference for a minimum of two full days;
4. Submit the "conference" form, the registration receipt and the conference report to the Recreation Management secretary.

An approved professional conference will normally....

- be sponsored by a recognized professional organization;
- have a program that covers a variety of topics related to the practice of the profession;
- be germane to the students concentration, if applicable;
- have sessions that cover a minimum of two days;
- be approved in the advance by the coordinator of your concentration or by your Academic Advisor.

Curriculum Planner - BRM

Curriculum Planners are designed to help students stay on track with course requirements.

| Year | Leisure Studies Core (45h) | Liberal Education Core (27h) | Communication Course (3h) | Management Core (18h) | Electives (27h) |
|------|--|--|---------------------------|----------------------------------|--|
| 1 | RECR 1210 (non-credit) RECR 1213 (3h) RECR 1253 (3h) RECR 1263 (3h) RECR Core Course Option (3h) RECR Core Course Option(3h) RECR1100 (non credit) | Art / Science (3h) Art / Science (3h) | COMM 1213 (3h) | BUSI 1703 (3h) BUSI 2053 (3h) | |
| 2 | RECR 2013 (3h) RECR 2513 (3h) RECR 2523 (3h) | Art / Science (3h) Art / Science (3h) | | BUSI (3h) BUSI (3h) | Elective (3h) Elective (3h) Elective (3h) |
| 3 | RECR 3033 (3h) RECR 3103 (3h) RECR 3100 (non credit) | Art / Science (3h) Art / Science (3h) Art / Science (3h) | | BUSI (3h) | Elective (3h) Elective (3h) Elective (3h) Elective (3h) |
| 4 | RECR 4006 (6h) RECR 4033 (3h) RECR 4043 (3h) RECR 4213 (3h) (plus Lab RECR 4210L) | Art / Science (3h) Art / Science (3h) | | BUSI (3h) | Elective (3h) Elective (3h) |

Degree Check List - BRM

| Leisure Studies Core (45 hrs) | | ✓ | Management Core (18 hrs) | | ✓ |
|--|--|---|----------------------------------|--|---|
| RECR 1213 – Foundations of Recreation & Leisure Studies | | | BUSI Course | | |
| RECR 1253 - Community Development | | | BUSI Course | | |
| RECR 1263 - Foundations of Leadership Theory & Practice | | | BUSI Course | | |
| RECR Core Course Option | | | BUSI Course | | |
| RECR Core Course Option | | | BUSI Course | | |
| RECR 2013 - Leisure Behaviour | | | BUSI Course | | |
| RECR 2513 – Recreation and Community Programming | | | | | |
| RECR 2523 – Research Issues in Leisure & Community Development | | | | | |
| RECR 3033 - Leisure in Society | | | | | |
| RECR 3103 - History and Philosophy of Leisure | | | | | |
| RECR 4006 - Professional Placement | | | | | |
| RECR 4033 - Global Issues: The Leisure Perspective | | | | | |
| RECR 4043 - Professional Issues | | | | | |
| RECR 4213 - Policy, Planning and Decision-Making | | | | | |
| RECR 4210 - Laboratory for 4213 | | | | | |
| Liberal Education Core (27 hrs) | | ✓ | Communication Core (3 hrs) | | ✓ |
| Art / Science Elective (3 hrs) | | | COMM 1213 - Communication 1 | | |
| Art / Science Elective (3 hrs) | | | | | |
| Art / Science Elective (3 hrs) | | | | | |
| Art / Science Elective (3 hrs) | | | | | |
| Art / Science Elective (3 hrs) | | | | | |
| Art / Science Elective (3 hrs) | | | | | |
| Art / Science Elective (3 hrs) | | | | | |
| Art / Science Elective (3 hrs) | | | | | |
| Art / Science Elective (3 hrs) | | | | | |
| Art / Science Elective (3 hrs) | | | | | |
| Electives (27 hrs) | | ✓ | Non - Credit Degree Requirements | | ✓ |
| General Elective (3 hrs) | | | RECR 1100 - Emergency Care | | |
| General Elective (3 hrs) | | | RECR 1210 - Orientation | | |
| General Elective (3 hrs) | | | RECR 3100 - Conference | | |
| General Elective (3 hrs) | | | | | |
| General Elective (3 hrs) | | | | | |
| General Elective (3 hrs) | | | | | |
| General Elective (3 hrs) | | | | | |
| General Elective (3 hrs) | | | | | |
| General Elective (3 hrs) | | | | | |
| General Elective (3 hrs) | | | | | |

