



CAROLINA  
UNIVERSITY

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## Principles of Recreation and Leisure Management SM 211 70 & 80 Spring 2025 Syllabus

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### Carolina University Mission Statement

We are a Christ-centered university committed to student success.

### Course Information

#### **Course Prerequisites**

N/A

#### **Course Description**

An examination of all areas of the recreational and leisure services field, ranging from non-profit entities such as parks and recreation, libraries and city recreational programs to businesses such as hotels, YMCA's, restaurants, amusement parks, and country clubs. Students analyze operating problems and participate in case studies to enhance their knowledge and outlook on recreation and leisure facilities through operational management. Guests will include officers from all entities with expertise in all areas including owners of facilities.

#### **Course Delivery and Methods**

This is a hybrid course. Students with main/on-campus admission must attend the class in person once a week (**3/3/2025- 4/20/2025; Mondays, 12:00 pm- 1:15 pm**) in Stevens Hall 202. They will also watch the pre-recorded class lectures posted throughout the course on the Resources tab.



## Objectives (Course Learning Outcomes)

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

1. Discuss the evolution of management and its applications to recreation, parks, and leisure services.
2. Understand managerial leadership issues such as ethics, collaboration, cooperation, leadership and motivation.
3. Explore the management of resources.
4. Discuss topics such as human resources, legal issues, and risks.
5. Identify and examine future perspectives concerning the global economy, demographic changes, innovation and entrepreneurship.

## Course Resources

### Required Texts:

**Managing Recreation, Parks, and Leisure Services: An Introduction 4th Edition**

By Christopher R. Edginton, Susan D. Hudson, Samuel V. Lankford, Dale Larsen

ISBN: 9781571677457

**Note:** A great resource to rent this textbook affordably is <https://www.vitalsource.com/>

### Required Resources:

Computer/Internet Access

**Note:** Please make sure to read/watch the weekly materials that are posted @ e-learning > Resources before attending the class and be prepared for the online discussions and participation.

### Recommended Resources:

1- APA Manual, 7<sup>th</sup> Edition: ISBN 978-1433832161 and APA7.org

2- Scholarly Writing Webinar: <https://www.youtube.com/watch?v=rfNBaSNl-u4>



## Course Requirements and Assignments

Final Grades are weighted. More information about each category is displayed below:

### Written Assignments (20%)

Each student will complete five Written Assignments throughout the course based on the chapters discussed in the corresponding week. The requirements for these written assignments are the following:

- Must be written according to APA 7 standards (*Title Page, Header, In-text Citations, Proper Font, References, etc.*) **No Excuses**. Utilize this link for detailed assistance with APA Format:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)
- Must be 500-700 Words, Double-Spaced.
- Must thoroughly address the required topic.
- **NO AI-generated submission will be considered. In the case of an A.I. violation, the submission will automatically be graded as a zero.**

### Discussion Board (10%)

**All students** will contribute to Discussion Forum prompts weekly. Each Student must provide an initial post responding to the prompt (150-200 words) **DUE every Thursday at 11:30 pm** and comment meaningfully on two of their classmates' posts (75-100 words) **DUE every Sunday at 11:30 pm**.

- **NO AI-generated submission will be considered. In the case of an A.I. violation, the submission will automatically be graded as a zero.**

### Participation (**Online Students**): Lectures (10%)

Each **online** student must watch the lectures and submit their lecture notes (10 bullet point complete sentences minimum) on the designated Coursework Section each week.

### Participation (**Main Campus Students**): Experiential Learning (10%)

**Main campus students** will participate in experiential learning activities during our weekly meetings on Wednesdays based on the assigned chapters for the week. These activities will typically include public speaking and group work. **It is expected that students arrive to class dressed in a "professional manner"**. Participation is required and included in your final grade. **Students who miss class will be given a makeup assignment**. Assignment details will be provided by the professor.



