



LaurentianUniversity
Université **Laurentienne**

Sports Administration

(H.B.Com. SPAD)

FACULTY OF MANAGEMENT



SPAD Student Handbook

**2023-24
Academic
Year**



Table of Contents

Topic	Page
Section 1.0 – School of Sports Administration	1
1.1 – Mission of the School of Sports Administration	1
1.2 – Vision of the School of Sports Administration	1
1.3 – The School of Sports Administration (SPAD)	1
1.4 – History of the School of Sports Administration	1
1.5 – Structure of the School of Sports Administration	1
1.6 – The School of Sports Administration Faculty and Staff Members	2
1.7 – School Contact Details	3
1.8 – Office Hours	3
Section 2.0 – Bachelor of Commerce Sports Administration Admissions	3
2.1 – Secondary School Graduates	3
2.2 – Ontario College Graduates	4
2.3 – Transfer Applications from Degree Programs at Laurentian University	4
Section 3.0 – The Bachelor of Commerce Sports Administration Program	4
3.1 – The Program Objective	4
3.2 – Prospective Career Fields	5
3.3 – The Bachelor of Commerce (Sports Administration) Degree	6
3.4 – Minors, Specialisations, and Designations	6
3.5 – Courses	7
3.6 – Policy on Removal from the Program	14
Section 4.0 – School of Sports Administration Policies	14
4.1 – Business Attire	14
4.2 – Transfer and Re-Admission	14
4.3 – Academic Probation	15
4.4 – Academic Advising	15
4.5 – PHED Electives Policy	15
4.6 – Consulting Project Policy	15
4.7 – Internship Policies	15
4.8 – Student Appeals	16
4.9 – Letter of Permission to Take Courses at Other Universities	16
Section 5.0 – Laurentian University Policies	16
5.1 – Academic Integrity	16
5.2 – Code of Student Conduct (non-academic)	16
5.3 – Statement of Student Rights and Responsibilities	17
5.4 – Grading Scheme	17
5.5 – Graduation Requirements	17

5.6 – Graduation with Honours and Distinction	17
Section 6.0 – University Support Services	17
Section 7.0 – The School Year	22
7.1 – Important Dates for 2015-16 Academic Year	22
Appendix A – SPAD Program Sheet for Students Entering before September 2023	24
Appendix B – SPAD Program Sheet for Students Entering in September 2023	25
Appendix C – SPAD Student Awards	26
Appendix D – Bachelor of Commerce Sports Administration Program Regulations	28
Appendix E – HBCom SPAD Independent Learning Objective Rubrics	29



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We would like to acknowledge the Robinson-Huron Treaty of 1850. We also further recognize that Laurentian University is located on the traditional lands of the Atikameksheng Anishnawbek and that the City of Greater Sudbury, also includes the traditional lands of the Wahnapiatae First Nation. We extend our deepest respect to Indigenous peoples - as a sign of our continued relationship we will support Laurentian University's Truth and Reconciliation Task Force Recommendations.
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Section 1.0 – School of Sports Administration

1.1 – Mission of the School of Sports Administration

Our mission is to develop and prepare future business leaders for the sport industry through an interdisciplinary approach to problem solving, industry integration, experiential learning, and innovative scholarship.

1.2 – Vision of the School of Sports Administration

We are a recognized source for socially responsible sport business leaders.

1.3 – The School of Sports Administration (SPAD)

The School of Sports Administration offers a limited enrolment, four-year interdisciplinary professional program that combines extensive exposure to the functional areas of business management with practical and theoretical exposure to the sport industry.

The Honours Bachelor of Commerce Sports Administration program (HBCom SPAD) will prepare individuals for positions of responsibility in a variety of sport industry organizations such as professional sports, national and provincial sport governing bodies, for-profit and non-profit sport organizations, sport equipment and apparel manufacturing, or athletic and recreation departments. Many graduates will also find success in work outside of the sport industry.

1.4 – History of the School of Sports Administration

The School of Sports Administration (SPAD) was founded in 1972, when it became apparent that sport organizations and businesses required personnel with specific training and education. Working with key Canadian sport leaders, faculty members from Laurentian University designed a program with brand equity that is second to none.

1.5 – Structure of the School of Sports Administration

The School of Sports Administration is a School within the Faculty of Management (FoM) at Laurentian University. The Dean of the Faculty of Management, Michel Delorme, and the Associate Dean (Academic), Luc Lagrandeur, oversee the academic units within the Faculty, which includes the School of Sports Administration and the School of Business Administration. All faculty and staff members within the Faculty of Management report to the Dean of the Faculty, who reports directly to the Laurentian University Provost. The Director of the School of Sports Administration, Anthony Church, is appointed by the Dean in consultation with the full-time faculty members of the School. The Director is responsible for all issues relating to the School of Sports Administration. Dana Ellis is the HBCom SPAD Program Coordinator and is responsible for all academic advising for all SPAD students.

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1.6 – The School of Sports Administration Faculty and Staff Members

Administrative Assistant

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Part-Time Faculty

Dania Johanson, HBCom SPAD (Laurentian)

Jean-Paul Rains, MBA (Laurentian)

Professor Emeritus

Robert Wanzel, PhD (Alberta)



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1.7 – School Contact Details

The School of Sports Administration is based in the SPAD Office Suite on the third floor of the Fraser Auditorium Building, across from the Executive Learning Centre. SPAD also has a presence on social media. If you need to contact the school, please try the following ways:

Location: FA-340
Telephone: 706-675-1151 ext. 4834
E-mail: SPAD@laurentian.ca
Website: <https://laurentian.ca/program/sports-administration>
Instagram: laurentianspad
Twitter: @LU_SPAD

1.8 – SPAD Space

The SPAD Office Suite is open from 9:00am until 4:30pm Monday through Friday. Feel free to drop by the office as needed and the Administrative Assistant will be able to assist you. All professors will identify their office hours for students to drop in for course help. Should you require assistance from a professor outside of their designated office hours, it's strongly recommended that you contact them to schedule an appointment.

Included in the SPAD Office Suite are two student learning spaces students can book as they need for up to 60 minutes at a given time. The SPAD Learning Lab (FA-341) is equipped with a large TV monitor, a whiteboard, and a projector set up for videoconferencing. It is meant for group work and meeting with people not physically on campus. It can be booked by contacting any SPAD staff or faculty member who can book the space on a first-come first-served basis. The SPAD Student Study Space (FA-342) also has a large TV monitor and white board. The space is better for smaller in-person group work and meetings, as well as a quieter study space for small groups and individuals. This space can be booked using this link:

<https://calendar.google.com/calendar/u/0/selfsched?sstoken=UU9TUnZvamtHZmJTfGRIZmF1bHR8ZmFhZDVmOThkOWQyMTI5ZGFhMzYwOTM3NTgxNWNINDM> .

Section 2.0 – Honours Bachelor of Commerce Sports Administration Admissions

2.1 – Secondary School Graduates

The HBCom SPAD is a select-entry program and only allows 50 students to be admitted each year. In order to attain entry into SPAD applicants will need:

- One 4U/M English
- One 4U/M Mathematics
- Four other 4U/4M course
- Average of at least 75% in your best six 4U courses (though the actual cut-off will likely be higher, as only the 50 applicants with the highest grades will be admitted)

For students with more than six 4U level courses, only the top six highest marks will be considered for admission, even if the English or Math aren't among your top six.

2.2 – Ontario College Graduates

Applicants who are attempting to transfer into the HBCom SPAD after being enrolled in a College business administration program are encouraged to contact the Laurentian University Admissions Office (admissions@laurentian.ca) to find out about possibilities for receiving credit for courses already completed at the College level. SPAD does not currently have articulation agreements with any colleges; however, many courses could count towards the SPAD degree.

2.3 – Transfer Applications from Degree Programs at Laurentian University

Any student currently enrolled at Laurentian University may choose to apply to transfer to the HBCom SPAD program. Interested students must contact the Admissions Office (admissions@laurentian.ca) prior to February 1 in order to have their application considered for entry into the program for the following September.

Section 3.0 – Honours Bachelor of Commerce in Sports Administration Program

3.1 – The Program Objectives

The objective of the program is to provide students with a strong general management education and specific expertise in the sports industry, encompassing theoretical and practical aspects of management, in order to prepare them for a career in various related fields.

Within the BCom SPAD program, there are been six independent learning objectives establish, each with a list of more specific sub-goals. They are as follows:

Our graduates will use ethical reasoning skills.

