Co-curricular Program Based Learning Outcomes Nomination Form

Criteria to include when nominating a co-curricular program with embedded learning outcomes:

- Program name and Department.
- Participant capacity (is there a set participation limit?)
- Narrative description of which embedded learning outcomes are addressed, and how.
- Description of learning activities to be used to achieve the learning outcomes.
- Description and specific examples of assessment methods used.
- Description of how the assessments will be used to determine if the criteria for the learning outcomes have been met.
- Description of how program experiences and assessment methods will be consistent from year to year and from section to section if multiple sections are used.
- Evidence of support by the department nominating the program.

<table>
<thead>
<tr>
<th>Name of Department/Unit nominating the program</th>
<th>Division of Recreational Sports/Intramural Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of the Program or Activity being nominated</td>
<td>Intramural Sports Supervisors</td>
</tr>
<tr>
<td>Targeted group of students (or is it open to all Purdue students?)</td>
<td>Intramural Sports Student Employees</td>
</tr>
<tr>
<td>Participant capacity (students/year)</td>
<td>72 Intramural Supervisors/year</td>
</tr>
</tbody>
</table>
| Activity offering frequency | ☒ Fall  
  ☒ Spring  
  ☐ Summer |
| Embedded learning outcomes addressed in the nominated program/activity | ☐ Creative Thinking  
  ☒ Critical Thinking  
  ☐ Ethical Reasoning  
  ☐ Global Citizenship and Social Awareness  
  ☐ Intercultural Knowledge  
  ☐ Leadership and Teamwork  
  ☐ Quantitative Reasoning  
  ☐ Integrative Knowledge  
  ☐ Written Communication (levels 2 and/or 3)  
  ☐ Information Literacy (levels 2 and/or 3) |
| Please describe the specific assessment | Assessment methods include: Hours |

Please describe the specific assessment.
methods by which it will be determined if the student has completed the program/activity to a level of success that indicates achievement of this learning outcome. (Remember: It is not the program that achieves the learning outcome, but the student demonstrates achievement of the outcome by successful completion as measured by the assessment.)

<table>
<thead>
<tr>
<th>Worked (20%), Journal Reflections (10%), Supervisor Quizzes (15%), Certifications (15%), Problem Solving (20%), Responding Skills (20%)</th>
</tr>
</thead>
</table>

How will you ensure students receive a consistent degree of engagement with the program/activity and an equitable opportunity to achieve the embedded learning outcome(s) across multiple offerings/sections?

<table>
<thead>
<tr>
<th>Training components each semester cover the activity categories listed above. The activities will be assessed on the point totals / categories for each assessment method as listed on the session descriptions. See page 29 for overall grading rubric for Critical Thinking.</th>
</tr>
</thead>
</table>

Please attach documentation for the nominated program/activity that illustrates how the learning outcome(s) and its associated performance criteria (see VALUE rubrics) will be achieved by successful completion of the nominated program/activity.

Submitted by:

Name: Tyler Ford / Stacey Lee  
Department: Division of Recreational Sports

Signature of department head/director recommending that this program/activity be considered for approval as meeting an embedded outcome of the Outcomes-based Core Curriculum

Howard Taylor, Director – Division of Recreational Sports
Intramural Sports Supervisor – Critical Thinking

Knowledge Acquisition

Session Description: This session will instruct student employees on how to properly enforce intramural sports policy, understand, and communicate the purpose behind policy implementation and enforcement.

- Learning Objectives – Student employees will demonstrate proficient knowledge in Intramural Sports policies and procedures.
  - Assessment Procedure – Student employees will be assessed on their learning through certification quizzes and bi-weekly rules quizzes.

<table>
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<th>Knowledge Acquisition</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Averages 90-100%</td>
<td>Averages 75-89%</td>
<td>Averages 60-74%</td>
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<tr>
<td>100 – 90 points</td>
<td>89-75 points</td>
<td>74-60 points</td>
<td></td>
</tr>
</tbody>
</table>
Flag Football Certification Test

Results: ____________________________

Name: ____________________________

Date: _____________________________

Read each question and set of answers carefully. Circle the best possible answer.

Please choose whether the statement is True or False

1. T F Michael's team shows up and everyone is wearing blue shirts except one player who forgot. You can give him a blue penny so that he can play.

2. T F Sean is punting the ball on 4th and long. Michael's team is the receiving team. The punt hits the ground and comes to rest. Michael is allowed to pick it up and advance the ball.

3. T F Rachael's team is at her opponent's 8 yard line (8 yards from the endzone). The defense jumps offside prior to the snap. Encroachment is called. Rachael's team will now snap the ball from the 3 yard line because of the penalty.

4. T F It is 3rd down from the 40 yard line. Rachael is going out for a pass and while the ball is in the air Michael sticks his hand in her face intentionally blocking her vision. Rachael drops the pass. The official calls defensive pass interference. Rachael's team will have the ball 1st down from the 30 yard line.

5. T F It is 2nd down and Rachael has the ball at her own 14 yard line. In order to get a first down she must get across the 20 yard line. She gets the snap and runs. Her teammate sets up an illegal screen at the 23 yard line and Rachael is finally deflagged at the 28. The next play will be 2nd down.

6. T F There is 53 seconds left in the ball game. Sean catches a pass at his opponent's 25 yard line. As he is running toward the endzone he flag guards at the 17. He is deflagged inbound at the 11. The clock will stop while the penalty is being assessed and it will start again on the snap. The officials assess the flag guarding and Sean's team will have the ball at the 27.
7. T F It is the fourth quarter and we are in the 2 minute warning. Michael Truong is running the ball. He barely makes it to the first down and then goes out of bounds. The clock will stop and then start on the Referee’s ready whistle.

