

Area of Interest: Community and Social Services

## Recreation and Leisure Services

Ontario College Diploma

Program Code: 0422X01FWO

2 Years

Ottawa Campus

### Our Program

#### **Pursue a career supporting healthy communities.**

The two-year Recreation and Leisure Services Ontario College Diploma program prepares you to pursue a career programming in recreation facilities, parks and the community by promoting and advocating the benefits of active, healthy living through positive recreation and leisure activities.

Experience the fun, exciting and growing recreation and leisure services field. As a student, you complete more than 300 hours of valuable field placement, which provides on-the-job training and experience in the industry.

Upon graduation, you may find work in a variety of roles. These can include work in not-for-profit and commercial, private or government environments, such as:

- municipal recreation departments
- senior centres
- retirement communities
- long-term care facilities
- arts and cultural facilities
- tourism associations
- National and Provincial parks

### Employment

Graduates may find employment as recreation programmers, event planners and program coordinators in municipal recreation departments, volunteer and community agencies, social service agencies, hospitals, therapeutic recreation agencies, retirement or long-term care facilities, resorts and tourism areas.

### Learning Outcomes

The graduate has reliably demonstrated the ability to:

- Develop, implement and evaluate inclusive recreation, leisure and wellness programs and events for individuals, groups and communities which respond to assessed needs, interests, abilities and that use available resources and incorporate best practices.
- Apply administrative and customer service skills to support the delivery of recreation, leisure and wellness programs, events and services.
- Analyze, develop and implement marketing strategies to reach diverse individuals, groups and communities for programs, events, services and facilities using current communication technologies.
- Contribute to the development of fiscally sustainable and responsible recreation, leisure and wellness programs, events and services using current and relevant principles and practices of

- Contribute to the development of fiscally sustainable and responsible recreation, leisure and wellness programs, events and services using current and relevant principles and practices of business, finance and social entrepreneurship.
- Supervise, lead and support the development of staff and volunteers involved with recreation, leisure and wellness programs, events and services.
- Apply safety and accessibility practices to the efficient operation and administration of recreation and leisure facilities and settings.
- Promote the benefits and values of recreation, leisure and healthy active living and recommend inclusive programs, events and services to individuals and groups.
- Apply community development strategies which engage citizens and community partners while advocating for healthy communities.
- Develop strategies for ongoing personal and professional development as a recreation and leisure services professional.
- Identify and apply discipline-specific practices that contribute to the local and global community through social responsibility, economic commitment and environmental stewardship.

### Program of Study

Level: 01	Courses	Hours
ENL1813S	Communications 1	42.0
RCR0015	Leadership and Group Dynamics I	42.0
RCR0025	Recreation and the Environment	14.0
RCR1302	Program Development I	42.0
RCR1303	Introduction to Fieldwork	28.0
RCR1411	Recreation and Human Development	28.0
RCR1448	Fitness in Recreation	28.0
RCR1478	Introduction to Recreation	28.0
Level: 02	Courses	Hours
ENL1832C	Report Writing for Recreation	42.0
RCR0005	Risk Management and Legal Issues	42.0
RCR1304P	Field Placement I	42.0
RCR1305S	Field Placement Seminar I	10.0
RCR1307	Technology in Recreation	28.0
RCR1353	Program Development II: Inclusive Recreation	42.0
RCR1364	Leadership and Group Dynamics II	42.0
RCR1409	Sociology of Leisure	42.0
RCR1444	Financial Management	42.0
Level: 03	Courses	Hours

RCR0036	Community Development	36.0
RCR1306S	Field Placement Seminar II: Career Planning	10.0
RCR1317	Program Development III: Trends in Recreation	24.0
RCR1345	Therapeutic Recreation: Older Adults	24.0
RCR1391	Program Administration	24.0
RCR1424	Marketing	36.0
RCR1449P	Field Placement II	70.0
<b>Choose one from equivalencies: Courses</b>		<b>Hours</b>
GED0422	General Education Elective	42.0
<b>Level: 04 Courses</b>		<b>Hours</b>
RCR1418	Ethics and Values in Recreation	18.0
RCR1419	Therapeutic Recreation	18.0
RCR1421	Entrepreneurship	27.0
RCR1422S	Field Placement Seminar III	10.0
RCR1452P	Field Placement III	175.0
RCR1455	Special Events	27.0
RCR1456	Facilities Management	18.0
<b>Choose one from equivalencies: Courses</b>		<b>Hours</b>
GED0422	General Education Elective	42.0

## Fees for the 2025/2026 Academic Year

Tuition and related ancillary fees for this program can be viewed by using the Tuition and Fees Estimator tool at <http://www.algonquincollege.com/fee-estimator>

Further information on fees can be found by visiting the Registrar's Office website at <http://www.algonquincollege.com/ro>

Fees are subject to change.