- a) Our students will be able to identify and analyse their core beliefs.
- b) Our students will be able to identify, describe, and explain different ethical perspectives, concepts, and theories.
- c) Our students will be able to recognise ethical issues when presented in complex contexts.
- d) Our students will be able to accurately apply ethical concepts to ethical questions and understand the implications of their application.
- e) Our students will be able to evaluate the suitability of different ethical perspectives, select an appropriate perspective, and defend their decision.
- f) Our students will understand and apply theories and practices relating to corporate social responsibility.

Our graduates will be able to apply business concepts to the sport industry.

- a) Our students will connect relevant sport industry experience and academic knowledge.
- b) Our students will make connections across various disciplines and perspectives.
- c) Our students will adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations.
- d) Our students will be able to choose the appropriate method for communicating information that enhances meaning and understanding.
- e) Our students will engage in active self-assessment and reflection.

Our graduates will be effective oral communicators.

- a) Our students will be able to deliver presentations that are cohesive and logically sequenced.
- b) Our students will use language that is appropriate to the audience and enhances the effectiveness of the presentations.

- c) Our students will employ delivery techniques that make presentations compelling, and the speaker appear polished and confident.
- d) Our students will use appropriate supporting materials that enhance the speaker's arguments and credibility.
- e) Our students will display professional and effective interpersonal oral communication skills.

Our graduates will be effective written communicators.

- a) Our students will demonstrate consideration of context, purpose, and audience in written communications
- b) Our students will be able to develop written communications that are cohesive and logically sequenced.
- c) Our students will use language that is appropriate to the audience and enhances effectiveness of written work.
- d) Our students will use high-quality, credible, and relevant sources to develop ideas, and enhance arguments and credibility in written work.
- e) Our students will use language that skillfully communicates meaning to readers with clarity and fluency, and is free of grammar, spelling, and syntax errors.

Our graduates will be critical thinkers and problem solvers.

- a) Our students will use innovative thinking
- b) Our students will be able to connect, synthesize, and transform information, ideas, and solutions into new forms.
- c) Our students will demonstrate an ability to integrate alternate or contradictory perspectives or ideas.
- d) Our students will be able to analyse their own and others' assumptions and evaluate the relevance of context when presenting a position.
- e) Our students will be able to identify and define problems.
- f) Our students will be able to identify, develop, and evaluate potential solutions.
- g) Our students will be able to implement appropriate solutions and evaluate outcomes.

Our graduates will work effectively in groups and within teams.

- a) Our students will contribute to a positive and cohesive group environment.
- b) Our students will be able to create and maintain channels for open and effective communications within a team environment.
- c) Our students will consistently attend group activities, demonstrate an active level of engagement and constructively build upon the contributions of others.
- d) Our students will contribute to the creation, development and achievement of shared goals and objectives.
- e) Our students will recognize and respect various roles within a group.

Please see Appendix H for detailed rubrics that will be used throughout the HBCom SPAD program to measure students' abilities to meet and exceed these expectations.

3.2 – Prospective Career Fields

There are many opportunities and positions available to our graduates. Listed below are some potential areas:

Accounting

Within accounting itself there are three different professional designations: Chartered Accountant (CA); Certified Management Accountant (CMA); and Certified General Accountant (CGA). You can ask your accounting professors about what distinguishes the three professional bodies. Students are able to work towards these designations during the completion of their

Honours Bachelor of Commerce (Sports Administration) degree.

Finance

In terms of hiring, financial services is currently one of the predominant areas. Finance skills are in demand not only within the financial services sector, but also in small- and medium-sized companies, government departments, and in the treasury or comptroller departments of larger corporations.

Human Resource Management

If you enjoy working with people, another professional designation is the Certified Human Resource Professional (CHRP). This too is a growing segment of the hiring market.

Marketing

Marketing has traditionally been a strong area for job opportunities. Graduates normally begin as a sales representative and work their way into sales, and then marketing management.

Small Business

Many students are creating their own opportunities upon graduation by starting their own businesses. The University offers a number of courses specific to this area. A general management background is especially important for these entrepreneurs.

Event Management

This area of business provides students with opportunities to develop, create, and manage events and festivals. Examples of work include identifying the target audience, devising the event concept, planning the logistics and coordinating the technical aspects before actually executing the actual event.

3.3 – The Honours Bachelor of Commerce Sports Administration Degree

The degree offered by the School of Sports Administration is the Bachelor of Commerce (Sports Administration). Those graduating with a Grade Point Average of 6 or higher will automatically graduate with the Honours Bachelor of Commerce Sports Administration degree. Section 3.6 of this handbook provides a list of the courses required for the degree for students **entering the program in September 2023**.

There are 36 credits of required courses identified with the SPAD code that students must take, six required credits in ACCT courses, three required FNCE credits, six credits required of HROB courses, nine credits of OPER, six required credits identified with the ECON code, six required MGMT credits, three required credits with the STAT code, three PHIL required credits, three MATH credits, nine 4000-level business elective credits within the Faculty of Management, three credits of a course from a list of courses with Indigenous content (<https://laurentian.ca/faculty/arts/courses-indigenous-content>), three different zero-credit SPAD professional development courses, and 27 credits of open electives in which the students can select any courses at Laurentian University (a maximum of nine credits can be coded as PHED).

3.4 – Majors, Minors, Options, and Certificates

Students completing the HCom SPAD specialization also have the option of completing a major, a minor, an option, or certificates as part of their degree. Students are encouraged to consult this website for more information: <https://laurentian.ca/academics/customize-your-degree> . If any of the additional degree options appeal to students, they should arrange an

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academic advising appointment with Dr. Ellis to discuss how to make it work.

3.5 – Courses

The following is a more detailed list of the required courses in the SPAD program, as well as some SPAD electives available to SPAD students. The electives are not always offered each year and students should check with the SPAD Director if they are interested in some of the electives listed. Please see Appendix A through to Appendix D for the list of courses required as part of the degree. Note that date of entry to the program determines which degree options you should be following.

Required SPAD Courses

SPAD 0100 – Colloquia

Credits: 0 Prerequisites: none

This is a series of colloquia that will give first year students an opportunity to learn skills, which are vital to success but are not part of the academic curriculum. Topics will vary from year to year. Volunteer members of the business community will be asked to conduct sessions on topics such as: resume and cover letter writing, networking, dressing for success, business etiquette, interview skills, media relations, conducting meetings, conflict resolution, and presentation skills. Students are graded on a pass/fail basis, based on attendance.

SPAD 0300 – Internship Preparation

Credits: 0 Prerequisites: SPAD 0100

This course is usually taken in the second year of the program and is intended to prepare students for finding and securing an internship, as well as contributing to professional development and learning about the expectations for SPAD internships.

SPAD 0400 – International Consulting Prep

Credits: 0 Prerequisites: SPAD 0300 and SPAD 2037

SPAD 0400 is a zero-credit course that will introduce students to the basic problem-solving process needed to successfully complete a consulting project, as part of the capstone experience in their final year. Additionally, students will complete safety training for international travel and complete the paperwork required by the University.

SPAD 1016 – Global Sport Business I

Credits: 3 Prerequisites: none

Federal and provincial government involvement in the sport industry is analyzed. Students examine the political, social and economic issues involved in topics such as: NSO, PSO and government governance structures, relationships between professional workers and volunteers, and the impact of mass media including the internet. Other topics include: domestic multi-sport organizations, and the relationships between private corporations and amateur sport. Considerable emphasis is placed on developing basic research skills, and on oral and written presentation skills, including the use of electronic media.

SPAD 1017 – Global Sport Business II

Credits: 3 Prerequisites: SPAD 1016

This course builds upon the knowledge, concepts and skills learned in SPAD 1016. The focus shifts to the private for-profit sector and the globalization of sport. Topics include: professional sport leagues, corporate partnerships with professional sport, sport service providers, international sport organizations (single sport and multi-sport), professional sport industry workers, sport tourism, and sport as entertainment. Attention is given to the social and economic impacts of the sport industry on society as a whole, on women and minority groups.

SPAD 2036 – Sport Marketing I

Credits: 3 Prerequisites: SPAD 1017

This course introduces the skills, theories, and concepts of marketing management to develop real-life applications and marketing strategies.

SPAD 2037 – Sport Marketing II

Credits: 3 Prerequisites: SPAD 2036

This course builds on the skills, theories, and concepts of marketing management to develop real-life applications and marketing strategies in the context of the sport industry.

SPAD 2046 – Event and Facility Operations

Credits: 3 Prerequisites: SPAD 2036

This course examines current issues in event and facility management. Emphasis is placed on operations theories and best practices.

SPAD 4005 – Internship

Credits: 6 Prerequisites: SPAD 0300, SPAD 2037, and permission of the professor

This course is a supervised employment practicum in a sports-related field. Minimum commitment = 560 hours.