Curriculum Planner – BRM with ESST

Curriculum Planners are designed to help students stay on track with course requirements.

| Year | Leisure Studies Core (45h) | ESST (27h) | Communication Course (3h) | Management Core (18h) | Electives (27h) |
|------|--|--|---------------------------|----------------------------------|--|
| 1 | RECR 1210 (non-credit) RECR 1213 (3h) RECR 1253 (3h) RECR 1263 (3h) or ESST 2003 (3h) RECR Core Course Option (3h) RECR2020 (non credit) | ESST 1003 (3h) ESST 1023 (3h) RECR 1163 (3h) | COMM 1213 (3h) | BUSI 1703 (3h) BUSI 2053 (3h) | |
| 2 | RECR 2013 (3h) RECR 2113 (3h) RECR 2513 (3h) RECR 2523 (3h) or ESST 3003 (3h) RECR Core Course Option(3h) | ESST Core Concentration Course (3h) | | BUSI 2413 (3h) BUSI 2733 (3h) | Elective (3h) Elective (3h) |
| 3 | RECR3033 (3h) | ESST Course (3h) ESST Course (3h) ESST Course (3h) | | BUSI (3h) | Elective (3h) Elective (3h) Elective (3h) Elective (3h) |
| 4 | RECR 4006 (6h) RECR 4010 (non credit) RECR 4033 (3h) RECR 4043 (3h) RECR 4213 (3h) (plus Lab RECR 4210L) | ESST 4003 (3h) ESST Course (3h) | | BUSI (3h) | Elective (3h) Elective (3h) |

Degree Check List - BRM with ESST

| Leisure Studies Core (45 hrs) | | ✓ | Management Core (18 hrs) | | ✓ |
|--|--|---|----------------------------------|--|---|
| RECR 1213 – Foundations of Recreation & Leisure Studies | | | BUSI Course | | |
| RECR 1253 - Community Development | | | BUSI Course | | |
| RECR 1263 - Foundations of Leadership Theory & Practice | | | BUSI Course | | |
| RECR Core Course Option | | | BUSI Course | | |
| RECR Core Course Option | | | BUSI Course | | |
| RECR 2013 - Leisure Behaviour | | | BUSI Course | | |
| RECR 2513 – Recreation & Community Programming | | | | | |
| RECR 2523 – Research Issues in Leisure & Community Development | | | | | |
| RECR 3033 - Leisure in Society | | | | | |
| RECR 3103 - History and Philosophy of Leisure | | | | | |
| RECR 4006 - Professional Placement | | | | | |
| RECR 4033 - Global Issues: The Leisure Perspective | | | | | |
| RECR 4043 - Professional Issues | | | | | |
| RECR 4213 - Policy, Planning and Decision-Making | | | | | |
| RECR 4210 - Laboratory for 4213 | | | | | |
| Environmental Sustainability Studies Core (27 hrs) | | ✓ | Communication Core (3 hrs) | | ✓ |
| ESST 1003 – Sustainability Concepts & Systems (3 hrs) | | | COMM 1213 - Communication 1 | | |
| ESST 1023 – Perspectives on Environmental Philosophy, Thought & Practice (3 hrs) | | | | | |
| RECR 1163 – Environmental and Sustainable Society (3 hrs) | | | | | |
| ESST Core Concentration Course (3 hrs) | | | | | |
| ESST Concentration Course (3 hrs) | | | | | |
| ESST Concentration Course (3 hrs) | | | | | |
| ESST Concentration Course (3 hrs) | | | | | |
| ESST Concentration Course (3 hrs) | | | | | |
| ESST 4003 – Environmental & Sustainability Studies Project (3 hrs) | | | | | |
| | | | Non - Credit Degree Requirements | | ✓ |
| | | | RECR 1100 - Emergency Care | | |
| | | | RECR 1210 - Orientation | | |
| | | | RECR 3100 - Conference | | |
| | | | Electives (27 hrs) | | ✓ |
| | | | General Elective (3 hrs) | | |
| | | | General Elective (3 hrs) | | |
| | | | General Elective (3 hrs) | | |
| | | | General Elective (3 hrs) | | |
| | | | General Elective (3 hrs) | | |
| | | | General Elective (3 hrs) | | |
| | | | General Elective (3 hrs) | | |
| | | | General Elective (3 hrs) | | |