Additional program related expenses include:

Books and supplies cost approximately \$300 per term. Supplies can be purchased at the campus store.

## Admission Requirements for the 2026/2027 Academic Year

### College Eligibility

- Ontario Secondary School Diploma (OSSD) or equivalent; OR
- Mature Student status (19 years of age or older and without a high school diploma at the start of the program). Eligibility may be determined by academic achievement testing, for which a fee will be charged.

### Program Eligibility

- English, Grade 12 (ENG4C or equivalent).
- Applicants with international transcripts must provide proof of the subject specific requirements noted above and may be required to provide proof of language proficiency. Domestic applicants with international transcripts must be evaluated through the International Credential Assessment Service of Canada (ICAS) or World Education Services (WES).
- IELTS-International English Language Testing Service (Academic) Overall band of 6.0 with a minimum of 5.5 in each band; OR TOEFL-Internet-based (iBT)-overall 80, with a minimum of 20 in each component: Reading 20; Listening 20; Speaking 20; Writing 20; OR Duolingo English Test (DET) Overall 110, minimum of 110 in Literacy and no score below 95.

Should the number of qualified applicants exceed the number of available places, applicants will be selected on the basis of their proficiency in English.

**Health Requirements:**

The physical and emotional health of each applicant to the program must be such that they can successfully cope with the program of instruction including the demands of field placement (e.g. stress and time management) Individuals who have concerns about their ability to meet these requirements should contact the coordinator of the program prior to submitting an application.

**Police Records Check Documentation:**

Though not an admission requirement, applicants must note important information listed below regarding Police Record Check program requirements.

Students must provide the College with a current Police Records Check for Service with the Vulnerable Sector (PRCSVS) prior to the deadline identified by the department and students are responsible for any associated costs. If this documentation is not submitted on time, students may not be placed and registration in the program will be jeopardized. If you register in the program without a clear PRCSVS and as a result are unable to participate in placement, you will not be able to graduate and will be asked to withdraw.

**Field Placement Eligibility:**

Field placements occur in the first and second year of the program.

Hospital and Field Placements/Outreach require Health & Safety, WHMIS and OWSHA training, and de-escalation training prior to placements. There are additional costs associated with training that should be anticipated by students which are not covered by tuition fees.

To be eligible for placement, you must submit proof of Standard First Aid certification, CPR level C, PRCSVS, and complete immunizations through ParaMed and pay associated costs. ParaMed services are the third-party provider who collects all field placement documentation for the School of Health and Community Studies.

Should you require further information, please contact the Program Chair.

**Admission Requirements for 2025/2026 Academic Year****College Eligibility**

- Ontario Secondary School Diploma (OSSD) or equivalent. Applicants with an OSSD showing senior English and/or Mathematics courses at the Basic Level, or with Workplace or Open courses, will be tested to determine their eligibility for admission; OR
- Academic and Career Entrance (ACE) certificate; OR
- General Educational Development (GED) certificate; OR
- Mature Student status (19 years of age or older and without a high school diploma at the start of the program). Eligibility may be determined by academic achievement testing for which a fee will be charged.

**Program Eligibility**

- English, Grade 12 (ENG4C or equivalent).
- Applicants with international transcripts must provide proof of the subject-specific

- Applicants with international transcripts must provide proof of the subject-specific requirements noted above and may be required to provide proof of language proficiency. Domestic applicants with international transcripts must be evaluated through the International Credential Assessment Service of Canada (ICAS) or World Education Services (WES).
- IELTS-International English Language Testing Service (Academic) Overall band of 6.0 with a minimum of 5.5 in each band; OR TOEFL-Internet-based (iBT)-overall 80, with a minimum of 20 in each component: Reading 20; Listening 20; Speaking 20; Writing 20; OR Duolingo English Test (DET) Overall 110, minimum of 110 in Literacy and no score below 95.

Not sure if you meet all of the requirements? Academic Upgrading may be able to help with that: <https://www.algonquincollege.com/access/> .

Should the number of qualified applicants exceed the number of available places, applicants will be selected on the basis of their proficiency in English.