SPAD 4046 – Sport Industry Consulting

Credits: 3 Prerequisites: SPAD 0300, SPAD 2037, SPAD 2046, SPAD 4156, ACCT 2011, FNCE 3006, HROB 2002, OPER 3006, ECON 1006, ECON 1007, and a minimum of 90 credits completed successfully

This course requires the student to participate in a consulting project for a sports industry organization. The student will work in a group to develop a consultant/client relationship with that organization. This involves selecting and delimiting a topic of investigation, doing a secondary analysis of existing data or studies, doing the appropriate primary research, and presenting the results and solution to the client in writing and orally.

SPAD 4136 – Sport Finance

Credits: 3 Prerequisites: ACCT 1001, SPAD 2037, and SPAD 2046

This course examines financial management tools as they apply to sport organizations. Topics include economic impact, resource acquisition strategies, public-private partnerships, forms of ownership, event management, athletic representation and remuneration, and broadcasting.

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SPAD 4146 – Sport, Media and Communications

Credits: 3 Prerequisites: SPAD 2037

This course examines the application of communication theories to the sport industry. Various media are explored in detail with a focus on message development, image building and crisis management for sports through these media.

SPAD 4156 – Sales in the Sport Industry

Credits: 3 Prerequisites: SPAD 2037

This course focuses on the theory and practice of those skills required to experience a successful selling career in the Sport Industry.

SPAD 4401 – The Future of Sport Business

Credits: 3 Prerequisites: SPAD 2037 and 75 credits completed

In this course students will engage regularly with industry professionals and researchers in trying to better understand the emerging issues in sport business. In addition to presentations being made by invited guests, students will be expected to lead and facilitate discussions amongst academics, industry professionals, and their fellow students.

Other Required Business Courses

ACCT 1001 – Financial Accounting

Credits: 3 Prerequisites: none

This course will provide students with an overview of the role of financial information in society and in their own lives. It will increase awareness of ethical and public policy issues. Content includes an exploration of the uses of financial information in decision making from the perspectives of managers, owners, creditors, governments, and other users. This is followed by an examination, in more detail, of issues involving income, cash flow, and economic resources from either management or owners' and creditors' points of view. The focus is "learning to learn" based on an interactive environment as well as individual efforts. Integral to this approach is the extensive use of real financial statement data. Throughout the course students will use excerpts from annual reports of corporations, reprinted as they originally appeared. Students will have ample opportunity to develop analytical and problem-solving skills as well as communication skills.

ACCT 2011 – Management Accounting

Credits: 3 Prerequisites: MGMT 1007

This course is an introduction to management accounting and provides an overview of relevant information for decision-making on such matters as short run decision-making and long run decision-making. The course covers such topics as cost and revenue behaviour; alternate choice decisions under uncertainty; CVP analysis; differential cash flows; and operating budget and capital budget decisions.

OPER 2006 – Introduction to Management Science

Credit: 3 Prerequisites: STAT 2066

This course includes basic quantitative techniques supporting decision making for management. Decisions under uncertainty, linear optimization, queuing theory, computer simulation, project scheduling (PERT and CPM), and forecasting are the general topics covered. The linear optimization section introduces linear programming, sensitivity analysis, and an overview of its extensions.

OPER 2106 – Management Information Systems

Credits: 3 Prerequisites: SPAD 0100 and SPAD 1016

This course covers the relationship of the management process to information needs, and the effective application of computer-based information systems in meeting these needs. Topics include information systems, organization and strategy, data and business intelligence, e-business, networks and mobile business, ethics, privacy and security, and systems development.

OPER 3006 – Operations Management I

Credits: 3 Prerequisites: OPER 2006

This course provides an overview of operations management concepts and techniques for manufacturing and service sectors. The course emphasis is on planning, managing and controlling operations. Main topics include introduction to operations management and to process management, forecasting, aggregate planning, material requirement planning, capacity requirement planning, inventory management and control, introduction to enterprise requirement planning, just-in-time systems, and quality management and control. A variety of quantitative techniques are also used for valuable insights in analysis and in decision-making.

FNCE 3006 – Financial Management I

Credits: 3 Prerequisites: ACCT 1001 or ACCT 2001

This course sets up a basic framework (concepts, principles, tools and techniques) for making decisions affecting a firm's present and future cash flow. The focus is on financial statement analysis and the principle of time value of money. Students are provided with opportunities to apply these analytical tools and skills in making decisions with regard to financial planning and control, working capital management, and capital budgeting. The risk factor in financial decision-making is also introduced.

HROB 2001 – Organizational Behaviour Theory

Credits: 3 Prerequisites: MGMT 1007

This course provides a basic introduction to concepts and theories explaining individual behaviour, group behaviour and organizational behaviour in organizations. It is designed to develop the students' appreciation, awareness and knowledge of the human factors in administration. Theory is communicated by means of lectures, seminars, special projects and assigned readings. Topics covered include personality, perceptions, motivation, communication, emotional labour, stress, power, conflict, leadership, team dynamics, team development, organizational culture, organizational structure and organizational change management.

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HROB 2002 – Human Resources

Credits: 3 Prerequisites: MGMT 1007

This course builds on OB concepts covered in COMM 2046. Individual behaviour, group behaviour and organizational behaviour are studied with a view to developing, within the student, the skills for effectively understanding and managing the human factors in administration. Opportunities to apply theory are provided in a number of ways, including individual projects, case analysis, group case presentations, and reports. These assignments develop the students' analytical problem solving and decision making skills by applying the OB theories and concepts learned. Emphasis is placed on critically analyzing organizational problems from an OB perspective, generating realistic alternatives and recommending an action plan to resolve them effectively.

MGMT 2007 – Commercial Law

Credits: 3 Prerequisites: 18 credits

This course examines the legal rights and duties of corporations and individuals in society. Topics include contracts, insurance, negotiable instruments, property, business forms, and credit.

MGMT 4033 – Strategy

Credits: 3 Prerequisites: Minimum of 12 credits of FoM courses or equivalent

This course examines an organization within its environment, the design of the organization's future and the role of the chief executive in creating a desired state for the organization. It encompasses the study of the organizational systems and processes used to establish overall organizational objectives and to formulate and implement the strategies and policies necessary to achieve these objectives. It includes an introduction to the framework and methodology of strategic management in business and non-business sectors. Topics include the strategic management framework; organizational and environmental analysis and diagnosis; and strategy formulation, evaluation, and choice.

Required ECON Courses

ECON 1006 – Introduction to Microeconomics

Credits: 3 Prerequisites: none

This course provides an introduction to the functions of individual decision-makers, both consumers and producers, within the larger economic system. The primary emphasis is on the nature and functions of product markets, the theory of the firm under varying conditions of competition and monopoly, and the role of government in promoting efficiency in the economy.

ECON 1007 – Introduction to Macroeconomics

Credits: 3 Prerequisites: none

This course provides an introduction to the theory of the determination of total or aggregate income, employment, output, price levels, and the role of money in the economy. The primary

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emphasis is on monetary and fiscal policy, inflation, unemployment, economic growth, and international economics.

Required MATH & STAT Courses

MATH 1506 – Introduction to Business Mathematics

Credits: 3 Prerequisites: none

This course covers the mathematics required for problem solving and decision making in a business context. Topics include basic mathematical functions, non-linear functions (exponential and logarithm functions), solving linear equations, matrices, differentiation and integration. Business applications are used to illustrate the concepts.

STAT 2066 – Business Statistics

Credits: 3 Prerequisites: MATH 1506

Includes topics in descriptive and inferential statistics as well as introductory probability concepts. Specifically, the subjects of sampling, point and interval estimates, tests of hypothesis with regard to proportions, means and variances of one or two populations, analysis of variance, and regression are covered.

Required PHIL Course

PHIL 2876 – Business Ethics

Credits: 3 Prerequisite: none

This course explores ethical issues which arise in the management of a modern corporation, such as the goals and functions of the firm, corporate social responsibility, conflicts between personnel, organizational and societal values, international and environmental issues, and the firm's duties to workers, consumers and other stakeholders.

SPAD Elective Courses

SPAD 3216 – Policy and Governance in Sport

Credits: 3 Prerequisites: SPAD 1017

This course examines a number of sport policy and governance issues within Canada and from around the world. Students learn the policy and governance issues of sport in the public, private, and not-for-profit sectors. They also develop an understanding of policy development, policy analysis, and various sport governance models.

SPAD 4006 – Internship II

Credits: 3 Prerequisites: SPAD 0300, and 2037, and permission of the professor

This course is a supervised employment practicum in a sports-related field. Minimum commitment = 280 hours

SPAD 4016 – Current Issues in Sport Administration

Credits: 3 Prerequisites: SPAD 2037 or permission of the professor

This course examines current issues in the sport industry.