8. T F Sean Webb is playing on a Co-rec flag football team. It is game time and he has three females and two males signed in. He will not be allowed to play.

9. T F Rachael’s team has the ball at the other team’s 25 yard line. Rachel gets the snap and looks to throw to one of her receivers. On the throw the rusher on the other team runs Rachael over. She is still able to complete a short pass to her teammate who catches the ball at the 21 and then is deflagged at the 20. The official throws the flag for roughing the passer. Rachael’s team will get the ball and it will be placed at the 10 yard line.

10. T F Rachael is running the ball and while she is running her flag belt falls off. In order for her to be considered down the defense must two hand tag her between the shoulders and knees.

11. T F Michael scored a touchdown and now his team is attempting a 2 point try. On the try Sean intercepts the pass and runs the ball back to the opposite endzone. Sean will earn his team 3 points.

12. T F Michael’s team is about to snap the ball for a 4th down. The told the referee that they wanted to punt but before the snap Michael says that he would rather play for the first down. He is allowed to change his decision as long as he calls a timeout to do so.

13. T F It is second down in a Co-rec game and the play is open. Michael is the QB. He takes the snap and hands the ball off to Rachael who then runs the ball across the line of scrimmage for positive yardage. The next play will be open.

14. T F Sean and Michael are playing on opposite teams and they are guarding each other. Sean is on offense. Sean is going out for a pass and as he jumps up to catch the ball both him and Michael gain possession and land in bounds. Sean’s team will keep possession and the ball will be placed at the location of the catch.
15. T F Rachael and Sean are playing on the same team in a co-rec game regular season game. The current score is 21-14 in favor of their opponents. There is 8 seconds left in the game and Rachael is the QB. She takes the snap and throws a 10 yard pass to Sean who then runs the ball all the way to the endzone for a touchdown. During the play the time expires. They decide to go for 1 point and try is successful. Since this is regular season the score will be recorded as a tie.

16. T F Rachel is the QB. After she takes the snap she runs the ball. She is at her own 15 yard line. She flag guards at the 22 yard line and then is deflagged at the 30. Assuming the flag guard penalty is accepted the ball will be placed at the 12.

17. T F Sean's team has the ball at their own 25 yard line. His QB gets the snap and then hands the ball off to Sean. During the run, Sean flag guards at the 30 and then he is held at the 36 before he is deflagged just short of the first down, at the 39. Both penalties are accepted so the ball will now be snapped at the 30.

18. T F Rachael Rayford is playing in a CoRec game with Sean. Rachael and four of her teammates are set up on the line of scrimmage prior to the snap. Sean says "ready!", Rachael goes in motion, and the ball is snapped. This is illegal.

19. T F Michael's team has first down from their own 14 yard line with the 20 being the line to gain. Michael is the QB. He gets the snap and scrambles. He runs up to 16 yard line and throws a pass to Sean. This is an illegal forward pass. The ball will be placed at the 9 yard line and it will be second down.

20. T F During a Co-rec game, Michael intercepts a pass and runs it nearly to the endzone. He is deflagged at the other team's 5 yard line. The next play will be open.
Supervisor Quiz

Policy

Supervisor Information
First Name
Last Name
Purdue Email

Who is in charge of running Handball?
- Tyler
- Stacey
- Leanne

Which match-up was featured as the Fall 2013 Week #4 Game of the Week?
- No Punt Intended vs. Fiji B
- Bottom of the Filths vs. Sigma Tau Gamma
- SAE A vs. Fiji A
- St. Toms vs 797s

When is the first day of Extreme Dodgeball?
- 10/20/13
- 10/21/13
- 10/27/13
- 10/28/13

You are supervising Inner Tube Water Polo. At the end of the night you have several lost and found items. Where do you bring those items?
- Aqua front desk
- Give to Head Supervisor
- TREC Member Services
- CoRec Member Services

When are Supervisor Applications due?
Oct 10th
Oct 20th
Oct 30th
Nov 1st

Flag Football
☑ Certified
☐ Not

Floor Hockey
☐ Certified
☐ Not

Soccer
☐ Certified
☐ Not

Inner Tube Water Polo
☐ Certified
☐ Not

Risk

When caring for a person who is having a seizure, you should . . .
☐ Place a spoon or wallet between the person's teeth to keep them from choking on their own tongue
☐ Remove nearby objects that may cause harm
☐ Try to hold the person still
☐ All the above

How should you care for someone with minor frostbite on the fingers?
☐ Get the person to a warm environment and then re-warm their hands using skin-to-skin contact
☐ Have the person shake his or hands to allow blood flow
☐ Immerse his or her hands in hot water
Massage their hands vigorously

What is the FIRST step in caring for a wound with significant bleeding?
- Add bulky dressings to reinforce blood soaked bandages
- Apply direct pressure with a sterile or clean dressing
- Apply pressure at a pressure point
- Care for shock

In stroke recognition, FAST means:
- Face, arm, speech, and time
- Feet, airway, speech, and temperature
- Fever, anxiety, stress, and taste
- Flexibility, asthma, and sudden tightness in chest

What is a common signal of sudden illness?
- Changes in level of consciousness
- Loss of vision or blurred vision
- Signals of shock
- All the above