***Note: Students must arrive at class meetings on time. Two late arrivals or late arrivals exceeding 15 minutes will result in an automatic absence marked. Each student is allowed 1 unexcused absence. Each following unexcused absence will result in a 4% reduction to the student's final grade.***

### **Midterm (20%)**

**Each student will complete a final exam based on the chapters discussed in Weeks 1-3.**

The exam will comprise thirty (30) multiple-choice questions. You will have two (2) hours to complete the test, with only forward progress allowed. One retake is allowed for each student. Exams will not be reset under any circumstances once the two attempts are exhausted, so make sure you have a secure, reliable internet connection before attempting tests.

### **Final Exam (25%)**

**Each student will complete a final exam based on the chapters discussed in Weeks 4-7.**

The exam will comprise thirty (40) multiple-choice questions. You will have two (2) hours to complete the test, with only forward progress allowed. One retake is allowed for each student. Exams will not be reset under any circumstances once the two attempts are exhausted, so make sure you have a secure, reliable internet connection before attempting tests.

### **Group Project (15%)**

To demonstrate their understanding of the concepts taught in this course, students will complete a group project.

Students will be distributed into one of four pre-determined groups. Please use this link to see your group members, their contact information, and your scheduled presentation date:

<https://docs.google.com/spreadsheets/d/1BJ8ugvCBIYBHujtF3U0Kpa0jylZd1SSIQueiLWnuLZw/edit?usp=sharing>

### **Presentation Expectations:**

- Design a new recreation program for a specific community group. Please include the following:
  - Program name, location, and purpose.
  - Program design.
  - Proposed managerial structure.
  - Marketing plan for the program, including factors such as target demographics, outreach plans, accessibility, and environmental impact.
  - Budget analysis for the program's core functions.
  - Preventive plan to be proactive regarding potential areas of concern concerning human resources and legal vulnerabilities within the programs structure.
  - Why the program will be successful considering future perspectives.



- Presentations must be 25 to 30 minutes, and all members must present a section.
- **Main Campus Students** will present in person on their group's scheduled presentation date. **Online Students** will be required to record their contribution and provide a YouTube video link that must be posted **within** their group's PowerPoint presentation on their designated area of contribution.
- **Members who do not participate will receive a zero for the assignment.**
- ***Presenters must be prepared to answer questions from the class about topics discussed in the presentation after it has concluded.***
- Presentation slides must be submitted prior to the presentation date.
- Each group must submit an outline paper in the designated Coursework Section in **Week 2** explaining what contribution each group member has chosen to do for the presentation. This will be used for grading purposes. **Each member must submit the same outline paper.**

#### **Presentation Grading Criteria**

- The quality of the presentation.
- Did the group meet the time requirement?
- Did **ALL** members participate in the preparation of the presentation?
- Did **ALL** members participate in the presentation, whether in the classroom or recorded (visibly on camera)?
- Are members dressed in business/professional attire? (Online & Main Campus)
- Do members demonstrate understanding of the information?
- Voice projection: are members speaking loudly and clearly?
- Demeanor: are members conducting themselves in a professional manner (lack of eye contact, moving around while speaking, etc.)?
- **NOTE:** One underperforming, unprofessional, or non-participating group member can negatively effect the group's grade. This assignment will require "teamwork" from start to finish.

The presentation should meaningfully reflect the concepts in our course textbook.