SPAD 4027 – Directed Study

Credits: 3 Prerequisites: SPAD 2037 or permission of the professor

This course provides an opportunity for the student to do an in-depth independent study on a special interest sport management topic. The student may elect to: (a) conduct a supervised study in an approved community setting; or (b) undertake an applied research project. Students are required to submit a major paper. Directed studies are normally done by students who do not select or are not permitted to do an internship.

SPAD 4036 – Special Topics in Sport

Credits: 3 Prerequisites: SPAD 2037 or permission of the professor

This course investigates special topics in the sport industry.

SPAD 4106 – Social Media in Sport

Credits: 3 Prerequisites: SPAD 2036 or permission of the professor

Covers the influence of communication and social media in sports and how these technologies are changing the communicative infrastructure of sports. Students will explore how social media is re-configuring sports media, how sports organizations are managing social media, and how social media affects fan behaviour and athlete communication.

SPAD 4166 – Sport Performance Analytics

Credits: 3 Prerequisites: STAT 2066

This course examines how sports analytics measure and evaluate the performance of players and teams. Statistical, mathematical, and simulation models are used to evaluate the contribution of individual players to team performance in the context of selecting players and building teams. The course shows how analytical methods are used to rate the competitive strength of teams, build winning teams, and predict game outcomes and championships. Game strategies and play calling by coaches and managers are also examined.

SPAD 4167 – Sport Business Analytics

Credits: 3 Prerequisites: STAT 2066

This course examines how analytics helps teams manage revenues. We examine how they use statistical models to find new fans, retain existing ones, and predict their choices. We introduce methods to evaluate the effectiveness of promotions, and prepare ticket packages. Prediction models are used to estimate future attendance and revenues from different variable ticket packages and dynamic ticket systems.

SPAD 4326 – Independent Projects

Credits: 3 Prerequisites: SPAD 1017

This course provides practical experience through an in-depth relationship with a community-based association. It is restricted to 20 students in the SPAD program.

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SPAD 4336 – Event Management

Credits: 3 Prerequisites: ACCT 1001, SPAD 2037, and SPAD 2046

This course focuses on the best practices in event management in the sport industry. Topics include event planning, operational logistics, legal aspects, risk management, media marketing, sponsorship, and merchandising.

3.6 – Policy on Removal from the Program

Students registered in the BCom SPAD program may be removed from the program due to academic difficulties. If a student fails a required course more than once, they will be removed from the program. Students who fail any course while on academic probation will also be removed from the program. Students who leave the SPAD program may apply to transfer back into the program, but should follow the instructions in Section 4.2 of this handbook.

Section 4.0 – School of Sports Administration Policies

4.1 – Business Attire

The School of Sports Administration is a business school. Therefore, students should present themselves in a way that is consistent with the professional standards expected in the industries SPAD serves. When attending any meetings, classes, or other professional interactions students should present themselves in a professional manner that is reflective of how they hope to be perceived. When meeting a guest of the program or attending an interview, or other event in a professional setting, traditional business or business casual attire is strongly recommended.

Some general guidelines one might want to also consider include: never wear any hats indoors (unless for religious purposes), avoid white socks with dress shoes, and demonstrate good personal hygiene while avoiding strong perfumes are good practices to adopt.

4.2 – Transfer and Re-Admission

Any student wishing to transfer from a program at Laurentian University to the School of Sports Administration must contact the Admissions Office within the Laurentian University Registrar's Office. The student will need to complete a transfer request prior to February 1 in order to be considered for admission into the HBCom SPAD for the following September. Any student that was removed from or left SPAD must follow the same transfer process as other Laurentian University students.

The Admissions Office will inform the Director of the School of Sports Administration of all qualified applicants. The decision will be based on availability of space in the program and in competition with all internal and external applications. Due to the external application process taking until June, it may take until early June to determine if there is room for accepting transfer students. Those with a strong academic application though will likely be admitted in February.

4.3 – Academic Probation

Students who are not in good academic standing are considered to be on academic probation. If a student is not in good academic standing for two consecutive school years, they will be removed from the SPAD program. Students may reapply for admission to the program after a year removed from the program, but they must be in good academic standing in order to be considered for readmission.

Good academic standing in SPAD is defined as at least a grade point average of 4 and no more than 3 credits of failure in the previous 30 credits taken. If a student fails a course while on academic probation, they will be removed from the program.

4.4 – Academic Advising

All students are responsible for their own learning and for knowing the steps they need to take throughout the program in order to earn the degree. In order to assist students, there are also a number of support services in place for students at Laurentian University (see Section 6.0).

The HBCom SPAD Program Coordinator, Dr. Dana Ellis, is the ultimate source for academic advising for issues relating to the SPAD program. If the need arises for academic advice, students are encouraged to contact Dr. Ellis (delis@laurentian.ca) in order to book an appointment. When booking an appointment, students will need to provide their name and student number, the reason for booking the academic advising appointment, and times and dates when they are available to meet.

When an appointment is booked the students should plan to show up on time to the appointment and should bring along a copy of their Program Sheet (see Appendix A, B, C, or D).

4.5 – PHED Electives Policy

Students in the School of Sports Administration are permitted to take up to a maximum of nine credits of PHED Electives, offered through the School of Kinesiology and Health Sciences. Some of the courses can be used for minors and options.

4.6 – Consulting Project Policy

Students may not register for SPAD 4046 if they have already failed a required course twice and have not yet successfully replaced the failed course. Therefore, students taking a required course for a third or subsequent time must delay registering for SPAD 4046 until they have successfully completed the course.

4.7 – Internship Policies

The internship courses (SPAD 4005 and SPAD 4006) and all interactions with the industry are important components of the applied nature of the SPAD program and provide valuable and relevant industry experience. Many of the great opportunities available to students have come about through long-running and strong relationships with industry partners who have come to expect superior quality in SPAD students. In an effort to maintain these strong and fruitful relationships, SPAD maintains strict policies when it comes to internships.

Once a student has accepted an internship they cannot quit the internship without first getting permission from the Internship Coordinator, Prof. Kathleen Zinn. Commitment and dependability are important lessons for any professional. If other opportunities arise students

are not permitted to break their commitment to an organization. If problems or concerns about internships arise, students must contact the Internship Coordinator immediately to discuss their concerns and work with the Coordinator to resolve the issues or receive permission to end the internship. If ever students find themselves being placed in a situation during their internship that is perceived to be dangerous, immoral, or illegal they are to immediately remove themselves from the situation and immediately contact the Internship Coordinator. If a student is dismissed by the partner organization or is given a failing grade by the employer/internship supervisor, the student will receive a grade of F for the course. Students who receive a grade of F in an internship course or quit an internship without the permission of the Internship Coordinator will not be permitted to take another internship for one calendar year and must meet with the Internship Coordinator to discuss the situation.

4.8 – Student Appeals

Students are encouraged to review all their graded work and to learn from the corrections and feedback supplied by the professors. If a student does not understand a grade they received, they should ask to meet with the professor to review the assignment. After meeting with the professor, if a student believes that they were not treated or graded fairly, they should arrange a meeting with the School Director to discuss the situation. All students have the right to appeal any grade they were awarded and can begin the process by **first meeting with the professor** of the course and then with the Director of the School.

4.9 – Letter of Permission to Take Courses at Other Universities

If a student wishes to enrol in a course offered by another university (whether online or on a physical campus) the student must first meet with the SPAD Program Coordinator for academic advice. If given permission by the SPAD Director, and a completed *Letter of Permission*, the student will need to pay a small fee to the Laurentian University Registrar's Office. Upon payment of the fee, the student will then be free to enrol and pay for the approved course(s) at the other university.

Section 5.0 – Laurentian University Policies

It is the responsibility of all students to be aware of all policies and regulations affecting them while at Laurentian University. All policies can be found on the intranet site under Policies. Below are some of the most important policies of which students should be aware. Please follow the links below and review the policies. In SPAD courses, it is expected that students are aware of these policies.

5.1 – Academic Integrity

<https://intranet.laurentian.ca/policies/2010.Dec.14.Academic%20Integrity%20Policy%20EN.pdf>

5.2 – Code of Student Conduct (non-academic)

<https://intranet.laurentian.ca/policies/2005.May%20->

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[%20Code%20of%20Student%20Conduct%20\(Non-Aca\)%20Companion%20-%20EN.pdf](#)

5.3 – Statement of Student Rights and Responsibilities

<https://intranet.laurentian.ca/policies/1998april%2016%20-%20statement%20of%20student%20rights%20and%20responsibilities-EN.pdf>

5.4 – Grading Scheme

Laurentian University employs a 10-point grade scale. All courses, including those a student has failed are calculated in the Grade Point Average (GPA). The conversion of grades from a percentage or from a letter to the 10-point GPA scale is based on the chart below.