Flag Football General

Where will the Flag Football Championships be played?
- TREC turf facility
- Black Fields
- Gold Fields
- Mollenkopf

When will the Co-Rec Flag Football Championship be played?
- 11/3 at 7:00pm
- 11/3 at 9:00pm
- 11/4 at 6:00pm
What yard line will each team’s possession start from in overtime?
- 20 yd line
- 14 yd line
- 10 yd line
- 3 yd line

What is the yardage enforced for a flag guarding penalty?
- 15 yards
- 10 yards
- 5 yards
- None, it's a warning

True or False: All rulings on the field may be protested.
- True
- False

Flag Football Certified

What yard line will each team’s possession start from in overtime?
- 20 yd line
- 14 yd line
- 10 yd line
- 3 yd line

During the first possession of overtime QB A-1 throws an interception to B-4 and during the return B-4’s lateral is intercepted by A-3. A-3 commits flag guarding at the 10 yard line and then scores a touchdown. What is the ruling, where will the next play take place from, and what will the down & distance be?
- Team B will have the ball at the spot where they intercepted the ball.
- Team A will continue their possession with the enforced flag guarding penalty. It will be repeat 1st from the 20 yard line
- Team A’s ball, 2nd down from the 10 yard line
- The play is dead immediately after a change of possession. Team B will start their possession, 1st down from the 10 yard line
Team A is attempting a 2 point try. The QB drops back to pass and throws to A-3 for a completed pass in the end zone. The Referee throws a flag for illegal contact on B-2, the rusher. Team A declines the penalty in order to keep the 2 point conversion. Is this correct?

- Yes, since the illegal contact occurred during a loose ball they must decline the penalty in order to keep the score.
- No, a team never has the option to decline a penalty
- No, team A can keep the score and enforce the penalty on the succeeding spot
- No, team A can choose to enforce the penalty on the try again and go from a different distance or they can keep the score and enforce it on the succeeding spot

How many Time Outs does each team receive in OT?

- 1 for all OT periods
- 2 for all OT periods
- 1 for each OT period
- None

The first drive in OT was unsuccessful and Team B will begin their possession. On the first play or their drive, B-1 throws an interception to A-4. A-4 runs the ball all the way back to other endzone. What is the result?

- Team A earns 6 points and must go for 1, 2, or 3 extra points
- Team A scores and wins the game
- Team A receives possession of the ball on the 10 yard line
- Team A receives possession of the ball on the 14 yard line

Floor Hockey General

Players involved in a floor hockey face must have the tips of their sticks on the floor and they must have this much distance between the tips of their stick.

- There is nothing specified
- They must be touching
- At least 1 foot apart
- At least 2 feet apart

True or False: If a player is straddling the offside line, meaning one foot is on each side, she is considered off sides.

- True
- False
If a player makes intentional contact with an opponent not playing the puck in an effort to impede them from getting the puck what penalty should be called?
○ Boarding
○ Interference
○ Roughing
○ Holding

Team A is on a power play because B-2 was put in the box for his first minor penalty. A-2 has a shot, takes it, and scores. What will happen next?
○ There will be a face off at the center face-off dot and B-2 will come back in
○ There will be a face off at the center face-off dot and Team A will remain on a power play
○ Team B will start with possession at the attacking zone line closest to them and B-2 will come back in
○ Team B will start with possession at the attacking zone line closest to them and Team A will remain on a power play

True or False: A player may kick the puck provided it they do not kick the puck into the offensive goal.
○ True
○ False

Floor Hockey Certified

A floor hockey game goes into overtime. How long is that OT period?
○ 2 minutes
○ 3 minutes
○ 4 minutes
○ 5 minutes

Which of the following is NOT true when it comes to a penalty shot in overtime?
○ The puck must always have forward motion
○ The player taking the penalty shot only has 10 seconds to attempt the shot after touching the puck
○ A female who scores on a penalty shot will earn 2 points
○ Puck will be placed at center court

If no goal is scored during the first OT period a shoot out will occur. How many field players from each team will take part in this shoot-out?
True or False: If the score is still tied after the first round of penalty shots in OT another round of penalty shots will occur with three more field players from each team taking part.
- True
- False

True or False: A team must always have a goalie
- True
- False

Soccer General

True or False: Overtime in 9v9 Outdoor Soccer consists of a 5 minute overtime period. Whoever scores the most goals in the overtime period will win the game.
- True
- False

What is the substitution procedure for outdoor soccer?
- They can sub at any time, as long as the player comes off the field before the sub goes on
- They can sub during stoppages of play but each team is only allowed 3 subs each game
- They can sub during any stoppage of play and may enter the field whenever they want as long as the right number of players are on the field when the ball becomes live again
- They can sub during any stoppage of play but must wait for the approval of the referee before they enter the field.