**Health Requirements:**

The physical and emotional health of each applicant to the program must be such that they can successfully cope with the program of instruction including the demands of field placement (e.g. stress and time management) Individuals who have concerns about their ability to meet these requirements should contact the coordinator of the program prior to submitting an application.

**Police Records Check Documentation:**

Though not an admission requirement, applicants must note important information listed below regarding Police Record Check program requirements.

Students must provide the College with a current Police Records Check for Service with the Vulnerable Sector (PRCSVS) prior to the deadline identified by the department and students are responsible for any associated costs. If this documentation is not submitted on time, students may not be placed and registration in the program will be jeopardized. If you register in the program without a clear PRCSVS and as a result are unable to participate in placement, you will not be able to graduate and will be asked to withdraw.

**Field Placement Eligibility:**

Field placements occur in the first and second year of the program.

Hospital and Field Placements/Outreach require Health and Safety, WHMIS and OWSHA training, and de-escalation training prior to placements. There are additional costs associated with training that should be anticipated by students which are not covered by tuition fees.

To be eligible for placement, you must submit proof of Standard First Aid certification, CPR level C, PRCSVS, and complete immunizations through ParaMed and pay associated costs. ParaMed services are the third-party provider who collects all field placement documentation for the School of Health and Community Studies.

Should you require further information, please contact the Program Chair.

**Application Information****RECREATION AND LEISURE SERVICES  
Program Code 0422X01FWO**

Applications to full-time day programs must be submitted with official transcripts showing completion of the academic admission requirements through:

ontariocolleges.ca  
60 Corporate Court  
Guelph, Ontario N1G 5J3  
1-888-892-2228

Students currently enrolled in an Ontario secondary school should notify their Guidance Office prior to their online application at <http://www.ontariocolleges.ca/>

Applications for Fall Term and Winter Term admission received by February 1 will be given equal consideration. Applications received after February 1 will be processed on a first-come, first-served basis as long as places are available.

International applicants please visit this link for application process information:  
<https://algonquincollege.my.site.com/myac360/s/self-registration-page> .

For further information on the admissions process, contact:

Registrar's Office  
Algonquin College  
1385 Woodroffe Ave  
Ottawa, ON K2G 1V8  
Contact: <https://www.algonquincollege.com/ro>

## Additional Information

The Recreation and Leisure Services program consists of courses that are delivered in a variety of formats including face-to-face in a classroom, hybrid (combination of classroom and online learning) and online courses. Students participate in laboratory and field placement learning activities. Mandatory field placements may be scheduled outside of regular class hours. Class schedules vary from term to term and courses may be scheduled between the hours of 8 a.m. and 10 p.m. Monday through Thursday and 8 a.m. and 6 p.m. on Friday.

Students may apply for transfer of academic credits from Algonquin College (internal transfer) or from other institutions (external transfer). College Policies AA09 and AA10 apply to transfer of credits. Students pay a fee for each course they wish to be exempt from and must provide course outlines and transcripts for the course substituted ( <http://www.algonquincollege.com/polices> ).

We recognize the importance of prior learning and life experience. Students may apply for credit by challenging courses using Prior Learning Assessment and Recognition (PLAR). Through either a portfolio or challenge examination, a PLAR may lead to the acceptance of work and life experience in lieu of taking certain courses. College Policy AA06 applies to PLAR. More information can be found at <http://www.algonquincollege.com/col/plar.html> .

Although part-time study is not available, customized delivery of program components may be arranged.

### ACADEMIC PROBATION:

Students who have two or more F grades in a given term or whose term grade point average falls below 1.7 are considered to be on academic probation (Policy AA14 Grading System). This requires the student to meet with their academic advisor or coordinator to sign a learning contract which identifies the conditions which must be met to continue in the program. Students who do not meet the terms of their learning contract will be withdrawn from the program.

### PROGRESSION:

Students receiving three or more Failures in a term MUST successfully complete these courses prior to moving on to the next level of the program. This may mean that the student sits out a term before returning to the program. Any exceptions to this policy are at the discretion of the faculty team.

## Contact Information

### Program Coordinator(s)

- Kim Goodman, <mailto:goodmak@algonquincollege.com> ,

## Course Descriptions

### ENL1813S Communications 1

Communication remains an essential skill sought by employers, regardless of discipline or field of study. Using a practical, vocation-oriented approach, students focus on meeting the requirements of effective communication. Through a combination of lectures, exercises, and independent learning, students practise writing, speaking, reading, listening, locating and documenting information and using technology to communicate professionally. Students develop and strengthen communication skills that contribute to success in both educational and workplace environments.