SECTION 6 - Courses offered by SRMK

Recreation Management

| | |
|----------|---|
| RECR1100 | Emergency Care |
| RECR1163 | Environment and Sustainable Society |
| RECR1183 | Environmental and Sustainable Society |
| RECR1210 | Orientation |
| RECR1213 | Foundations of Recreation and Leisure Studies |
| RECR1223 | Outdoor Recreation Management |
| RECR1233 | Sustainable Tourism |
| RECR1243 | Sport and Physical Activity in Society |
| RECR1253 | Community Development |
| RECR1263 | Foundations of Leadership Theory and Practice |
| RECR2013 | Leisure Behaviour |
| RECR2033 | Sustainable Community Development |
| RECR2513 | Recreation & Community Programming |
| RECR2523 | Research Issues in Leisure and Community Development |
| RECR3033 | Leisure in Society |
| RECR3100 | Conference |
| RECR3103 | History and Philosophy of Leisure |
| RECR3143 | Parks and Open Space Resource Development |
| RECR3153 | Crime & Justice: The Leisure Perspective |
| RECR3163 | Leisure Education Principles and Processes |
| RECR3193 | History of Fitness, Health and Wellness |
| RECR3423 | Leisure and Special Populations |
| RECR3443 | Recreation Resource & Environmental Management |
| RECR3563 | Environmental Education |
| RECR3573 | Community Design and Active Living |
| RECR3593 | Ecotourism |
| RECR3893 | Outward Bound: Explorations in Adventure and Environmental Advocacy |
| RECR3993 | Explorations in Recreation Management Education |
| RECR4006 | Professional Placement |
| RECR4033 | Global Issues: The Leisure Perspective |
| RECR4043 | Community Development Project |

| | |
|----------|--|
| RECR4083 | Sustainable Tourism Planning and Development |
| RECR4213 | Policy, Planning and Decision-Making |
| RECR4393 | Directed Study in Recreation |
| RECR4473 | Festival and Special Event Management |
| RECR4493 | Independent Study of Recreation |
| RECR4593 | Special Topics in Recreation |
| RECR4893 | Outward Bound: Advanced Expedition Management & Leadership |
| RECR4996 | Honours Thesis |

Kinesiology Outdoor Activities

| | |
|-----------|--|
| KINE 176D | Outdoor Leader 1 |
| KINE 180D | Adventure Programming |
| KINE 181D | Off-Road Mountain Biking |
| KINE 182D | Cross-Country Skiing |
| KINE 183D | Expedition Planning / Behaviour / Safety |
| KINE 184D | Canoe Tripping |
| KINE 185D | Special Topics |
| KINE 185H | Kayaking |
| KINE 280D | Bike Touring |
| KINE 281D | Advanced Canoeing |
| KINE 282D | Advanced Survival |
| KINE 276D | Outdoor Leader 2 |
| KINE 280S | Special Topics 2 |

SECTION 7 - Honours Program

Thinking of doing an Honours Program?

As you begin to think about doing an honours program, and its research and thesis writing, you should review the appropriate text noted below to get an overview of the research process.

- Recreation Management students should refer to Chapter 3 in Veal, A.J. (1997). *Research methods for leisure and tourism: A practical guide* (2nd ed.). Toronto: Financial Times/Prentice-Hall.