At what point will the game be considered an "official game".
- Once it starts
- At half time
- Once the time has expired
How will it be determined who shoots first in overtime?
- Coin Toss
- Whoever did not have the option at the beginning of the game has it in overtime
- Whoever scored last has the option
- Whoever is losing has the option

How many red cards does it take to eject a player
- 1
- 2
- 3
- 4

Soccer Certified

True or False: Overtime in 9v9 Outdoor Soccer consists of a 5 minute overtime period. Whoever scores the most goals in the overtime period will win the game.
- True
- False

During penalty kicks the goalie ______________ until the ball is kicked.
- Must remain completely still
- Has no restriction on their movement
- May move laterally along the goal line
- May move only forward and backwards in the same spot

Where are penalty kicks attempted from?
- The penalty marker located outside the penalty box
- The edge of the penalty box
- The penalty marker located inside the penalty box

Where should the assistant referee stand in order to judge offside?
- In line with the goalie
- In line with the 2nd to last defender
- In line with the first offensive player
In line with the most competitive match-up

At what point will the game be considered an "official game".
- Once it starts
- At half time
- Once the time has expired

**Inner Tube Water Polo General**

In Inner Tube Water Polo the winner of the coin toss gets which option(s)?
- Offense
- Defense
- Side
- All the above

**True or False:** It is a running clock until the last 2 minutes of each half.
- True
- False

When are defensive players allowed to push or dump their opponent's inner tubes?
- When the opponent has control of the ball
- The ball is being thrown to that opponent
- When anyone on the opponent's team has the ball
- At any time

If the ball goes out of bounds what is the procedure to get the ball back into play?
- The official throws it in from the side line
- the official throws it in from where it went out of bounds
- A throw in will be awarded to the team that did not last touch the ball prior to it going out of play. They must get out of the pool and throw the ball in anywhere
- A throw in will be awarded to the team that did not last touch the ball prior to it going out of play. The player will remain in their tube at the spot along the wall where the ball went out of bounds and throw the ball in.
What is the minimum number of players needed at game time?

☐ 2
☐ 3
☐ 4
☐ 5

Inner Tube Water Polo Certified

What is the overtime procedure for Inner tube Water Polo?

☐ A 2 minute overtime period will be played. The first to score in this OT period will win
☐ A 2 minute overtime period will be played. The team with the most points at the end of this OT period will win
☐ A 5 minute overtime period will be played. The first to score in this OT period will win
☐ A 5 minute overtime period will be played. The team with the most points at the end of this OT period will win

If after the first OT period the score is still tied a shootout will take place. How many field players from each team will be in the first round of these penalty shots?

☐ 2
☐ 3
☐ 4
☐ 5

If the ball goes out of bounds what is the procedure to get the ball back into play?

☐ The official throws it in from the side line
☐ The official throws it in from where it went out of bounds
☐ A throw in will be awarded to the team that did not last touch the ball prior to it going out of play. They must get out of the pool and throw the ball in anywhere
☐ A throw in will be awarded to the team that did not last touch the ball prior to it going out of play. The player will remain in their tube at the spot along the wall where the ball went out of bounds and throw the ball in.

What is the procedure if after the first round of shootouts the score is STILL tied?

☐ A new round of three shooters from each team will be played. Any player may be in this round
☐ A new round of three shooters for each team. Only players that were not in the first round may be in this one
☐ Teams will alternate shots with the remaining players on the team. This will be a sudden death format
☐ Teams will alternate shots using any player on their team. This will be a sudden death format
True or False: A player can not score off of a free throw.

☐ True

☐ False
Conflict Resolution

Session Description: This session will demonstrate effective responding and communication skills in situations of conflict, and then allow each student to practice in simulated situations.

- Learning Objectives – Student employees will comprehensively develop effective responding skills and provide resolution in situations dealing with conflict.
  - Assessment Procedures – Student employees will work in groups to develop a scenario involving conflict for another group to receive and respond to. Student employees will be assessed on their ability to respond to the conflict presented by their supervisor in a simulated scenario.

<table>
<thead>
<tr>
<th>Conflict Resolution</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Developing</th>
</tr>
</thead>
</table>
|                     | • Calm, confident  
• Able to diffuse  
• Poised  
• Actively listens  
• Effectively communicates  
• Identifies the problem  
• Independent in the process  
• Comes to a compromised solution | • Comfortable with the conflict  
• Willing to handle the situation  
• Can become flustered  
• Listens | • Timid, abrasive  
• Uncomfortable  
• Unable to reach a resolution  
• Lacks confidence  
• Communication is not fluid |

100 – 90 points  89-75 points  74-60 points
Conflict Resolution Exercise

Exercise Instructions: Intramural Supervisors will work in a group to develop a hypothetical scenario involving conflict that may take place throughout the semester in Intramural Sports. The scenario will then be passed to another group and each individual student employee from the respective group will be assessed on their ability to respond to conflict presented by their Intramural Head Supervisor in a simulated scenario created by a different group of student employees.
Problem Solving

Session Description: This session will provide practical situations that occur on the job. Student employees will be asked to take action or to not to action and be asked to justify their decision. Teaching and conversation will take place on the appropriate way to respond to situations that take place on the job.

- Learning Objective: Student employees will improve in their ability to critically think on the job.

  - Assessment Method – Student employees will receive a scenario that requires critical thinking and the making of a decision. Student employees will be asked to either take action or not take action and be presented with a card to justify their decision and to identify all of the key components in making of the decision. Throughout this session they will receive multiple scenarios and be assessed on the first and last scenario provided. The student employees will be graded on their ability to identify the key components and accurately justifying to their decision to take action to not take action.