Prerequisite(s): none  
Corequisite(s):none

**ENL1832C Report Writing for Recreation**

Clear, concise and accurate reporting skills are essential for effective and efficient record keeping and project planning. Students work independently and in groups to research, organize and produce written and oral reports, specific to recreation and fitness requirements, according to appropriate business standards.

Prerequisite(s): ENL1813S  
Corerequisite(s):none

**GED0422 General Education Elective**

Students choose one course, from a group of general education electives, which meets one of the following five theme requirements: Arts in Society, Civic Life, Social and Cultural Understanding, Personal Understanding, and Science & Technology.

Prerequisite(s): none  
Corerequisite(s):none

**GED0422 General Education Elective**

Students choose one course, from a group of general education electives, which meets one of the following five theme requirements: Arts in Society, Civic Life, Social and Cultural Understanding, Personal Understanding, and Science & Technology.

Prerequisite(s): none  
Corerequisite(s):none

**RCR0005 Risk Management and Legal Issues**

Recreation professionals have a significant role to play with participant safety and accessibility practices related to recreation and wellness programs and facility standards. Risk management in recreation involves balancing risks and rewards through the identification, assessment and prioritization of risks. Students explore recreation programming standards, informed consent, insurance, liability and risk management. Students develop skills on how to reduce risk, avoid negligence and liability and provide safe recreation environments.

Prerequisite(s): none  
Corerequisite(s):none

**RCR0015 Leadership and Group Dynamics I**

Leadership and teamwork are essential skills in the Recreation and Leisure industry. Students develop team building skills and apply leadership techniques and theories to situational challenges. Essential leadership skills in decision making and problem solving, effective communication and dynamics of interpersonal relations and group work are developed. Students also participate in an overnight leadership camp.

Prerequisite(s): none  
Corerequisite(s):none

**RCR0025 Recreation and the Environment**

The effects of recreation on the environment and the effects of the environment on recreational opportunities are inevitable. Students are encouraged to integrate an environmental ethic into their personal and professional lives in order to mitigate this impact. Students examine a historical perspective of the environment to gain an understanding of current environmental challenges facing communities and businesses. They study strategies for managing environmental degradation by using indoor and outdoor spaces in an environmentally sustainable way.

Prerequisite(s): none  
Corerequisite(s):none

**RCR0036 Community Development**

Recreation professionals facilitate the growth of healthy communities by mobilizing citizens through the recreation and leisure services provided in the community. Students learn about the asset based community development process within the public and non-profit sectors including strategies for community engagement, volunteer management, advocacy, fundraising and grant writing. Students also develop essential skills in networking, building relationships and securing partnerships all necessary to the field of community development.

Prerequisite(s): none  
Corerequisite(s):none

**RCR1302 Program Development I**

Program development is a core aspect of practice for recreation professionals. Students are provided with a hands-on and interactive learning environment as they examine the importance and benefits of recreation, as well as the steps and stages to planning, organizing and implementing recreation programs and events. Students study the importance and relevance of mission statements, needs assessments, program promotion and program evaluation.

Prerequisite(s): none  
Corerequisite(s):none

**RCR1303 Introduction to Fieldwork**

The ability to understand one's professional roles and responsibilities in the workplace is foundational to success. Students explore field placement options and workplace expectations along with qualifications and functions of recreation professionals employed in a variety of settings. Particular attention is paid to obtaining the necessary documents to be eligible for field placement opportunities. Students also develop skills in time management, networking and professionalism.

Prerequisite(s): none  
Corerequisite(s):none

**RCR1304P Field Placement I**

Field placement experiences support the integration of theory and professional expectations in recreation and leisure programs. Students practise and implement strategies related to client service principles, client engagement, program delivery and enhancement, group facilitation and leadership skills.

Prerequisite(s): RCR1303  
Corerequisite(s):none

**RCR1305S Field Placement Seminar I**

Students explore the professional role of the recreation profession within the community. Students develop basic skills in networking, documentation, programming and leadership. Students are provided opportunities to practise the skills required to be successful in future field placements.

Prerequisite(s): RCR1303  
Corerequisite(s):none

**RCR1306S Field Placement Seminar II: Career Planning**

Building on previous field preparation work, students acquire a deeper awareness of the role of the recreation professional. Students develop a professional career plan, with a focus on their transition to the workforce. Skills in client engagement, professionalism, networking, interviewing and e-portfolio development are developed with a focus on implementation and demonstration during field placement.