**Have fun, be creative, and work together!**



## Course Schedule

	Assignment
<b>Week 1</b> (3/3/2025 to 3/9/2025)	<ul style="list-style-type: none"> <li>Course Check-in               <ul style="list-style-type: none"> <li><b>DUE Thursday 3/6 By 11:30 pm</b></li> </ul> </li> <li>Discussion Forum #1               <ul style="list-style-type: none"> <li><b>One post (150-200 words) + Two comments (75-100 words)</b></li> <li>Initial post <b>DUE</b> Thursday by 11:30 pm</li> <li>Replies <b>DUE</b> Sunday by 11:30 pm</li> </ul> </li> <li>Read Textbook Chapters 1 &amp; 2</li> <li>Watch Week 1 Lecture</li> <li>Written Assignment #1               <ul style="list-style-type: none"> <li><b>DUE</b> Sunday 11:30 pm</li> </ul> </li> <li>Week 1 In-class Experiential Learning (<b>Main-Campus Students Only</b>)</li> <li><b>Online Student Participation DUE Sunday 11:30 pm</b></li> <li>View Google Sheet for Group Project  <a href="https://docs.google.com/spreadsheets/d/1BJ8ugvCBIYBHujtF3U0Kpa0jylZd1SSIQueiLWnuLZw/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1BJ8ugvCBIYBHujtF3U0Kpa0jylZd1SSIQueiLWnuLZw/edit?usp=sharing</a> </li> </ul>
<b>Week 2</b> (3/10/2025 to 3/16/2025)	<ul style="list-style-type: none"> <li>Discussion Forum #2               <ul style="list-style-type: none"> <li><b>One post (150-200 words) + Two comments (75-100 words)</b></li> <li>Initial post <b>DUE</b> Thursday by 11:30 pm</li> <li>Replies <b>DUE</b> Sunday by 11:30 pm</li> </ul> </li> <li>Read Textbook Chapters 3 &amp; 4</li> <li>Watch Week 2 Lecture</li> <li>Written Assignment #2               <ul style="list-style-type: none"> <li><b>DUE</b> Sunday 11:30 pm</li> </ul> </li> <li>Week 2 In-class Experiential Learning (<b>Main-Campus Students Only</b>)</li> <li><b>Online Student Participation DUE Sunday 11:30 pm</b></li> </ul>
<b>Week 3</b> (3/17/2025 to 3/23/2025)	<ul style="list-style-type: none"> <li>Discussion Forum #3               <ul style="list-style-type: none"> <li><b>One post (150-200 words) + Two comments (75-100 words)</b></li> <li>Initial post <b>DUE</b> Thursday by 11:30 pm</li> <li>Replies <b>DUE</b> Sunday by 11:30 pm</li> </ul> </li> <li>Read Textbook Chapters 5 &amp; 6</li> <li>Watch Week 3 Lecture</li> <li>Written Assignment #3               <ul style="list-style-type: none"> <li><b>DUE</b> Sunday 11:30 pm</li> </ul> </li> <li>Week 3 In-class Experiential Learning (<b>Main-Campus Students Only</b>)</li> <li><b>Online Student Participation DUE Sunday 11:30 pm</b></li> </ul>
<b>Week 4</b> (3/24/2025 to 3/30/2025)	<ul style="list-style-type: none"> <li>Discussion Forum #4               <ul style="list-style-type: none"> <li><b>One post (150-200 words) + Two comments (75-100 words)</b></li> <li>Initial post <b>DUE</b> Thursday by 11:30 pm</li> <li>Replies <b>DUE</b> Sunday by 11:30 pm</li> </ul> </li> <li>Read Textbook Chapters 7 &amp; 8 /Review Week 1-3 Material</li> </ul>