Percentile Numerical	Letter Grade	Value	Definition
90%-100%	A+	10	Exceptional
85%-89%	A	9	Outstanding
80%-84%	A-	8	Excellent
75%-79%	B+	7	Very Good
70%-74%	B	6	Good
65%-69%	C+	5	Satisfactory
60%-64%	C	4	Adequate
55%-59%	D+	3	Passable
50%-54%	D	2	Marginal
40%-49%	E	1	Failure
0%-39%	F	0	Failure

5.5 – Graduation Requirements

During the final year of study, all students who wish to graduate must submit an Application for Graduation. Forms are obtained from the Registrar's Office or online, and must be returned before the end of August (for the Fall Convocation) or before the end of January (for the Spring Convocation). Application received after the deadlines are held for the following graduation ceremony.

5.6 – Graduation with Honours and Distinction

Students graduating with an overall average of at least a 4 GPA, but less than a 6 GPA, will receive the Bachelor of Commerce Sports Administration degree. Students graduating with at least a 6 GPA will receive the Honours Bachelor of Commerce Sports Administration degree. Students graduating with a GPA of 8 or greater will receive their degree with Cum Laude distinction. The overall GPA must be calculated on a minimum of 60 credits completed at Laurentian University.

Section 6.0 – University Support Services

Below is a list of the most common resources used by SPAD students. Remember that when it comes to academic advising, the SPAD Academic Advisor or Director are the ultimate authorities on any SPAD-specific questions or concerns.

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SPAD Student Council

The School of Sports Administration Student Council is a group of leaders elected by SPAD students to represent their best interests, organize social activities, and lead academic and professional development opportunities for their peers. Getting to know your peers and members of the Student Council could be very useful as an initial support service.

Instagram: @lu_spadcouncil

The members of the SPAD Student Council for the 2023-24 Academic Year are:

President:	Ethan Reynolds	ereynolds@laurentian.ca	@ethanreynolds
Vice-President:	Gabriella Moggy	gmoggy@laurentian.ca	@g.moggy
Treasurer:	Logan Waite	lwaite@laurentian.ca	@loganwaite
Secretary:	Aidan Libby	jlibby@laurentian.ca	@mr.aidan.libby
Social Media Reps:	Matthew Dubé	mdube6@laurentian.ca	@matt.dube
	Jacob Rivet	jrivet4@laurentian.ca	@jacobrivet
SGA Rep.:	Tristan Serre	tserre@laurentian.ca	@tristanserre
2nd Year Reps.:	Aiden Dionne	adionne3@laurentian.ca	@aidendionne_
	Adam Mutuchky	amutuchky@laurentian.ca	@adam_mutuchky

My Laurentian Hub

The myLaurentian Hub is the one-stop shop for most services needed by students. In addition to serving students with any student card, transcript, and academic forms processing, the Hub also is where student will go to purchase parking passes, obtain financial aid, and deal with all fees and financial issues.

Location: R.D. Parker Building (first floor)

Hours: Weekdays 9:00am – 4:00pm

Telephone: 705-673-6565 or 1-800-461-4030

Student Portal: <https://my.laurentian.ca>

Email: hub@laurentian.ca

Student Success Centre

While all SPAD students have a dedicated academic advisor in the Program Coordinator, Dr. Ellis, there are additional University-wide services available. The Student Success Centre offers a variety of academic supports to help students transition to university and succeed during their studies. Services include orientation and transition, peer academic support, tutoring, and career support.

Location: J.N. Desmarais Library, 2nd floor

Hours: 9:00 a.m. - 4:30 p.m.

Telephone: 705-675-1151 ext. 3300

E-mail: success@laurentian.ca

Academic Advising: academicadvising@laurentian.ca

Tutors: tutoring@laurentian.ca

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Library

The JN Desmarais Library offers a multi-disciplinary collection of approximately 600,000 printed books, an extensive collection of online books and journals as well as an inter-library loan service (RACER) that will deliver almost any article or book to you for free. With a silent 3rd floor, a variety of low-noise study spaces on the 2nd floor, and bookable group study rooms; it is one of the best places on campus to read, study and work.

The Laurentian Library also includes the Archives and Special Collections, the Architecture Collection at the School of Architecture in downtown Sudbury, and collaborative resource sharing with the federated universities on campus.

The Library offers research help via online chat 7 days a week through the [Ask the Library](#) service. This service can help you with general research tasks like finding a copy of an article or formatting citations.

For questions about your account or late fines:

Telephone: 705-675-4800

E-mail: circulation@laurentian.ca

For inquiries related to Inter-Library loans (RACER):

Telephone: 705-675-4800

E-mail: racer@laurentian.ca

IT Service Desk

The IT Service Desk keeps you connected and helps you access the electronic resources needed. Service assistance can be requested through the myLaurentianhub student portal, as well as via a live chat on their website, over the phone or via e-mail.

Telephone: 705-675-1151 ext. 2200

Website: <https://laurentian.ca/it>

E-mail: it@laurentian.ca

Accessibility Services

The Accessibility Services Department is pleased to offer specific accommodations for your needs which may include additional time on exams/tests, study skills, time management or access to a variety of technical aids which are available on campus. Students are encouraged to contact Accessibility Services if they have any concerns.

Telephone: 705-675-1151 ext. 3324

Location: Parker Building, P-230

Website: <https://laurentian.ca/support/accessibility-services>

E-mail: accessibilityservicesinfo@laurentian.ca

Printing Services

The Print Hub provides a number of printing services for the Laurentian community. In addition to basking digital printing services, the Print Hub can also provide wide format printing, document binding services, lamination services, scanning services, printing of stationary, flyers, brochures, tickets, posters, envelopes, business cards, and much more.

Location: Fraser Auditorium (basement level)

Website: <https://www2.laurentian.ca/printhub>

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Email: printing@laurentian.ca

Telephone: 705-671-3846

Residence Office

All first-year students are guaranteed a place in residence. Many upper-year students can potentially stay in residence. The Residence Office is also a potential employer for students on campus.

Location: W-120, West Residence

Website: <https://laurentian.ca/accommodations>

Telephone: 705-675-1151 ext. 4814

E-mail: residences@laurentian.ca

Campus Recreation

Campus Recreation includes a number of facilities and services. Most recreation options are in the Student Recreation Centre, or in the adjacent B.F. Avery Physical Education Centre, Sports Stadium, and various outdoor sports courts and fields. Campus Recreation also oversees intramurals, the Tango Tower, Clubs, and various fitness options.

Location: Student Recreation Centre

Website: <https://laurentian.ca/campus-recreation>

Telephone: 705-673-6573

Email: campusrec@laurentian.ca

Health and Wellness Services

The University's Health Services department has as its objectives the promotion, maintenance and restoration of optimum health for students, faculty and staff. We define health as the state of complete physical, spiritual, occupational, intellectual, social and emotional well-being. Registered nurses and nurse practitioners are on staff during regular office hours, part-time physicians are available by appointment and urgent cases are also accepted. The services are delivered on campus in the student residence complex, easily accessible to students.

Location: G-23 Student Street, Single Student Residence

Website: <https://laurentian.ca/support/health-wellness>

Telephone: 705-675-673-6546 or 705-675-1151 ext. 1067

Email: healthservices@laurentian.ca

Counselling Services

Bilingual and confidential short-term counselling services by skilled and qualified counsellors are available right here on campus to all Laurentian students. Counsellors listen and work with you to address personal issues and mental health concerns that may be interfering with your success as a student. They offer a range of services to promote effective learning, growth and personal development.

Location: R.D. Parker Building (2nd Floor)

Telephone: 705-673-6506 or 705-675-1151 ext. 6506

Email: counselling@laurentian.ca

Website: <https://laurentian.ca/counselling>

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Student Associations

Student associations provide a wide variety of services, offer a multitude of events, activities and opportunities for students to socialize, and continually advocate for student rights and well-being. There are four different student associations to which students can belong.

Students General Association (SGA): <https://www.sga-age.com/>

Association des étudiantes et étudiants francophones (AEF): <https://monaef.ca/>

Indigenous Students Circle (ISC): <https://www.facebook.com/indigenoustudentscircle/>

Graduate Students Association (GSA): <https://gsa-aees.ca/>

Indigenous Student Affairs

The Indigenous Student Affairs team strives to ensure a positive learning environment in a manner consistent with the Indigenous worldview. It is our intention to increase accessibility and retention, as well as enhance the academic experience of students of First Nations, Métis, and Inuit ancestry at Laurentian University. We nurture a learning environment that supports the academic, spiritual, physical and emotional well-being of the First Nations, Métis and Inuit student body by respecting and supporting the voices and spirit of our community at Laurentian University.