Prerequisite(s): RCR1303 and RCR1304P and RCR1305S  
Corerequisite(s):none

**RCR1307 Technology in Recreation**

Program management and trends in technology are essential skills in today's workplace. Students are provided an opportunity to apply sport and recreation programming concepts using industry recognized computer software. Students explore various types of recreation software, tools for budgeting and social media tools for marketing. These tools are used to develop recreational activities and are then integrated into a simulated service delivery model.

Prerequisite(s): none  
Corerequisite(s):none

**RCR1317 Program Development III: Trends in Recreation**

Trends are a significant factor in the field of recreation and leisure services. Community needs assessment skills, including collection of statistics, research methods and report writing, are presented and applied to planning community programs. Students then design and implement a recreation program on campus. Students are also exposed to feasibility studies, master plans, community profiles and develop tools necessary to predict and determine what may be required to meet the needs of various community-based user groups. Particular emphasis is placed on demographics and how they apply to the marketplace.

Prerequisite(s): RCR1353  
Corerequisite(s):none

**RCR1345 Therapeutic Recreation: Older Adults**

The demographics are changing in Canada as a result of an aging population. Students are introduced to the changing scene in recreation with respect to providing opportunities and activities for an aging population. The theories of aging and the aging process are examined. The needs and interests of older adults are considered as they relate to community services, recreation and leisure opportunities and programming principles and practices.

Prerequisite(s): none  
Corerequisite(s):none

**RCR1353 Program Development II: Inclusive Recreation**

Ensuring recreation and leisure programs and activities are accessible to everyone is essential to this profession. Students are introduced to the concepts of diversity and inclusion and how they apply to the delivery of programs and activities. Strategies supporting inclusion of individuals with special needs are covered. Students apply principles of healthy-child and lifespan development, and Fundamental Movement Skills to the design and delivery of recreation activities in a hands-on interactive environment.

Prerequisite(s): RCR1302  
Corerequisite(s):none

**RCR1364 Leadership and Group Dynamics II**

Effective communication, motivation, conflict resolution and negotiation are essential skills in leadership and the management of group dynamics. Students develop skills related to client relations, communications, team management, effective listening and problem solving. Through in-class activities and presentations, students build on their group problem-solving skills.

Prerequisite(s): RCR0015  
Corerequisite(s):none

**RCR1391 Program Administration**

Program management and trends in technology are essential skills in today's workplace. Students are provided with an opportunity to apply sports and recreational programming concepts using a

variety of software and applications. Students explore various types of software tools for budgeting and social media platforms, marketing, promotional and service delivery purposes. These tools are used to develop recreational activities and are then integrated into a simulated service delivery model.

Prerequisite(s): none  
Corerequisite(s):none

### **RCR1409 Sociology of Leisure**

Community indicators and the social determinants of health influence the challenges that many communities face on a daily basis. Students assess the recreational, leisure and wellness needs of diverse groups including those of target populations, such as youth at risk, older adults, low socioeconomic status and members of culturally diverse communities. Students identify the barriers (economic, discrimination, health and ability) and constraints of participation in recreation and wellness programs, events and services and develop recreation programming strategies for positive change and inclusion.

Prerequisite(s): none  
Corerequisite(s):none

### **RCR1411 Recreation and Human Development**

Students are introduced to the fundamental principles of development across the lifespan focusing on physical, cognitive, social and emotional development. The major theorists in the field of human development are identified and their theories are compared and contrasted. Students examine practical application of the material as it relates to programming leisure and recreation opportunities for each stage of development.

Prerequisite(s): none  
Corerequisite(s):none

### **RCR1418 Ethics and Values in Recreation**

Making the right decision is sometimes difficult to do. Ethical dilemmas arise when there is more than one way to resolve an issue. Students examine personal, social and professional values, beliefs, morals and ethics and how they relate to ethical decision making. In doing so, they develop an appreciation for behaving ethically. Students examine a six-step model for resolving ethical issues.

Prerequisite(s): none  
Corerequisite(s):none

### **RCR1419 Therapeutic Recreation**

The Therapeutic Recreation Ontario Standards of Practice are examined in more depth and hands-on application is provided. Students enhance their understanding of Therapeutic Recreation as a professional career choice and gain the basic tools to plan and implement programs for a specific client population.