	<ul style="list-style-type: none"> <li>• Watch Week 4 Lecture</li> <li>• Week 4 In-class Experiential Learning (<b>Main-Campus Students Only</b>)</li> <li>• <b>MIDTERM</b> <ul style="list-style-type: none"> <li>◦ <b>DUE</b> Sunday 11:30 pm</li> </ul> </li> <li>• <b>Online Student Participation DUE Sunday 11:30 pm</b></li> </ul>
<b>Week 5</b> (3/31/2025 to 4/6/2025)	<ul style="list-style-type: none"> <li>• <b>Group 1 &amp; 2 Presentations</b> (<i>Submit slides prior to class meeting</i>)               <ul style="list-style-type: none"> <li>◦ <b>Monday in class</b></li> </ul> </li> <li>• Discussion Forum #5               <ul style="list-style-type: none"> <li>◦ <b>One post (150-200 words) + Two comments (75-100 words)</b></li> <li>◦ Initial post <b>DUE</b> Thursday by 11:30 pm</li> <li>◦ Replies <b>DUE</b> Sunday by 11:30 pm</li> </ul> </li> <li>• Read Textbook Chapters 9 &amp; 10</li> <li>• Watch Week 5 Lecture</li> <li>• Written Assignment #4               <ul style="list-style-type: none"> <li>◦ <b>DUE</b> Sunday 11:30 pm</li> </ul> </li> <li>• <b>Online Student Participation DUE Sunday 11:30 pm</b></li> </ul>
<b>Week 6</b> (4/7/2025 to 4/13/2025)	<ul style="list-style-type: none"> <li>• <b>Group 3 &amp; 4 Presentations</b> (<i>Submit slides prior to class meeting</i>)               <ul style="list-style-type: none"> <li>◦ <b>Monday in class</b></li> </ul> </li> <li>• Discussion Forum #6               <ul style="list-style-type: none"> <li>◦ <b>One post (150-200 words) + Two comments (75-100 words)</b></li> <li>◦ Initial post <b>DUE</b> Thursday by 11:30 pm</li> <li>◦ Replies <b>DUE</b> Sunday by 11:30 pm</li> </ul> </li> <li>• Read Textbook Chapters 11 &amp; 12</li> <li>• Watch Week 6 Lecture</li> <li>• Written Assignment #5               <ul style="list-style-type: none"> <li>◦ <b>DUE</b> Sunday 11:30 pm</li> </ul> </li> <li>• <b>Online Student Participation DUE Sunday 11:30 pm</b></li> </ul>
<b>Week 7</b> (4/14/2025 to 4/20/2025)	<ul style="list-style-type: none"> <li>• Discussion Forum #7               <ul style="list-style-type: none"> <li>◦ <b>One post (150-200 words) + Two comments (75-100 words)</b></li> <li>◦ Initial post <b>DUE</b> Thursday by 11:30 pm</li> <li>◦ Replies <b>DUE</b> Sunday by 11:30 pm</li> </ul> </li> <li>• Read Chapters 13, 14, &amp; 15 /Review Week 4-7 Material for the final exam</li> <li>• Watch Week 7 Lecture/Review</li> <li>• <b>Final Exam</b> <ul style="list-style-type: none"> <li>◦ <b>DUE</b> Sunday by 11:30 pm</li> <li>◦ Week 7 In-class Experiential Learning (<b>Main-Campus Students Only</b>)</li> </ul> </li> <li>• <b>Online Student Participation DUE Sunday 11:30 pm</b></li> </ul>

## Course Specific Policies

No late work is accepted under any circumstances.

No extra credit will be given.



### Use of Artificial Intelligence

The use of generative AI tools is permitted in this class for the following activities:

- Brainstorming and refining ideas
- Fine-tuning research questions
- Finding information on a topic
- Drafting an outline
- Checking grammar and style
- AI-specific assignments (per the provided instructions)

The use of generative AI tools is not permitted for the following activities:

- Impersonation in a classroom context (e.g., composing discussion board posts)
- Completing group work
- Writing a draft of a writing assignment
- Writing entire sentences, paragraphs, or papers to complete class assignments

## Course Grading

Assignment Type	Weight (points or percentage)
Weekly Discussion Board	10%
Written Assignments	20%
Participation	10%
Midterm	20%
Group Project Presentation	15%
Final Examination	25%
Total	100%

## University Policies

### Late Assignment Policy

- Students are expected to inform professors prior to a scheduled absence and understand work may be made up at the professor's discretion to ensure full credit.
- Upon an unexpected absence from class, the student should contact the professor immediately to discuss make-up work and submit such work in a timely manner.
- Students should not wait until the end of the session to deal with concerns about absences.