Here are some things that you must know!!!

1. You need a faculty member to supervise your honours program work. That person's ability to supervise your honours program will depend upon the number of students

- already working with that faculty member, and the match between your proposed topic and the faculty member's expertise and research program.
2. You should approach the faculty member working in your area of interest as early as possible, at the latest by Christmas of your third year, so that your course work in the winter term will complement your honours program - including the appropriate research methods courses and any directed readings or directed studies courses that are recommended.
 3. While data collection differs from thesis to thesis, you should expect to commit a substantial part of the summer after third year collecting and analyzing your data.
 4. The academic requirements which you must meet are:
 - a) obtaining an entering and a final program GPA of 3.0, as well as a GPA of 3.0 in core courses
 - b) completion of a research methods course selected based on the student's research interests, usually KINE 3163 (in addition to RECR 2523 Issues in Leisure Research), and RECR 4996 Honours Thesis
 5. You must complete a change of program form from BRM to BRM (Honours). This is done by contacting or Recreation Management Administrative Secretary
 6. The School may help defray some of the costs of doing an Honours thesis.
 7. **Please Note:** The Honours thesis option is not for everyone. The work for an Honours thesis requires a big commitment of time and energy during your third and fourth years in the Recreation Management program. An Honours thesis is NOT required to enter a graduate program at most universities, but it is very helpful in demonstrating your ability to carry out advanced research. If a school's prerequisites mention an "honours degree", that usually means a four-year undergraduate degree such as the Recreation Management degree from Acadia. As well, students who complete the BRM may subsequently complete additional studies that fulfil the honours degree requirements and be issued an honours conversion certificate.

The normal course of events on the way to completing an Honours Program

1. **Identifying a Supervisor and a Topic:** You must have a faculty member to supervise your thesis research. The topic of your research must match the research interests of the faculty. Thus, you need to do some advance work to identify which faculty member(s) to approach; and you need to recognize that your topic may be modified to match the expertise and interests of the supervisor.
2. **Proposal:** This is the plan for your research and it must be submitted to your supervisor before any work can be done. It will be read by your supervisor who may consult with other faculty members
3. **Your research subjects must be protected:** Your supervisor will assist you in completing the forms and obtaining the necessary approvals for your research. The normal time line for the approval process is 4 to 8 weeks. You must plan ahead for this!
 - a) **Humans:** If you are using human subjects/participants in any way in your research, your research must be approved by the Research Ethics Board which reviews

research on human subjects in keeping with the Tri-Council Policy Statement Ethical Conduct for Research Involving Humans. You must complete and submit a Research Ethics Board application that explains what you will do, how you will do it, and how your subjects will be protected. The REB information is found at <http://ace.acadiau.ca/gradstud/reb/>

- b) **Animals:** If you are using animals in your research, it must be approved by the Acadia Animal Care Committee. You must be in compliance with the Canadian Council on Animal Care guidelines. Researchers are required to fill in an Animal Use Protocol form.
4. **With the guidance of your supervisor**, you will carry out your research program after your research plan has been approved by the appropriate review body. While each supervisor and each research area are different, in general each program includes the following stages:
- Data collection
 - Data analysis
 - Writing of the thesis in a format determined in consultation with your advisor - either the classic format or the manuscript for publication format
- Detailed guidance on these stages will be given by your supervisor.
5. **Reading of the thesis** within the School is done by your supervisor and one other faculty member. A copy of your thesis **must** be given to the second reader at least two weeks before the finished thesis is to be submitted to the Acadia University Honours Committee.
6. **Submission of the thesis** to the Acadia University Honours Committee must be done by the date listed in the University calendar for this year. The deadline dates are set by the University and are not negotiable.
7. **The grade for the thesis will be determined** by the supervisor and all other faculty members supervising honours students that year. The grade is determined taking the following criteria into consideration:
- the quality of the project concept and research question (if applicable)
 - your ability to meet deadlines
 - the initiative that you showed in performing the research
 - the amount of intervention needed from the supervisor
 - the quality of the finished project, research and writing
 - the evaluation and comments of departmental and external thesis readers
8. **Presentation** of the thesis is expected.