Prerequisite(s): none  
Corerequisite(s):none

### **RCR1421 Entrepreneurship**

In a rapidly changing world, it is important to recognize the role, skills and characteristics associated with entrepreneurship. Students build on marketing principles and explore innovative thinking techniques, personal branding, "pitching" ideas, trends analysis, and local and global entrepreneurship. Students put into practice entrepreneurial skills and strategies to recognize opportunities within the recreation, leisure and wellness sectors. Through individual projects, students engage in the entrepreneurial process to deliver a product or service to today's marketplace and report on their findings.

Prerequisite(s): RCR1424  
Corerequisite(s):none

### **RCR1422S Field Placement Seminar III**

Students continue to develop as emerging recreation professionals with the extension of the learning opportunities that integrate theory and practice. Students learn to identify, practise and adapt personal and team skills in preparing for work in the recreation and leisure services field.

Prerequisite(s): RCR1306S  
Corerequisite(s):none

### **RCR1424 Marketing**

Knowledge of marketing concepts and strategies are essential in promoting recreation and leisure services. Through the use of technology, in-class activities and guest speakers, students explore consumer behaviour as related to decision making, pricing and communication strategies. As well, students examine the use of social media from a promotional perspective. Through the use of marketing methodology principles, students develop a marketing plan useful in a service industry and discuss a variety of marketing strategies in order to generate revenue and promote programs.

Prerequisite(s): none  
Corerequisite(s):none

### **RCR1444 Financial Management**

Financial management remains an essential skill sought by employers. Using a practical approach, students examine budget creation and interpretation, cost calculations and basic financial management procedures. Knowledge of financial concepts, budget structures and accounting statements are developed through in-class activities. Students examine financial terms and cost controls as related to financial management procedures. Students prepare and present a current program budget within the structure of a financial plan and "sell" the budget to funding sources.

Prerequisite(s): none  
Corerequisite(s):none

### **RCR1448 Fitness in Recreation**

Concepts of fitness, health, wellness and lifestyle management are fundamental aspects of fitness in recreation. Students explore these key concepts through lab and theory applications. Students develop strategies for adopting a healthy, active lifestyle by understanding the benefits of exercise through physical activity, managing stress and understanding proper nutrition.

Prerequisite(s): none  
Corerequisite(s):none

### **RCR1449P Field Placement II**

Students continue to integrate theory and professional expectations within their chosen field placement. Students further explore their area of interest in the field of recreation and deepen their understanding of program development, implementation and assessment. Students apply knowledge of community development, engagement, risk management and program administration.

Prerequisite(s): RCR1304P and RCR1305S  
Corerequisite(s):none

### **RCR1452P Field Placement III**

Students continue to focus on advanced skills in areas such as communication, programming and administration while consolidating knowledge and skills gained in previous placements. Students experience unique opportunities and demonstrate an understanding of how community systems,

professionals and clients work together to co-create healthy vibrant communities.

Prerequisite(s): RCR1306S and RCR1449P

Corerequisite(s):none

### **RCR1455 Special Events**

All events are unique in that they are organized with the benefits of the individual or community group in mind. Events may be in the form of a challenge, celebration, commemoration, conference or tournament. Students examine the guidelines and procedures of event planning from conception to completion, with an experiential learning opportunity. Students apply the skills they have accumulated throughout the program to lead, design, market, manage finances, manage risk, and evaluate the outcomes of an event. Students also become familiar with tournament design formats.

Prerequisite(s): none

Corerequisite(s):none

### **RCR1456 Facilities Management**

Students are introduced to facility management practices with a key focus on site visits to recreation facilities and a Long-Term Care facility. Students explore the application of technology, energy management, preventative maintenance, facility operations, project management, facility planning and design and legislation. Through class activities and site visits, students develop a fundamental understanding of commissioning a new facility, the conversion of an existing facility component, and renovating facilities, as related to facilities management.

Prerequisite(s): none

Corerequisite(s):none

### **RCR1478 Introduction to Recreation**

Recreation and leisure time activities provide opportunities for friendships, purpose and meaning. Recreation activities also contribute to the economy and development of communities. Students examine the role of recreation, leisure and play in Canada. Topics include the history, theories and philosophies of recreation and leisure and how they apply to a career in recreation. Students examine the impact of recreation and leisure activities on wellness and quality of life. A variety of delivery systems and unique recreation groups are identified.

Prerequisite(s): none

Corerequisite(s):none