Location: Indigenous Sharing and Learning Centre (R.D. Parker 1st floor)

Telephone: 705-675-1151 ext. 4052

Email: isa@laurentian.ca

Website: <https://laurentian.ca/indigenous-student-affairs>

International Student Services

As the hub for international student services and programs, Laurentian International's staff will answer questions, make recommendations, and help students to navigate the processes and protocols required for international study in Canada. They can also fill you in on the numerous opportunities for Laurentian students to study abroad and gain valuable international experience while earning credits.

Location: P-210, R.D. Parker Building (2nd Floor)

Telephone: 705-675-1151

Website: <https://laurentian.ca/international-student-services>

Equity, Diversity, and Human Rights Office

The Equity, Diversity and Human Rights Office (EDHRO) is a resource for all members of the Laurentian University community, including students, staff, and faculty. We assist with matters of discrimination, harassment, sexual harassment, sexual violence and bullying. We do not advocate for either party in a dispute, but take an impartial and objective approach towards resolving matters between parties.

The key functions of EDHRO are:

- Assist individuals with complaints of harassment, discrimination, sexual harassment, sexual violence and bullying to understand the range of options available for responding, and help them to pursue a resolution,

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- Provide information and training to the community to increase awareness about the importance of promoting a respectful workplace and learning environment,
- Administer the Respectful Workplace and Learning Environment Policy and Program on campus,
- Administer the Policy on Response and Prevention of Sexual Violence,
- Administer the Code of Student Rights and Responsibilities, and
- Administer the Policy on Accessibility Standards for Customer Service.

Location: A-113, Arts Building

Telephone: 705-675-1151 ext. 3427

Email: edhr@laurentian.ca

Website: <https://laurentian.ca/human-rights>

Security, Risk, and Campus Safety

Campus Security is available 24 hours per day and 7 days per week for all student safety and security concerns. There is a SecurLU-UL app available to download from the Apple Store or Google Play. Security services also include SafeRide, Work Alone, and Emergency Response, which are easily available through the app.

Website: <https://laurentian.ca/support/campus-safety>

Telephone: 705-673-6562 or 705-675-1151 ext. 6562

Section 7.0 – The School Year

7.1 – Important Dates for 2023-24 Academic Year <https://laurentian.ca/important-dates>

DATES	ADDITIONAL INFORMATION
Sept. 6	Fall term and Fall-Winter term classes begin
Sept. 15	Last day to drop a Fall (F) or Fall/Winter (FW) course and receive a 100% refund for your tuition and incidental fees. No registrations or course changes for Fall courses or Fall-Winter courses are permitted after this date.
Oct. 6	Prospective graduands for the Fall Convocation must have all course and thesis requirements completed and approved Last day to drop a Fall (F) course and receive 50% refund of tuition. Refunds are not issued after this date Last day for a 75% refund of tuition only for Fall/Winter (FW) courses.
Oct. 9-13	Fall Study Week
Oct. 28	Fall Convocation
Nov. 6	Last Day to drop first-term courses after this date students will receive an "F" on their academic record.
Dec. 5	Last day of first-term classes.
Dec. 7-23	Examination period for Fall courses and mid-term tests in Fall/Winter courses.

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Dec. 15	Last day for payment of second term tuition fees for 2016-17 academic year. Late Service fee and interest is applicable after the payment due date.
Dec. 25-Jan. 2	Winter Break – University closed
Jan. 1	Last day to drop a Fall/Winter (FW) course and receive 50% refund of tuition only.
Jan. 8	Winter term classes begin and Fall/Winter term classes resume
Jan. 19	Last day to drop a Winter (W) course and receive a 100% refund for your tuition No registration or course changes for Winter term courses will be permitted after this date.
Jan. 26	Last Day to drop full-year courses after this date students will receive an "F" on their academic record.
Jan. 31	Applications for graduation for Spring Convocation must be submitted prior to this date.
Feb. 17	Last day to drop a Winter (W) course and receive 50% refund of tuition only.
Feb. 19-23	Winter Study Week
Mar. 1	Last Day to drop Winter term courses. After this date students will receive an "F" on their academic record.
Mar. 29	Good Friday – University Closed
Apr. 1	Easter Monday – University Closed
Apr. 5	Last regularly scheduled day of Fall/Winter and Winter classes
Apr. 8	Make-up classes for canceled April 1 classes
Apr. 9	Make-up classes for canceled March 29 classes
Apr. 12-30	Examination period
May 3	Prospective graduands for the Spring Convocation must have all course and thesis requirements completed and approved by Department or School prior to this date.
May 20	Victoria Day – University Closed
Jun. 3-7	Spring Convocation



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Appendix A – SPAD Program Sheet for Students Entering prior to September 2023

Last Name: _____ First Name: _____

Student #: _____

SPAD 0100 and 0300 are worth 0 credits. Courses ending in 5 are worth 6 credits. Courses ending in 1, 2, 6, and 7 are worth 3 credits. Courses ending in 8 are worth 1 credit and Courses ending in 9 are worth 1.5 credits.

1 st Year (30 credits)		2 nd Year (30 credits)		Upper Years (60 credits)			
COURSE	GRADE	COURSE	GRADE	COURSE	GRADE	COURSE	GRADE
ACCT 1001 (Financial Acct.)		ACCT 2011 (Managerial Acct.)		♦ OPEN ELECTIVE		MGMT 4033 (Strategy)	
ECON 1006 (Microeconomics)		FNCE 3006 (Financial Mgmt. I)		OPEN ELECTIVE		£ SPAD 4005 (6cr Internship)	
ECON 1007 (Macroeconomics)		HROB 2001 (Org. Behaviour)		OPEN ELECTIVE		SPAD 4046 (Consulting)	
MATH 1506 (Business Math)		HROB 2002 (Human Resources)		OPEN ELECTIVE		**SPAD 4126 (Sport Law)	
OPER 2006 (Management Sci.)		OPER 3006 (Operations Mgmt)		OPEN ELECTIVE		SPAD 4136 (Sport Finance)	
SPAD 0100 (Colloquia)		PHIL 2876 (Business Ethics)		OPEN ELECTIVE		SPAD 4146 (Media/Comm.)	
SPAD 1016 (Intro to SPAD I)		SPAD 0300 (Internship Prep)		OPEN ELECTIVE		SPAD 4156 (Sport Sales)	
SPAD 1017 (Intro to SPAD II)		SPAD 2036 (Sport Marketing I)		OPEN ELECTIVE		£ SPAD 4005 is the 6-credit required internship course typically done in the summer after third year, or in either the fall or winter semester of fourth year.	
STAT 2066 (Business Stats.)		SPAD 2037 (Sport Marketing II)		OPER 2106 (MIS)			
OPEN ELECTIVE		SPAD 2046 (Event/Facility Ops)		~ FoM 4000- Level Elective			
OPEN ELECTIVE		OPEN ELECTIVE		FoM 4000- Level Elective			
<ul style="list-style-type: none"> ♦ At least 3 credits of OPEN electives must be from the list of approved indigenous content courses. **Students should take MGMT 2007 in place of SPAD 4126 (for those who have not taken it yet). Recommended OPEN electives include: ENGL 1706, PSYC 1105, SOCI 1015, MGMT 1001, SCOM 4006 9 credits maximum from PHED-coded courses Can have no more than 42 credits at the 1000-level, 18 credits of which are already required, meaning no more than an additional 24 credits of OPEN electives at the 1000-level. 				FoM 4000- Level Elective ~ FoM is not a course code, but means a 4000-level course in the Faculty of Management (SPAD, ACCT, COMM, FNCE, HROB, MGMT, MKTG, or OPER).		SPAD electives include: SPAD 4006 (open or FoM 4000) SPAD 4016 (open or FoM 4000) SPAD 4036 (open or FoM 4000) SPAD 4166 (open or FoM 4000) SPAD 4167 (open or FoM 4000) SPAD 4326 (open or FoM 4000) SPAD 4336 (open or FoM 4000)	

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Appendix B – SPAD Program Sheet for Students Entering in September 2023

Last Name: _____	First Name: _____
Student #: _____	
<p><i>SPAD 0100, 0300, 0400 are worth 0 credits. Courses ending in 5 are worth 6 credits. Courses ending in 1, 2, 6, and 7 are worth 3 credits. Courses ending in 8 are worth 1 credit and Courses ending in 9 are worth 1.5 credits.</i></p>	