<table>
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<tbody>
<tr>
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<tr>
<td>• Able to identify all areas</td>
<td>• Identifies some options</td>
<td>• Unable to identify multiple options</td>
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</tr>
<tr>
<td>• Analyzes and assesses options</td>
<td>• Basic understanding of impact</td>
<td>• Lacks understanding of impact</td>
<td></td>
</tr>
<tr>
<td>• Prioritizes the situation and/or problem</td>
<td>• Ability to make a decision</td>
<td>• Lacks confidence</td>
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<tr>
<td>• Effectively identifies multiple options</td>
<td>• Follow-up described, but lacks implementation</td>
<td>• Dependent on others</td>
<td></td>
</tr>
<tr>
<td>• Identifies and evaluates impact of decisions</td>
<td></td>
<td>• No follow-up on a decision</td>
<td></td>
</tr>
<tr>
<td>• Confidently and effectively communicates decisions</td>
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<tr>
<td>• Follows-up and ensures implementation</td>
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100 – 90 points | 89-75 points | 74-60 points
MANAGING OF EMOTIONS

- Flash exercise – We are often conflicted as intramural supervisors as to when it is appropriate for us to step-in and when not to.
  - Everyone is going to start in the middle of the room. You are going to read a situation that takes place in an intramural contest and you are going to decide to either TAKE ACTION or to NOT TAKE ACTION. When you make a decision you must be prepared to justify your actions.
FLASH SCENARIO #1

- Playoff Flag Football game between Fiji & ATO. They played against each other earlier during the regular season with a dominate 42-0 shutout won by Fiji. The game is tied 14-14 going into the 4th quarter
  - On the first play of this drive Mark, the Fiji QB, is sacked for a loss of 8 yards by George (ATO player) who celebrates in Mark's face.
  - On the following play Mark then scrambles attempting to find a receiver downfield but to avoid another sack, he intentionally throws the ball and drills George in the nuts with the ball. George goes down and his teammate, John, swiftly comes to his defense approaching Mark and in his face yells “taking cheap shots now, huh? I dare you to try that to me.”
  - A few plays later Mark finally gets a successful completion and Fiji scores a touchdown. Mark runs up field to celebrate with his team and slaps John and then George in the ass in the process.
  - George approaches the Referee who ultimately gives Mark an unsportsmanlike conduct penalty for his actions. The Fiji players erupt in discord and start yelling at ATO players to “suck it up and stop crying like babies.” George screams to Mark “this isn’t over, don’t you think this is over!”
FLASH SCENARIO #2

- Playoff Soccer game between Team Africa and Mexico. These are two of the best teams in the Men’s Open Black league. The game is being officiated by our top 2 soccer officials.
  - In the 5th minute of the game the officials correctly call a foul on Team Africa and the player that committed the foul yells “That is not a foul, let us play!”
  - In the 8th minute of the game the officials correctly no-call a play where a player from Mexico makes a play on the ball and the player from Team Africa flops in an attempt to draw a foul. The Team Africa bench reacts and the player remains lying on the field for 3-5 seconds.
  - In the 15th minute of the game the officials no call a play that is really close to off-sides and you believe they may have missed the call. The off-sides would have gone against Team Mexico. The Team Africa bench and players are yelling for off-sides, but the officials maintain control of all the players on the field.
  - In the 23rd minute (2nd Half) the officials correctly give a yellow card to a player on Team Africa for a slide tackle. Three players run over to the official to protest the call and claim the officials are not being fair.
  - In the 36th minute (2nd Half) the officials call a foul against Team Africa late in the game and they are down 2-0. Every player on the bench takes a step towards the field and is screaming at the official.
FLASH SCENARIO #3

- Week 1 regular season res hall flag football game on Thursday at 10pm between Tarkington and Cary Quad. The officiating crew is comprised of one official with one year of experience and two rookies.
  - First play of the game and defensive rusher runs over an offensive blocker. The defensive team (Cary Quad) intercepts the pass and brings it back for a touchdown. The referee correctly throws the flag for the defensive rusher running over the offensive player. The defensive team has no idea why they were called for a penalty. The crew does not look confident as they present the penalty.
  - The next play an offensive player from Tarkington fumbles on the line of scrimmage and the officials do not call a penalty. Cary quad reacts to the no-call and says something to the official after the play is over.
  - On the third play of the game Tarkington called for a flag guarding penalty. The officials enforce the penalty from the end of the run instead of the spot of the foul. Tarkington doesn’t know why there is a penalty and Cary Quad is confused how Tarkington gained yardage on a penalty. A player on the sideline can be heard saying “this is whack.”
  - Early in the 2nd quarter a player from Cary Quad runs over a stationary Tarkington blocker and the official throws a flag. This time the officials call the penalty on Tarkington and the player that was stationary reacts in complete shock. The Cary Quad player asks his teammates in a very loud voice: “what did I do?”
  - Later in the 2nd quarter a defensive rusher from Tarkington collides with a Cary Quad blocker and no penalty flag is thrown. Both teams react and yell at the official regarding the no call. A player can be heard saying “just be consistent.”
  - At halftime both captains are walking across the field to talk to the officials. You hear the captain from Cary Quad say: “We just want the game to be called fairly.”
  - Early 3rd quarter a player from Cary Quad is correctly called for flag guarding. After the presentation of the penalty the Cary Quad bench yells “Come on! Just let us play, this isn’t about you!” A player on the field yells toward his bench: “This isn’t even fair. There is a flag on every play!” Another player says: “Can we get new refs?”
  - Middle of the 3rd quarter a Cary Quad player is called for roughing the passer on marginal contact. After the flag is thrown he throws his hands in the air. He then picks up the officials penalty flag and throws it while yelling “this is fucking ridiculous.”
FLASH SCENARIO #4

Men’s Open Pre-season Basketball Championship game is Sigma Chi versus Beta. The entire gym is filled with hundreds of fans from both teams on the same sideline.