## Grading Scale





Grade	Point Value	Range	
		Undergraduate	Graduate
A	4	94-100	96-100
A-	3.7	90-93	93-95
B+	3.3	87-89	90-92
B	3	83-86	87-89
B-	2.7	80-82	85-86
C+	2.3	77-79	82-84
C	2	73-76	79-81
C-	1.7	70-72	77-78
D+	1.3	67-69	74-76
D	1	60-66	70-73
F	0	<60	<70

## Instructor Student Interaction & Communication

- Please use email whenever possible.
- Throughout an active course, faculty should respond to all emails and voicemail messages within 24 hours.
- Grading of assignments is to be done within 3 days for regular assignments (this includes attendance) and 7 days for larger assignments.
- Some assignments may require additional time to grade due to the length of the project and the directive to provide substantive feedback that will assist you throughout the learning process. In cases where the assignment is not returned with feedback within the stated period, refer to communication from your professor to facilitate expectations on subsequent assignments. Students are not expected to apply adjustments on subsequent assignments in advance of returned grading and feedback.

All CU faculty and students are provided with means of electronic communication (e.g. email, video conferencing, chat features, discussion boards, etc.) All employees and students are required to use official university electronic accounts for official university correspondence. This policy is meant to include both synchronous and asynchronous communication. **Faculty and**



**staff are not obligated to read, receive, or respond to communications where these guidelines are not followed.** Email must be checked regularly, especially when enrolled in an active course. Adhere to the following guidelines when communicating online with professors, university employees, and other students.

- Accounts: Only university email and related systems should be used for institutional communications. Do not use personal email or video conferencing accounts.
- Names: Refer to professors and CU employees by their last names with appropriate honorifics (e.g., “Dr.” or “Prof.”). For professors, if you cannot easily verify their degree or status, “Prof.” is most appropriate—not “Ms.” or “Mr.” *Under no circumstance should you use first names unless given explicit permission.*
- Introductions: Use subject lines appropriately and begin any course-specific email with your first and last name, the course number, and your exact section number or meeting time (e.g., “101-05,” “9 am MW,” but not “this morning”).
- Grammar and Style: All written communications must conform to standard English. Emails and discussion board posts should not resemble text message, chat, or social media posts. Use complete sentences with correct capitalization, spelling, punctuation, and grammar.
- Coordination: All members of a synchronous, online interaction should participate by the same mode of interaction when possible. For example, join video conferences with video. This is especially true for one-on-one meetings with your professor and small group video discussions in or outside of class.
- “Class” Conduct: When participating in synchronous classes or meetings (especially when using video), conduct yourself as if in the classroom. Be on-time and mentally present. Be seated at a desk or table. Dress according to classroom standards. Do not introduce distractions into the interactions and be prepared to stay for the duration of the session per normal classroom behavior.
- Complexity: In general, asynchronous communication is appropriate for simple questions and activities. Complex questions that require more than one simple response should be addressed synchronously—during class is often best. If you are unable to ask your question during class, or it is too personal to do so, use an asynchronous method to arrange a synchronous meeting.
- Boundaries: Synchronous communication is less formal than asynchronous. However, the appropriate use of names, language, acronyms, and emojis must still conform to classroom standards. Since we do not all share the same online culture, be prepared to explain yourself if your acronym or emoji is not understood. Be polite and respectful when asking for clarification, and gracious when misunderstandings occur.

## Student Complaints

### Informal Resolution

Carolina University seeks to provide an excellent educational experience for all students. If a student wishes to make a complaint of an academic nature, in the first instance, they should seek to resolve the matter by informal discussion with the faculty member.

If the discussion is in person, it is recommended that the student follow up with an email summarizing the discussion (complaint and resolution if one is reached).



If the discussion with the faculty member does not resolve the issue, the student may also contact Dr. Mennie ([menniej@carolinau.edu](mailto:menniej@carolinau.edu)).

### **Filing a Formal Complaint**

If informal discussions do not resolve the complaint, a student may file a formal complaint. No student shall suffer retaliation or other punitive action for the sole reason of filing a complaint or participating in a related process. A student must be enrolled at the institution to file a complaint under this policy. A student may file a complaint about a matter related to teaching, learning, assessment, grading, or student performance in a course.

A student must complete and submit the Student Academic Complaint Form to the Registrar's Office no later than 7 days after the events that are alleged to have caused the complaint. Any supporting evidence must be attached to the form. A vague complaint stating unsupported allegations, obvious falsehoods, based on differences of opinion about academic content or faculty expertise, or is unrelated to academic matters is liable to be dismissed summarily.