Regulations for honours theses

The University's Regulations for Honours Theses are published by the Honours Committee of Senate. The regulations are available at <http://research.acadiau.ca/student-research.html>

SECTION 8 - Registration

The registration process can be very overwhelming for those that are not prepared. The faculty will be available for an academic advising session in March. You can make appointments throughout the year with your academic advisor. To be prepared for registration you should follow these three easy steps: prepare, meet and register.

Prepare

1. Request an Academic Evaluation (PACE) from the program secretary.
2. Request a Curriculum Planner form the program secretary.
3. Compare the courses you have successfully completed from the Academic Evaluation to the courses you should have completed from the Curriculum Planner. This will determine what courses you still require to complete the degree.
4. Create an action plan of what courses you should take in the next academic year. The normal course load for full-time undergraduate students in the fall-winter term is thirty credit hours (30h), or fifteen hours (15h) per term.

Meet

1. Make an appointment with your academic advisor. There is a list of academic advisors on the bulletin board in SRMK if you are unable to remember who your academic advisor is.
2. Take your action plan, Academic Evaluation and Curriculum Planner with you to your meeting.

Register

1. Register for your core courses in Leisure Studies and Management first.
2. Register for electives. When choosing electives you should choose 2-3 extra electives just in-case your first choice(s) are full.

Help

1. If you require assistance during any stage of this process please contact Kim Vaughan by phone at 585-1307 or email at kim.vaughan@acadiiau.ca.

Terms

The following list of terms is provided to assist you in the university registration process.

Course weight - you will hear people talking about full courses, half courses, term courses, etc. The official terminology about courses considers their weight. Courses are usually worth (weighted as) three hours (3h) or six hours (6h). Although there are some exceptions, a 3h course normally meets for three hours a week for a term and a 6h course meets for three hours a week over two terms.

Credit hours - also refers to course weight. A 3h course is a half credit and a 6h course is a full credit. We also refer to 3h credits and 6h credits.

Course numbering - In the academic calendar a course number has four digits (lab courses have five); in the schedule of classes there are two additional characters. The first digit in the course number indicates the year of study in which a course is usually taken; the fourth digit indicates the course weight. In the fifth place, 'L' indicates a lab course; the sixth digit indicates the section and the seventh the term in which it is taken: 1 for fall term, 2 for winter term and 0 for both terms, eg. Recr 1213 X1 is a first year course which is offered in the fall term and is worth 3h credit. Recr 4210L X1 is the lab associated to the RECR 4213 course which is offered in the fall term.

Core courses- courses required that must be taken to fulfill the requirements of a degree.

Elective courses - courses that count towards the degree but do not fulfill any specific degree requirements.

Term or semester - used interchangeably; refers to a period of time. First term is September to December also called Fall semester. Second term is January to April also called Winter semester.

Calendar - The calendar has a list of all the courses that the university offers. Not all courses are offered every term or every year.

Timetable - the timetable is a list of courses that are being offered in a specific year. You can view the timetable on the Acadia University's website. If courses are highlighted in red it indicates that the course is full.

Course load - A full course load is 30 hours per year, 15 hours per semester.

Degree requirements - The Recreation Management degree is comprised of 120 credit hours: 45 hours in Liberal Education (required RECR courses), 27 hours in Liberal Education (Arts / Science), 18 hours in Management (Business), 3 hours in Communication, 4 non-credit courses and 27 hours in General Electives (university electives).

SECTION 9 - Library



As a centre for information and learning, the Vaughan Memorial Library is dedicated to providing quality resources and services to meet your course information needs. The Library building is located adjacent to the Beveridge Arts Centre (BAC) on the edge of the Acadia Campus. Its gateway to

information sources can be accessed at: <http://library.acadiau.ca>

Students enrolled in the Recreation Management and Community Development program have their own librarian to assist them with course related research. Your librarian, Ann Smith, can show you how to navigate through library resources and help you find, organize, and cite information for your assignments and papers.