- Sigma Chi wins the tip and immediately shoots and scores a three-point shot. The Sigma Chi fans erupt chanting “In your face... In your face...” Beta fans begin to chant back “Yo Mama... Yo Mama...”
- The Beta fans in the back row begin to stand-up on the chairs to spectate.
- A Beta player dunks the ball with authority and immediately stares down the Sigma Chi fans who begin to encroach on the court in response.
- After the Referees signal a made three-pointer, the Supervisor at the scoreboard inaccurately only adds 2 points to the scoreboard. The Sigma Chi players yell from across the court “Learn to do some math... You suck!”
- A new group of Beta fans enter the gym bringing with them Denny Pop cups. They appear to be intoxicated.
**Hours Worked**

*Session Description:* Execution of job responsibilities through the day to day operations of the intramural sports program.

- *Learning Objectives:* Student employees will demonstrate the ability to provide a shared vision, develop motivation techniques to achieve team goals, develop confidence and competence in job skills, and demonstrate a commitment to organizational excellence.
  
  - *Assessment Method* – Student employees will be assessed by a comparison of their pre self-assessment to their post self-assessment and their job performance rating in leadership.
  
  - *Assessment Method* – Student employees will complete journal reflections related to job related prompts.

<table>
<thead>
<tr>
<th>Hours Worked - Journal</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Developing</th>
</tr>
</thead>
</table>
|                        | • Able to provide an example relevant to the prompt  
|                        | • Communicates detail that explains the example  
|                        | • Summarizes the situation for a full understanding of the context  
|                        | • Effectively connects and identifies the learning take-aways  | • Lacks detail  
|                        | | • Does not provide learning take-aways or connection  
|                        | | • Demonstrates some understanding of the prompt  | • Little to no detail  
|                        | | | • No connection to the learning take-aways or content  |
| 100 – 90 points | 89-75 points | 74-60 points |

<table>
<thead>
<tr>
<th>Hours Worked – Job Performance</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Developing</th>
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</table>
|                                | • Analyzing the situation, gathering additional information, and recognizing that a decision is needed  
|                                | • Assessing the importance and priority of the situation or problem and evaluate alternative resolutions  
|                                | • Efficient at making a confident independent decision and can provide definitive rationale  
|                                | • Clearly communicating the course of action, effectively delegating if necessary, and following-up to ensure the implementation of the decision  | • Analyzing the situation, gathering some information, and recognizing that a decision is needed  
|                                | | • Assessing the importance of the situation and evaluating a resolution  
|                                | | • Making an independent decision and can provide rationale for the decision, but I am not as efficient with the process as I could be  
|                                | | • Clearly communicating the course of action and effectively delegating  | • Recognizing when a decision is needed  
|                                | | | • Assessing a resolution to the situation or problem  
|                                | | | • Taking my time in order to make the correct decision. I am both independent and dependent on others. I can provide some rationale for the decision  
|                                | | | • Communicating the course of action  |
| 100 – 90 points | 89-75 points | 74-60 points |
Journal Reflection Prompts

1. Reflect on your training experience and what you learned in your role as an Intramural Supervisor. Build your individual development plan for specific job skills that you want to develop. Why you are focused on developing these skills and how you will go about intentionally doing so?

2. Provide examples where you have solved a problem on your shift this semester. What challenges have you face when solving problems? What has aided your success in solving problems?

3. Reflect and identify 3 learning moments from this semester. Please explain what you learned, how you learned, and its relevance. What has been your biggest take-away?
## Intramural Supervisor Performance Report

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
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### Customer Service

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<thead>
<tr>
<th>Pro-Activeness</th>
<th>Confidence</th>
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<tr>
<td>Friendliness</td>
<td>Composure</td>
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<tr>
<td>Listening Skills</td>
<td>Response Skills</td>
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<tr>
<td>Communication</td>
<td>Support</td>
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### Managing Emotions

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<thead>
<tr>
<th>Confidence</th>
<th>Composure</th>
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<tr>
<td>Response Skills</td>
<td>Support</td>
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### Decision Making

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<tr>
<th>Analyzing</th>
<th>Identify</th>
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<td>Assessing</td>
<td>Assess</td>
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<tr>
<td>Making the Decision</td>
<td>Respond</td>
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<tr>
<td>Communication</td>
<td>Testing Scores</td>
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### Risk Management

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<th>Assess</th>
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<td>Assess</td>
<td>Respond</td>
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<tr>
<td>Testing Scores</td>
<td>Testing Scores</td>
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### Attitude

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<tr>
<th>Personality</th>
<th>Policies &amp; Procedures</th>
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<tr>
<td>Teamwork</td>
<td>Rules</td>
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<td>Desire to Improve</td>
<td>Communication</td>
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<td></td>
<td>Testing Scores</td>
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### Knowledge

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<tr>
<th>Policies &amp; Procedures</th>
<th>Rules</th>
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<td>Communication</td>
<td>Testing Scores</td>
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### Leadership

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<thead>
<tr>
<th>Vision / Motivation</th>
<th>Time Management</th>
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<tr>
<td>Performance of others</td>
<td>Punctual</td>
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<tr>
<td>Mentor</td>
<td>Communication</td>
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<tr>
<td>Ownership</td>
<td>Attire</td>
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<td>Scheduling</td>
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### Admin Responsibilities

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<tr>
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<th>Punctual</th>
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<td>Communication</td>
<td>Attire</td>
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<td>Scheduling</td>
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### Overall Performance

