

**DOCUMENT P - OMNIBUS COURSE, CO-CURRICULAR LEARNING EXPERIENCE, AND PROGRAM
DEVELOPMENT COVER SHEET**

Instructions: See PRP 3230 Course and Program Development

DISCIPLINE PREFIX, COURSE NUMBER, COURSE TITLE: ATHLETICS 111 (working title/number) Varsity Athletics Participation
SHORT TITLE OF PROPOSAL: Varsity Athletics Participation for General Education Points (Goal 9)
CIP: (FOR PROVOST'S USE ONLY)

Box 1: TYPE OF ACTION		ADD(NEW) <input checked="" type="checkbox"/> XX	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	N/A <input type="checkbox"/>	OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION		Non-Credit <input type="checkbox"/>	Undergraduate <input checked="" type="checkbox"/> XX	Graduate <input type="checkbox"/>	Other <input type="checkbox"/>	
Box 3: ITEM OF ACTION (check appropriate boxes)			APPROVAL SEQUENCE(see box 5)	DOCUMENTS REQUIRED (see box 4)	INFO COPIES (see 2 below)	
<input type="checkbox"/>	1 Experimental Course ¹		A B2 E	PQR	1. d	
<input type="checkbox"/>	2 Change in Master Course Syllabus:					
	<input type="checkbox"/> 2a Title and/or Description	<input type="checkbox"/> 2b Credits	A B1 B2 E	PQ	2ab.	
	<input type="checkbox"/> 2c Course Number		A B1 B2 E	PQ	2c.	
	<input type="checkbox"/> 2d Pre & Co-Requisite		A B1 B2 E	PQ	2d. a, b	
	<input type="checkbox"/> 2e Content Outline		A B1 B2 DE	PQR	2e. a, b	
	<input type="checkbox"/> 2f Methods		A B1 B2 E	PQR	2f. a, b	
	<input type="checkbox"/> 2g Departmental Recommended Class Size, if appropriate		A B1 B2 DE	PQR	2g. a, b	
	<input type="checkbox"/> 2h Student Learning Objectives		A B1 B2 DE	PQR	2h. a, b	
	<input type="checkbox"/> 2i Student Assessment and/or Evaluation		A B1 B2 E	PQR	2i. a, b	
	<input type="checkbox"/> 2j Course Assessment		A B1 B2 E	PQR	2j. a, b, c	
	<input type="checkbox"/> 2k Supporting Materials &/or Prototype Text		A	R	2k. a, b, f	
<input type="checkbox"/>	3 Deactivate a Course		A B1 B2 E	PQ	3. a, b	
X	4 Pass/Fail Grading		A B1 B2 DE	PQR	4. a, b	
<input type="checkbox"/>	5 Major/Minor/Concentration Requirements/Electives		A B1 B2 DE	PQV	5. a, b	
X	6 New Course		A B1 B2 DE	PQR	6. a, b	
<input type="checkbox"/>	7 Dual Listing (select 7a or 7b)		A B1 B2 DE	PQR	7. b	
	<input type="checkbox"/> 7a Offered in two departments with same number		A B1 B2 DE	PQR	7a. b	
	<input type="checkbox"/> 7b Offered in one department as undergrad & grad		A B1 B2 C1 C2 DE	PQR	7b. b	
X	8 General Education Change		A B1 B2 C3 DE	PQR	8. a, b	
<input type="checkbox"/>	9 Minor (Major exists)		A B1 B2 DE	PQV	9. a, b	
<input type="checkbox"/>	10 Minor (No Major exists)		3A B1 B2 DEFGH	PQTUV	10. a, b, c	
<input type="checkbox"/>	11 Non-Degree Certificate Program		A B1 B2 DE FGH	PQTU	11. a, b	
<input type="checkbox"/>	12 Program Deletion		A B2 D-Information EFGH	PQTU	12. a, b, c	
<input type="checkbox"/>	13 Program Moratorium		A B2 D-Information EFH	PQ	13. a, b, c	
<input type="checkbox"/>	14 Certificate Program(Major or Minor Exists)		A B1 B2 DEFG	PQ	14. a, b, c	
<input type="checkbox"/>	15 Degree Designation		A B1 B2 DEFGH	PQTU	16. b, c	
<input type="checkbox"/>	16 Degree Program		3A B1 B2 DEFGH	PQTUVW	17. a, b, c	
<input type="checkbox"/>	17 Program Policy Change		A B1 B2 DE	PQ	18. a, b, c	
<input type="checkbox"/>	18 Concept Approval		A B1 B2 DE	PQ, Letter of Intent	19. a, b, c	
<input type="checkbox"/>	19 Distance Education		A B1 B2 DE	PQR	20. a, b, c	
<input type="checkbox"/>	20 Other		VARIES	VARIES	21. varies	