SECTION 10 - Email Accounts

When you are an Acadia student you receive an email address that is active even after you graduate. The students email addresses are the last six numbers of their student identification number followed by their first initial of their last name @ acadiau.ca. For example; 018150h@acadiau.ca.

The faculty email addresses are designed as first name period last name @acadiau.ca, for example; rene.murphy@acadiau.ca is the email address for Dr. René Murphy.



There is a distribution list on the Acadia server that includes all current recreation management students. You can email information to recrstu@acadiau.ca, due remember that there is a size limitation on the emails so large attachments will not be delivered.

SECTION 11 - Course Outlines

We strongly recommend that students keep their course outlines. If you attend a different program in the future (perhaps even years down the road in your career) you may be able to use the courses completed at Acadia University as transfer credits to another program. The course outlines would help identify if you have the qualifications to meet course requirements in another program.

SECTION 12 - Teaching Assistants

Students in their 2nd, 3rd and 4th year of study are eligible to apply as Teaching Assistants. This position is paid by the university whereby students assist the professor with course preparation and grading assignments. Becoming a TA offers you an excellent opportunity to build upon your resume while enriching your knowledge of the subject matter.

SECTION 13 - Convocation



Students in their final year of study must apply with the Registrar's Office to graduate. The deadline to apply is usually the end of July for Fall Convocation and in the first part of December for Spring Convocation. Verification of the exact deadlines should be done on the Registrar's website.

SECTION 14 - Scholarships & Awards

Dean's List Scholar

The Dean's list includes the names of the top 5% of non-graduating students by faculty or school, registered in 30 hours or more in their first three years of undergraduate study. The selection is made after the undergraduate examination results are available in the Spring.

The Freda N. Wales Memorial Scholarship

The scholarship was established in 1982 by friends and colleagues of Freda Wales (B.Sc. McGill) in memory of a lifetime of dedicated humanitarian service along with a deep commitment to the advancement of outdoor education and all outdoor pursuits. The

scholarship is awarded annually on the recommendation of the Director of the School of Recreation Management and Kinesiology to an individual who is a resident of Nova Scotia, has completed at least two years of a college or university program, and who wishes to pursue a program concentrating in outdoor leadership at Acadia University.

The Alex Wright Memorial Award

This award was started in 1998 in memory of Dr. Alex Wright who was Director of the School of Recreation Management and Kinesiology and a faculty member since the late 1970's. Dr. Wright died in the Spring of 1997. In recognition of his love of scholarship, this award recognizes outstanding commitment to scholarship as demonstrated by a graduating student within the School of Recreation Management and Kinesiology. The recipient of the award is chosen by faculty.

James Bayer Memorial Award

James Bayer was a pioneer in the field of recreation in Nova Scotia and was a faculty member and Dean of the School of Recreation and Physical Education 1975-85. This award was started by his students in his memory when he died from cancer at age 47. The James Bayer Award is a plaque awarded annually to a graduating student in Recreation Management for expressed qualities of leadership, fellowship, and professionalism. The recipient of the award is chosen annually by members of the graduating class.

The University Medal

The University Medal in Recreation Management is awarded to the graduating student who has the highest average in Recreation Management provided that he/she has an "A" average.

SECTION 15 - University Services

University Services

Of particular importance to your life as a student at Acadia University is familiarity with services the university provides that may assist you. Take some time to learn how to effectively use the Library and Technology Services. Drop into the Campus Counselling Centre to find out about assistance in study skills, time management and career counselling, and locate your Student Council office and services in the Student Union Building. Also the University Medical Centre is located in the ground floor of Dennis House (west doors). Website: www.acadiau.ca

Athletics



Acadia University is a member of the Canadian Interuniversity Sport (CIS) and Atlantic University Sport (AUS).

Acadia's varsity teams compete annually for regional and national championships in women's and men's basketball, men's football, men's hockey, women's soccer, women's volleyball, women's cross-country and women's rugby. The University is proud of its strong athletic tradition, with a number of conference and national championships to its credit.