For the full text and a thorough explanation of the university's complaint policy, visit: <https://catalog.carolinau.edu/student-academic-complaints>

## **Course Attendance and Participation**

All courses follow specific attendance policies found in the [Academic Catalog](#) for that course level and format. It is the student's responsibility to be familiar with these policies and to keep track of their own attendance. Per the university attendance policy, accrued absences may contribute negatively toward a student's final grade. Attendance and participation may be used by instructors to determine a portion of a student's grade for a particular course. Whereas attendance is typically defined by statuses identifying a student's presence in a class, participation typically includes the assessment of activity within that course. In some cases, the methodology, subject matter, learning environment, or other factors may require attendance.

Traditional in-class attendance will be recorded for hybrid courses, whereas attendance for online courses will be gauged by regular academic engagement. Students should refer to the course syllabus for the course's grade weighting table and course-specific policies regarding the grade percentages attributable to each component in a course, which may include attendance and participation. It is the student's responsibility to be familiar with these policies and to keep track of their own attendance and comply with the rules.

## **Disability Assistance**



Carolina University welcomes students, faculty, staff and visitors with disabilities to our campus and to our programs. Our goal at CU is to ensure an accessible, inclusive welcoming learning and working environment for individuals with disabilities while complying with federal and state regulations.

Students with disabilities are encouraged to reach out to University Accessibility Services (UAS) as soon as possible to explore possible accommodations. UAS serves as a central resource on disability-related information, procedures and services for the university community and partners will work with the student and any other campus partners to identify barriers and implement plans for access. More information about UAS can be found at <https://carolinau.edu/university-accessibility-services>

## Academic Integrity and Misconduct

The Student Handbook has a detailed list of different ways students show a lack of academic integrity, including academic technology misuse, cheating, complicity, fabrication or invention, falsification, forgery, multiple submissions, plagiarism, and sabotage.

Academic integrity is the honest and responsible conduct of studies, scholarship, research, information collection, and presentation. The university expects students to submit assignments that are original to them and to properly cite and reference other peoples' ideas using the prescribed style guide. The very foundation of a good university education is academic integrity. Learning how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills that carry students beyond their academic careers. If a student is uncertain about an issue of academic honesty, they should consult the faculty member to resolve questions in any situation prior to the submission of the academic exercise.

Maintaining your academic integrity involves:

- Creating and expressing your own ideas in course work.
- Acknowledging all sources of information including verbal, written, digital, and graphic.
- Completing assignments independently or acknowledging collaboration.
- Attending classes, exams, and required academic events.
- Accurately reporting results when conducting your own research.
- Honesty during examinations.
- Not tampering with or misusing technology.
- Not aiding or abetting other students in violating any academic rules or policies.

Courses at Carolina University will utilize proctoring for select exams to ensure exam integrity. Per Carolina University directives, all exams that represent 25% or more of a course grade are required to be proctored. Instances of cheating or inappropriate behavior will be considered violations of the Academic Integrity policy and will result in disciplinary action.

Plagiarism is the use of another person's distinctive ideas or words without acknowledgment. All researchers are expected to acknowledge the use of another author's words by the use of quotation marks around those words in the text of a paper and by appropriate citations.



Plagiarism can occur in an oral, written, or media project submitted for academic credit or for some other benefit. Examples of plagiarism include (but are not limited to), the following:

- Word-for-word copying of another person's ideas or words;
- Mosaic (interspersing of one's own words here and there while, in essence, copying another's work);
- Paraphrasing without citation (the rewriting of another's work, yet still using their fundamental idea or theory);
- Submission of another's work as one's own;
- Having another person write a paper;
- Buying or procuring a ready-made paper from a research paper "service" on the Internet or from another such service;
- Neglecting quotation marks on material that is otherwise acknowledged;
- Fabrication of references (inventing or counterfeiting sources)

## **BIBLIOGRAPHY**

None.