Box 4: DOCUMENTATION					
X	P. This Cover Sheet		T. Fiscal Impact		W. Program Completion Plan
X	Q. Summary (Reverse of P)		U. Needs Analysis		X. Concept Approval
X	R. Syllabus		V. Program Course Checklists ⁴		

- Approval automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Director, Library Services b) College Deans c) Institutional Research d) BUCC
 e) Office of Planning & Assessment f) Provost's Office
- Concept approval required prior to detailed program development. Submit Letter of Intent.
- Include existing and proposed checklists.

RECEIVED
OCT 28 2015
BY: *Revised*

Box 5: APPROVAL SEQUENCE		APPROVAL SIGNATURES	DATE
A Dept/Program: Athletics	Chair: <u>Mark Smith</u>		8/31/15
B1 College Curriculum Committee	Chair: <u>Mark Smith</u>		8/31/15
B2 College Dean	VP <u>Chime Somerville</u> Dean: _____		09-02-2015
C1 Graduate Council	Chair: _____		
C2 Graduate Dean	Dean: _____		
C3 General Education Council	Chair: <u>Mindi Miller</u>		10-28-15
D University Curriculum Committee (BUCC)	Chair: _____		
E University Provost & VPAA	Provost & VPAA _____		
F University President	President: _____		
G Council of Trustees	Chair: _____		
H PASSHE	_____		

DOCUMENT Q - SUMMARY PROPOSAL

College: Student Affairs	Department: Athletics	Phone: x4555	Effective Semester: SPRING 2016
Contact Person: Kathleen Heitzman			

<p>Q-1: Briefly describe what is requested: Requesting a new 1-credit pass/fail course that will meet Goal 9 (Healthy Living) of the new General Education Plan (MyCore). Credit will be earned based on quality participation on a varsity athletics team, and evaluations will be conducted by coaches as per the Master Syllabus. Class is repeatable. Student-athletes cannot concurrently enroll in ATHLETICS 111 and EXERSCI 112 or 113.</p>		
For new courses or changes in existing courses (needed by Registrar):		
New Title: Varsity Athletics Participation	Course #: ATHLETICS 111	Credits: 1
Course Abbreviation: VARSITY ATHL PART (Maximum of 20 letters including blank spaces)		
Old Title:	Course #:	Credits:

<p>Q-2: Set forth the full rationale for what is proposed.</p>
<p>(Use space as needed.) Student-athletes will meet and surpass the objectives of MyCore goal 9 based on the many hours they spend engaged in physical activity and the additional time they devote to healthy decision-making and positive choices. It is additionally appropriate that they receive academic credit for their quality participation based on the time commitment required and the skills acquired. Student-athletes spend up to 20 hours a week (NCAA maximum) actively involved in their sport, for a minimum of five months during an academic year. During the other months (out-of-season time), student-athletes regularly spend up to eight hours a week improving their skills and fitness (also a NCAA rule). This course can be repeated each year that a student-athlete is a member of a BU varsity athletics team (once per year, per sport). Student-athletes can only enroll in the course during their championship season, i.e., fall semester for field hockey. Student-athletes cannot concurrently enroll in ATHLETICS 111 and EXERSCI 112 or 113.</p>