Varsity and club sports are conducted in university facilities which include: two gymnasias, a stadium for soccer, football and rugby competitions, an arena with an Olympic-sized ice surface, a quarter-mile track, a swimming pool and several practice fields for football, soccer and rugby. Acadia's athletic program dates back to 1875 and has gained nationwide and international recognition as a competitive and successful athletic program.

Website: www.acadiu.ca/sports

Campus Programs



The Campus Programs Department co-ordinates an extensive program of recreation and leisure opportunities. Programs are offered in competitive intramural sports, recreational activities, sports clubs, special events, and fitness activities. Clinics, workshops and "open" scheduled times in the facilities are also featured.

Computer Support

The user-support centre provides students with support for computer hardware and software issues.

Website: <http://www.acadiu.ca/ts/>



Financial Assistance



The Financial Aid office provides budgeting consultations support to locate resources for a variety of financial issues and be an liaison with Student Assistance Office for Student Loan Issues on your behalf.

Website: <http://www.acadiu.ca/prospective/finance/financial.html>

Student Resource Centre

Getting through university poses many difficult challenges. Many students experience *stress* due to the adjustments required by their studies and the multiple roles in their lives. Common issues students identify are feeling *worried*, *anxious* or *depressed*, having relationship problems or underachievement in their studies. Counselling is available for supportive or problem-solving assistance for *academic*, *vocational*, *emotional*, *personal* or *social* concerns. Counsellors help explore these issues and assist students to work toward achieving the goals they have set for themselves. The Centre provides Acadia students

the opportunity to discuss, in a private and relaxed atmosphere, *any personal, career, or academic concern*. Most students can benefit from seeing a counsellor at some point in their university experience.

Other Services: Academic Interest Testing, Academic Support Programs, Career Interest Testing, Crisis Intervention, Depression & Anxiety Help, Access Acadia - Learning Disabilities, Disability Resource Facilitator, Eating Disorder Assistance, and Mental Health Information.

The Writing Centre

The Acadia Writing Centre offers support with writing skills providing tutorials, workshops, a resource library and specific writing needs.

Website: <http://www.acadiau.ca/writingcentre/>



SECTION 16 - Masters Program

The Masters Program

The Master of Recreation degree at Acadia University was first introduced in 1976 and after a layoff for a number of years was reinstated in 2000. In addition, the School has developed the Centre for Lifestyle Studies to co-ordinate and enhance some of the faculty's research and scholarly activity.

The Master of Recreation is a small intake program oriented to research and advanced professional preparation. The program normally enrolls two highly qualified students each year. The program is very demanding both academically and professionally. Graduate students will be expected to have well-developed academic skills including strong writing and oral skills, and well developed interpersonal skills. Every graduate student is required to write a thesis and complete a professional or teaching practicum. Master of Recreation students prosper from a close association with their faculty advisors and other faculty involved in the Recreation Management Program. The relatively small size of Acadia University means that graduate students can gain relatively easy access to faculty in other departments throughout the University for assistance with their academic coursework and research.

Admission Requirements and Procedures

Candidates for admission to the graduate programs of Acadia University must possess an Honours degree, or a four year Bachelor's degree, or its equivalent, from an approved university. Candidates must have at least a B- average in the courses taken in the major in the last two undergraduate years. This program will normally take 2 years to complete.

Application Deadline

This deadline is February 1, if a candidate wishes to be considered for possible funding from Acadia University for the upcoming academic year. Normally the last day for receiving applications to begin study in September is March 15.

Acadia Graduate Student's Association

The heart of any graduate program is the quality of graduate student peers and the competency of the faculty and thesis supervision. Acadia's Master of Recreation students have developed a tradition of mutual support that challenges each student to do well. Acadia University also has a very active Graduate Student Association that provides continuous mutual support on a number of academic and other concerns. The Association is represented on the Acadia Senate and on other key decision-making committees on campus including the Senate Committee on Research and Graduate Studies. The Association also provides important academic support to undergraduate students throughout the University.