1 st Year (30 credits)		2 nd Year (30 credits)		Upper Years (60 credits)			
COURSE	GRADE	COURSE	GRADE	COURSE	GRADE	COURSE	GRADE
ACCT 1001 (Financial Acct.)		ACCT 2011 (Managerial Acct.)		OPER 2106 (MIS)		MGMT 4033 (Strategy)	
ECON 1006 (Microeconomics)		FNCE 3006 (Financial Mgmt. I)		♦ INDG ELECTIVE		£ SPAD 4005 (6cr Internship)	
ECON 1007 (Macroeconomics)		HROB 2001 (Org. Behaviour)		OPEN ELECTIVE		SPAD 4046 (Consulting)	
MATH 1506 (Business Math)		HROB 2002 (Human Resources)		OPEN ELECTIVE		MGMT 2007 (Comm. Law)	
OPER 2006 (Management Sci.)		OPER 3006 (Operations Mgmt)		OPEN ELECTIVE		SPAD 4136 (Sport Finance)	
SPAD 1016 (Global Spt. Mgmt I)		PHIL 2876 (Business Ethics)		OPEN ELECTIVE		SPAD 4146 (Spt. Media/Comm)	
SPAD 1017 (Global Spt. Mgmt II)		SPAD 2036 (Sport Marketing I)		OPEN ELECTIVE		SPAD 4156 (Sport Sales)	
STAT 2066 (Business Stats.)		SPAD 2037 (Sport Marketing II)		OPEN ELECTIVE		SPAD 4401 (Future of Sport)	
OPEN ELECTIVE		SPAD 2046 (Event/Facility Ops)		~ FoM 4000- Level Elective		£ SPAD 4005 is the 6-credit required internship typically done in the summer after third year, or in the fall or winter semester of fourth year.	
OPEN ELECTIVE		OPEN ELECTIVE		~ FoM 4000- Level Elective			
SPAD 0100 (Onboarding)		SPAD 0300 (Internship Prep)		~ FoM 4000- Level Elective			
<ul style="list-style-type: none">♦ At least 3 credits of OPEN electives must be from the list of approved indigenous content courses.Recommended OPEN electives include: ENGL 1706, PSYC 1105, SOCI 1015, MGMT 1001, SCOM 40069 credits maximum from PHED-coded coursesCan have no more than 42 credits at the 1000-level, 18 credits of which are already required, meaning no more than an additional 24 credits of OPEN electives at the 1000-level.				SPAD 0400 (Consulting Prep)		SPAD electives include: SPAD 4006 (open or FoM 4000) SPAD 4016 (open or FoM 4000) SPAD 4036 (open or FoM 4000) SPAD 4166 (open or FoM 4000) SPAD 4167 (open or FoM 4000) SPAD 4027 (open or FoM 4000) SPAD 4326 (open or FoM 4000) SPAD 4336 (open or FoM 4000)	
				~ FoM is not a course code, but means a 4000-level course in the Faculty of Management (SPAD, ACCT, COMM, FNCE, HROB, MGMT, MKTG, or OPER).			

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Appendix C – SPAD Student Awards

A full list of Scholarships and Bursaries are available at <https://laurentian.ca/scholarships-bursaries> and students can apply for as many as they wish. In addition to all of the University-wide, Faculty of Management, and other awards targeting specific populations, there are some awards to only which SPAD students can apply. The current available SPAD-specific awards are the following:

Ira Bailey SPAD Bursary

Established by family and friends. The purpose of this award is to provide financial assistance to aid a mature student of Laurentian University who is enrolled in the SPAD program. The bursary will be awarded on the basis of demonstrated financial need, and Ontario residency as defined by OSAP. Application is required.

Steve Harrington Memorial Award

This award has been established in celebration of the extraordinary contributions to the SPAD program by Professor Steven G.W. Harrington. Steve taught his students to understand that there is more to your education than grades. This scholarship is awarded to a first-year student in the Sports Administration program at Laurentian to be given out at the end of their first year. This student has shown dedication to SPAD outside the classroom, is passionate about grassroots sports, and contributes as a volunteer to the sports community. This student is innovative, dedicated, and invested in the growth of classmates, as well as their own. Students must submit an application letter explaining their role in community engagement and social responsibility. All applications shall be forwarded to the Director of SPAD for the selection process. Application is required.

The Nicholas Foster Sports Administration Scholarship

Established by Jeff, Ann Marie and Jack Foster, the purpose of this award is to honour and remember Nicholas Foster's life, by offering two scholarships. In recognition of his love for Laurentian, SPAD and sports, students must be studying full-time in 2nd, 3rd or 4th year Sports Administration (SPAD) at Laurentian University. Recipients must be well-rounded SPAD students who prioritize a balance between their academics, community leadership, athletics and friendships. Must have a cumulative average of 75% and be a Canadian citizen. Nicholas enjoyed playing, watching and analyzing all sports. His favorites were football, hockey, basketball and baseball. His dream was to graduate from SPAD and be in a NFL or NHL war-room drafting young athletes. Although he was well on his way, Nicholas did not have the opportunity to achieve his dream. The Nicholas Foster Sports Administration Scholarship is our way of honouring Nicholas' memory and supporting students with similar goals and dreams. To learn more about Nicholas' courageous battle please select the following link <http://bit.ly/fozzysfight>

Dr. Bob Wanzel Sports Administration Bursary

Established by alumni, family and friends in attendance at the SPAD 25th Reunion celebration in 1998, the Dr. Bob Wanzel Bursary is awarded to a full-time student in 2nd, 3rd, or 4th year of the SPAD program who can demonstrate financial need, academic excellence (minimum 75%),

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and leadership qualities. Application is required. Candidates must attach a detailed letter outlining extra-curricular activities and leadership qualities.

Ken and Denise Derrett SPAD Bursary

Established by Ken and Denise Derrett. The purpose of this award is to provide financial assistance to aid a student of Laurentian University who is enrolled in the SPAD program. Students are to submit a short (500 word) essay with their application highlighting why they chose to enroll in SPAD and what they aspire to do with a SPAD degree. The Chair of the SPAD program will review the application and determine a short list of three candidates for further consideration. Mr. and Mrs. Ken Derrett will be provided a profile (gender, year in program, academic average) and the essay of the shortlisted candidates. The donors will rank the candidates in order of preference and return these to the SPAD program chair. The recipient must be a resident of Ontario, as defined by OSAP. Application is required.

Richard Pound SPAD Bursary

Established by alumni, family and friends in attendance at the SPAD 35th Reunion celebration in 2007, the Richard Pound SPAD Bursary will be awarded to a student enrolled in the 1st year of the Honours Bachelor of Commerce in Sports Administration. Selection of the recipient is based on academic excellence (min. 80%) in an Ontario secondary school (6 best U/M courses). The bursary will be awarded on the basis of demonstrated financial need, and Ontario residency as defined by OSAP. Application required.

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Appendix D – Bachelor of Commerce Sports Administration Program Regulations

Academic Standing:

In order to be considered in good academic standing, a student must:

- satisfy all conditions of admission;
- not fail more than 3 credits in an academic year or in the previous 30 credits; and
- maintain a cumulative grade point average of at least 4.0

A student who fails to meet the requirements for good academic standing will be allowed to continue in the program for no more than one year on academic probation. During the probationary year, if the student is able to achieve passing grades in all of their courses (a minimum of 24 credits is required) and return their cumulative grade point average to at least 4.0, then the student will be returned to good academic standing. A failure to achieve good academic standing following a probationary year will result in removal from the program.

Pass/Fail:

A passing grade in the Faculty of Management is considered to be at least a C or 4.0 grade. Any grade less than C or 4.0 in a course offered within the Faculty of Management is considered to be a failing grade.

Number of 1000-level Credits:

Students may only count a total of 42 credits at the 1000 level towards the 120 credits required for the degree. Any credits that exceed the limit of 42 must be replaced by at least an equal number of credits taken at the 2000, 3000, or 4000 levels.

Removal from the Program:

Students will automatically be removed from the program for any of the following reasons:

- failure twice to achieve a minimum of at least a C grade in a required course;
- failure to achieve good academic standing in 2 consecutive years
- more than 18 credits of failure overall; or,
- violation of the Laurentian University Policy on Academic Honesty.

Readmission to the Program:

Students forced to leave the program, or those who choose to leave the program, must reapply through the internal program transfer process overseen by the Laurentian University Admissions Office prior to February 1 of the academic year preceding their intended return to the program. Readmission to the program will be subject to students being able to enter in good academic standing. Students could be eligible to receive advanced standing for courses completed while not in the program. Such cases will be considered on an individual basis.