<p>| Overall Performance | |</p>
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<tr>
<th>Performance Rubric</th>
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<tr>
<td><strong>Customer Service</strong></td>
<td><strong>Communication</strong></td>
<td><strong>Attitude</strong></td>
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<tr>
<td>Unable to identify and anticipate customer needs with a tendency to be Reactive versus Pro-Active</td>
<td>Both Pro-Active &amp; Re-Active</td>
<td>Able to identify and anticipate needs</td>
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<tr>
<td>Friendly, but not always</td>
<td>Friendly and helpful</td>
<td>Friendly &amp; Welcoming</td>
</tr>
<tr>
<td>Listening, but I cannot identify the customer's needs</td>
<td>Listening and identifying the customer's needs</td>
<td>An active listener that connects with the customer and identifies needs</td>
</tr>
<tr>
<td>Lacking fluidity in my communication, I am difficult to understand, and/or my response is delayed because my knowledge base is insufficient upon a more experienced staff</td>
<td>Straightforward and comprehensible in my communication, but the response may be delayed due to confirmation or assistance needed from others</td>
<td>Communicating in a way that is thorough, forward-thinking, and comprehensively answers and meets customer needs</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td><strong>Infectious Personality</strong></td>
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<tr>
<td><strong>Performance of Emotions</strong></td>
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<tr>
<td>Uncooperative to be around or unapproachable because I allow outside factors to effect my effort and attitude</td>
<td>Positive in all interactions and enjoyable to work with</td>
<td>Infectious personality that promotes a healthy cohesive and professional working environment</td>
</tr>
<tr>
<td>Unable to accept diverse personalities, views or new ideas</td>
<td>Respecting and valuing others' views &amp; ideas, and open to sharing my own views &amp; ideas</td>
<td>Celebrating differences, facilitating an open exchange of ideas, and supporting team camaraderie</td>
</tr>
<tr>
<td>Unwilling to demonstrate the desire to improve or take advantage of growth and development opportunities</td>
<td>Eager and wanting to improve and can accept constructive feedback</td>
<td>Able to reflect a desire to excel on the job and I am an asset to the program</td>
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<tr>
<td><strong>Leadership</strong></td>
<td></td>
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</tr>
<tr>
<td>Not forward-thinking, usually thinking in the present moment and unable to produce a vision</td>
<td>Forward-thinking, but may need more experience in order to effectively motivate others</td>
<td>Providing a vision that is forward-thinking and I motivate others to achieve our goals</td>
</tr>
<tr>
<td>Working to be the best I can be versus working to make others around me better</td>
<td>Working towards making others around me better by providing support and feedback</td>
<td>Initiating the performance of others by providing support, feedback, and direction</td>
</tr>
<tr>
<td>Satisfied with working towards improving my own abilities versus helping others</td>
<td>Wanting to be a mentor, but may need more experience and confidence in my own abilities</td>
<td>A mentor to others because I am respected, trustworthy, and good at my job</td>
</tr>
<tr>
<td>Not taking responsibility for my own performance</td>
<td>Taking ownership and responsibility in my own performance</td>
<td>Taking ownership and responsibility for the team's performance because I am committed to excellence</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td></td>
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</tr>
<tr>
<td>Timid, apprehensive, or lack self-confidence when conflict arises</td>
<td>Willing to handle and not intimidated by high intensity situations independently, but can get frustrated</td>
<td>Self-Assured that I will properly resolve high intensity situations and utilize preventative techniques to prevent conflict</td>
</tr>
<tr>
<td>Uncomfortable or abrasive with patrons when they are upset</td>
<td>Comfortable and professional, listens to the patron and calms the situation, respectful, listens, and recognizes the problem</td>
<td>Composed, empathetic, understanding of the situation, actively listening, and identifying the problem</td>
</tr>
<tr>
<td>Understanding that a resolution is needed, but unable to communicate effectively the exact resolution</td>
<td>Able to negotiate a resolution independently that both parties accept</td>
<td>Able to diffuse situations independently utilizing analytical problem solving techniques to come to a compromised solution</td>
</tr>
<tr>
<td>Not adept to understanding the necessity to support and/or uphold the staff and their decisions</td>
<td>Supportive of the staff and program, and provides information on who to talk with further regarding the issue</td>
<td>Fully supportive and endorsing of the staff and program, inviting feedback to evaluate the overall experience and prevent further issues</td>
</tr>
<tr>
<td>Performance Area</td>
<td>Examples</td>
<td></td>
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<tr>
<td>---------------------------</td>
<td>--------------------------------------------------------------------------</td>
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<tr>
<td>Competence</td>
<td>Unable to recognize any issues that pose risk such as field conditions, wet floors, jewelry, illegal equipment, etc.</td>
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<tr>
<td></td>
<td>Unable to evaluate the importance or seriousness of identified risks and/or understand the proper procedure</td>
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<td></td>
<td>Needing assistance from other supervisors when responding to emergencies, communicating, and implementing the emergency action plan</td>
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<tr>
<td></td>
<td>Failing either of my risk &amp; safety quizzes or skills checks on the first attempt because I do not know the material as well as I should</td>
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<td></td>
<td>Individually recognizing issues that pose risk such as field conditions, wet floors, jewelry, illegal equipment, etc.</td>
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<td></td>
<td>Independently assessing risks and planning the appropriate response</td>
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<td></td>
<td>Able to respond to emergencies, communicate, and implement the emergency action plan</td>
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<td></td>
<td>Passing both my risk &amp; safety quizzes and skills checks</td>
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<tr>
<td></td>
<td>Independently identifying and monitoring issues that pose risk such as field conditions, wet floors, jewelry, illegal equipment, etc.</td>
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<td></td>
<td>Independently understanding the importance of my situation and evaluating the appropriate response</td>
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<td></td>