Our graduates will be able to apply business concepts to the sport industry

	Mastered	Exceeded Expectations	Met Expectations	Approached Expectations	Did Not Meet Expectations
Connect relevant sport industry experience and academic knowledge	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/ theories/ frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.	Student is unable to connect relevant sport industry experience and academic knowledge
Make connections across various disciplines and perspectives	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.	Student is unable to make connections across various disciplines and perspectives
Adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Occasionally uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.	Student is unable to adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations.
Choose the appropriate method for communicating information that enhances meaning and understanding	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).		
Engage in active self-assessment and reflection	Envisions a future self (and possibly makes plans) that build on past experiences that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.	Student is unable or unwilling to engage in any active self-assessment and reflection.

Our graduates will use ethical reasoning skills

	Mastered	Exceeded Expectations	Met Expectations	Approached Expectations	Did Not Meet Expectations
Identify and analyse their core beliefs	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs. Discussion has both depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.	Student is unable to either state their core belief or articulate the origins of the core belief.
Identify, describe, and explain different ethical perspectives, concepts, and theories	Student names various theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, but is only able to present the gist of the named theory.	Student only names the major theory she/he uses.	Student is unable to identify, describe, or explain any major ethical perspectives, concepts, or theories.
Recognise ethical issues when presented in complex contexts	Student can recognize ethical issues when presented in a complex, multilayered context AND can recognize cross relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered context OR can grasp cross relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.	Student is unable to recognize even basic and obvious ethical issues and fails to grasp complexity or interrelationships.
Accurately apply ethical concepts to ethical questions and understand the implications of their application	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/ concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) but the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example).	Student is unable to apply ethical perspectives/concepts to an ethical question even with support.
Evaluate the suitability of different ethical perspectives, select an appropriate perspective, and defend their decision	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/ concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/ concepts.	Student is unable to state a position.
Understand and apply theories and practices relating to corporate social responsibility (CSR)	Student identifies and understands all theories and practices relating to CSR. Student can independently and accurately apply CSR concepts to situation and is able to consider full implications of application.	Student identifies and understands, most theories and practices relating to CSR. Student independently applies CSR concepts to situations and considers the implications of application.	Student identifies and understands many theories and practices relating to CSR. Student applies CSR concepts to situations independently or with support and usually considers the implications of application.	Student identifies few theories and understands few theories and practices relating to CSR. Student applies CSR concepts to situations with support and rarely considers the implications of application.	Student does not identify or understand theories and practices relating to CSR. Student cannot apply CSR concepts to situations even with support and never considers the implications of application.



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Our graduates will be effective oral communicators

	Mastered	Exceeded Expectations	Met Expectations	Approached Expectations	Did Not Meet Expectations
Deliver presentations that are cohesive and logically sequenced	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable, is skillful, and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is rarely observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Use language that is appropriate to the audience and enhances the effectiveness of the presentations	Language choices are imaginative, memorable, compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	Language choices are very unclear and in no way support the effectiveness of the presentation. Language in presentation is inappropriate.
Will employ delivery techniques that make presentations compelling, and the speaker appear polished and confident	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, but speaker appears tentative at times.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) significantly detract from the understandability of the presentation, and speaker appears very uncomfortable.
Use appropriate supporting materials that enhance the speaker's arguments and credibility	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.	No supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to material that supports the presentation or establishes the presenter's credibility/authority on the topic.
Display professional and effective interpersonal oral communication skills	Communication techniques (posture, gesture, eye contact, and vocal expressiveness) always enhance delivery. Student always appears polished, respectful, and confident. Student always demonstrates active listening and comprehension.	Communication techniques (posture, gesture, eye contact, and vocal expressiveness) consistently enhance delivery. Student consistently appears polished, respectful, and confident. Student consistently demonstrates active listening and comprehension.	Most communication techniques (posture, gesture, eye contact, and vocal expressiveness) enhance delivery. Student demonstrates capability and respect. Student listens and demonstrates adequate comprehension.	Communication techniques (posture, gesture, eye contact, and vocal expressiveness) rarely enhance delivery. Student demonstrates limited capability and respect. Student demonstrates limited comprehension.	Communication techniques (posture, gesture, eye contact, and vocal expressiveness) distract from delivery. Student demonstrates lack of professionalism, capability, and respect. Student demonstrates a lack of comprehension.



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Our graduates will be critical thinkers and problem solvers

	Mastered	Exceeded Expectations	Met Expectations	Approached Expectations	Did Not Meet Expectations
Use innovative thinking	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.	Demonstrates no innovative thinking and is unable to reformulate a collection of available ideas.
Able to connect, synthesize, and transform information, ideas, and solutions in to new forms	Transforms ideas or solutions into entirely new forms.	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognizes existing connections among ideas or solutions.	Unable to recognize existing connections among ideas or solutions.
Demonstrate an ability to integrate alternate or contradictory perspectives or ideas	Integrates alternate, divergent, or contradictory perspectives or ideas fully.	Incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way.	Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.	Ignores alternate, divergent, or contradictory perspectives or ideas.
Able to analyse their own and others' assumptions and evaluate the relevance of context when presenting a position	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. May be more aware of others' assumptions than one's own (or vice versa). Identifies several relevant contexts when presenting a position	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Shows no awareness of present assumptions. Is unable to identify context when presenting a position.
Able to identify and define problems	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors. Problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates limited ability in identifying a problem statement or related contextual factors.	Unable to identify a problem statement or related contextual factors.
Be able to identify, develop, and evaluate potential solutions and includes all of the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is deep, thorough and elegant (for example, contains thorough and insightful explanation).	Evaluation of solutions is good (for example, contains thorough explanation).	Evaluation of solutions is brief but adequate (for example, explanation lacks depth).	Evaluation of solutions is superficial (for example, contains cursory, surface level explanation).	Student is unable to identify, develop, or evaluate potential solutions.

Our graduates will work effectively in groups and within teams

	Mastered	Exceeded Expectations	Met Expectations	Approached Expectations	Did Not Meet Expectations
Contribute to a positive and cohesive group environment (trust, reflect and conflict)	<p>Does <u>all</u> of the following:</p> <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence in the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	<p>Does <u>any three</u> of the following:</p> <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence in the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	<p>Does <u>any two</u> of the following:</p> <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence in the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	<p>Does <u>any one</u> of the following:</p> <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence in the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	<p>Does <u>none</u> of the following:</p> <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence in the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.
Able to create and maintain channels for open and effective communications within a team environment	Creates and maintains channels for open and effective communications. Facilitates advancement of group communication through conciliatory actions.	Maintains channels for open and effective communications.	Participates in all group communication.	Does not regularly participate in group communication.	Makes no effort to participate in group communication.
Consistently attend group activities, demonstrate an active level of engagement and constructively build upon contributions of others	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Rarely engages team members in meaningful and relevant ways without interrupting.	No engagement with team members. Or is a disruptive influence.
Contribute to the creation, development and achievement of shared goals and objectives	Work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Work accomplished is thorough, comprehensive, and advances the project.	Work accomplished advances the project.	Work accomplished does not advance the project.	Work is detrimental to the creation, development, and achievement of shared goals and objectives.
Recognize and respect various roles in group	Openly recognizes and respects all roles within the group.	Recognizes and respects all roles within the group.	Recognizes and respects only their own role within the group.	Demonstrates little recognition and/or respect for any roles within the group.	Demonstrates no recognition or respect for roles within the group.

Our graduates will be effective written communicators

	Mastered	Exceeded Expectations	Met Expectations	Approached Expectations	Did Not Meet Expectations
Demonstrate consideration of context, purpose, and audience in written communications	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience).	Demonstrates no attention to context, audience, purpose, and to the assigned task(s)
Develop written communications that are cohesive and logically sequenced	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable, is skillful and makes the content of the written work cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the written work.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the written work.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is rarely observable within the written work.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the written work.
Use language that is appropriate to the audience and enhances effectiveness of written work	Language choices are imaginative, memorable, compelling, and enhance the effectiveness of the written work. Language in written work is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the written work. Language in written work is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the written work. Language in written work is appropriate to audience.	Language choices lack clarity and minimally support the effectiveness of the written work. Language in written work is not appropriate to audience.	Language choices are unclear and do not support the effectiveness of the written work. Language in written work is inappropriate
Use high-quality, credible, and relevant sources to develop ideas, and enhance arguments and credibility in written work	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an ability to use credible and relevant sources to support most ideas that are appropriate for the discipline and genre of writing.	Demonstrates an attempt to use credible or relevant sources to support ideas that are appropriate for the discipline and genre of writing.	Does not use credible or relevant sources to support ideas in the writing.
Use language that skillfully communicates meaning to readers with clarity and fluency, and is free of grammar, spelling, and syntax errors	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.	No supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that supports the presentation or establishes the presenter's credibility/authority on the topic.