<td>Confidently responding to emergencies with a sense of calm, clearly communicating, and implementing the proper emergency action plan</td>
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<td></td>
<td>Passing both my risk &amp; safety quizzes and skills checks on the first attempt</td>
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<tr>
<td></td>
<td>Independently identifying and mitigating issues that pose risk such as field conditions, wet floors, jewelry, illegal equipment, etc.</td>
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<tr>
<td></td>
<td>Assessing the importance and priority of the risk and evaluating alternative resolutions</td>
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<tr>
<td></td>
<td>Confidently responding to emergencies, controlling the situation and keeping others calm, clearly communicating, and quickly implementing the proper emergency action plan</td>
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<tr>
<td></td>
<td>Easily passing both my risk &amp; safety quizzes and skills check with at least 90% accuracy</td>
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<tr>
<td>Knowledge</td>
<td>Lacking program knowledge and demonstrating a basic understanding of policies &amp; procedures</td>
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<td></td>
<td>Lacking rules knowledge as I am limited to having basic knowledge in a few sports</td>
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<td></td>
<td>Lacking fluidity and difficult to understand when communicating any policies, procedures, and/or rules interpretations</td>
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<tr>
<td></td>
<td>Scoring below 80% consistently on Qualtrics quizzes</td>
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<tr>
<td></td>
<td>Competent in program knowledge and understanding of policies &amp; procedures</td>
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<td></td>
<td>Satisfactory in rules knowledge, can make sound judgment regarding rule interpretations</td>
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<td></td>
<td>Straightforward and comprehensible when communicating policies, procedures, and/or rules interpretations</td>
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<tr>
<td></td>
<td>Scoring 80-85% on Qualtrics quizzes</td>
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<tr>
<td></td>
<td>Proficient in program knowledge and understanding of policies &amp; procedures</td>
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<td></td>
<td>Well-informed in a diverse number of sports</td>
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<td></td>
<td>Thorough and comprehensive when communicating policies, procedures, and/or rules interpretations</td>
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<tr>
<td></td>
<td>Scoring 85-95% on Qualtrics quizzes</td>
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<td></td>
<td>Knowledgeable about the program, division, and thorough in policies &amp; procedures: considered a resource for the program</td>
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<td>Able to demonstrate expertise in sport knowledge and use this knowledge to teach and evaluate</td>
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<td></td>
<td>Communicating in a way that is thorough, clear and concise, and comprehensively educates the customer regarding policies, procedures, and/or rules interpretations</td>
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<tr>
<td></td>
<td>Scoring 90-100% on Qualtrics quizzes</td>
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<tr>
<td>Responsibility</td>
<td>Attempting to use a system to manage time, but I frequently have problems with this system</td>
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<td></td>
<td>Occasionally late to shifts/meetings and occasionally miss deadlines for availability, paperwork, or quizzes</td>
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<td>Delayed with communications including email, phone, or text, requiring constant reminders</td>
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<td>Not dressed appropriately in proper attire for the job</td>
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<td>Not thinking or planning ahead of time because of this often face challenges when looking for a last minute replacement and am reliant on frequent calls</td>
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<td>Able to keep a system in place to manage time, but at times may overcommit oneself/stretch self too thin</td>
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<td>Attend shifts/meetings on time and meet deadlines for availability, paperwork, or quizzes</td>
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<td>Respond to email, phone, or text promptly</td>
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<td>Dressed appropriately for the job</td>
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<td></td>
<td>Making an effort to plan ahead of time but do not face any difficulties with my schedule</td>
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<td></td>
<td>Utilizing a system that effectively manages my time</td>
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<td></td>
<td>Punctual to shifts/meetings and promptly meets deadlines for availability, paperwork, or quizzes</td>
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<td></td>
<td>Punctual with communication including email, phone, or text</td>
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<td>Dressed appropriately for the job and mentally prepared for work</td>
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<td></td>
<td>Coordinating schedule conflicts and changing priorities in advance</td>
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<td></td>
<td>Utilizing a system to manage time with the ability to establish priorities and duties</td>
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<td>Punctual and reliable with shifts/meetings and deadlines for availability, paperwork, or quizzes</td>
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<td></td>
<td>Prompt and reliable for communicating including email, phone, and/or text</td>
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<td></td>
<td>Dressed appropriately and mentally focused for the shift</td>
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<td></td>
<td>Planning and communicating my future commitments so I do not encounter any or very few conflicts with my schedule</td>
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Critical Thinking Grading Rubric

**Intramural Sports Supervisors - Critical Thinking**

**Evaluation Criteria - 100 points each**
- Exercise #1 - Hours Worked (20%)
- Exercise #2 - Journal Reflections (10%)
- Exercise #3 - Supervisor Quizzes (15%)
- Exercise #4 - Certifications (15%)
- Exercise #5 - Problem Solving (20%)
- Exercise #6 - Responding Skills (20%)

<table>
<thead>
<tr>
<th>Student</th>
<th>Exercise #1</th>
<th>Exercise #2</th>
<th>Exercise #3</th>
<th>Exercise #4</th>
<th>Exercise #5</th>
<th>Exercise #6</th>
<th>Final Score</th>
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**Grading Method**
- Proficient - 90% - 100% - Credit
- Emerging - 75% - 89% - Credit
- Developing - 60% - 74% - No Credit
- Failing - 59% - 0%