<p>Q-3 RESOURCES</p> <p><input checked="" type="checkbox"/> No additional resources required. Explain why. It is appropriate for the faculty members in the department of athletics to teach this course with the evaluations being conducted by the head coach. Participation on varsity athletics teams is already being monitored by a faculty member in the department of athletics due to NCAA rules. With added input from the coaches in the form of an evaluative tool, this course can easily be taught with no additional resources.</p> <p>_____</p> <p>(Use space as needed.)</p>

<p>Q-4 Impact including Center for Academic Computing and Library resources (Complete a or b)</p> <p>a) Impact was reviewed but none detected: _____ <div style="display: flex; justify-content: space-between; width: 80%; margin-left: 100px;"> Department Chair Signature Date </div> </p> <p>b) Impact was reviewed. All impacted units were contacted and understandings worked out. No unit objections to the proposal as currently submitted. Supporting documents are attached. The units contacted were: <div style="display: flex; justify-content: space-between; width: 80%; margin-left: 100px;"> _____ _____ </div> <div style="display: flex; justify-content: space-between; width: 80%; margin-left: 100px;"> Department Chair Signature Date </div> </p> <p>c) Impact was reviewed. All objections were worked out except those documented in attachments. Units contacted were: Exercise Science *see attached impact statement <div style="display: flex; justify-content: space-between; width: 80%; margin-left: 100px;"> _____ 11/10/15 </div> <div style="display: flex; justify-content: space-between; width: 80%; margin-left: 100px;"> Department Chair Signature Date </div> </p>	
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Q-4 Impact Statement from Exercise Science; additional comments from Athletics in red.

From: Rawson, Eric
To: Blake, Ira
Cc: Heitzman, Kathleen; McFarland, Michael
Subject: FW: EXERSCI 112 & 113 and Athletics 111
Date: Friday, October 30, 2015 2:18:55 PM
Attachments: Omnibus P & Q ATHLETICS 111 10.26.15.docx
Master Syllabus 10.26.15.docx
MODIFIED Teamwork VALUE Rubric 10 26 15.docx
NEW Physical Activity-Wellness Rubric 10 26 15.docx
Assessment tool 10 26 15.docx

Dear Dr. Blake et al.

I have been asked by Ms. Kathleen Heitzman to respond to a proposal to create a new course entitled "ATHLETICS 111 Varsity Athletics Participation for General Education Points (Goal 9).

My comments

General

The Department of Exercise Science strongly objects to this proposal. The new course "Athletics 111" is nearly identical to the courses "Exercise Science 112 and 113." The creation and implementation of this new course would have tremendous impact on the Exercise Science Department, likely resulting in reduced departmental course offerings, faculty load, and faculty lines. It is unclear to me how this new course can be submitted for GEPs when the General Education Committee has previously rejected our attempts to do the same. I have not met with a representative from Athletics to discuss this proposal, nor have I been asked to comment until I received Ms. Heitzman's email two days ago.

→ Athletics 111 was approved by the General Education Council on October 26, 2015.

Specific Comments

Q-1 "Assessment will be conducted by coaches..."

Maybe I am not supposed to comment on this part, but can a faculty member require an employee under a different contract or in a different union to perform assessments in a class that they get paid for? Can I require my secretary (she has a master's degree) to grade papers and then I get paid for it? Perhaps this is not a curricular issue, it seems like a labor issue. Either way, I do not want to see this issue pop up by surprise after a great deal of time and effort is invested. The coaches we contacted indicated that they were unaware of this proposed class and their involvement.

→ Athletics has no comment as to this concern, other than to point to various course offerings that require outside input (non-BU faculty) in order to determine grade and/or successful completion: student teaching, internships. The assessment document is really just an evaluative tool.

"Class is repeatable. Student-athletes cannot concurrently enroll in ATHLETICS 111 and EXERSCI 112 or 113.

Ms. Heitzman has stated: "In the Omnibus form, I have even included the stipulation that student-athletes cannot concurrently enroll in both EXERSCI 112 or 113 and Athletics 111.

Thus, I believe there to be no impact to the Exercise Science department.”

I respectfully disagree. I believe this all but guarantees that students will not take EXERSCI 112 or 113.

- ➔ This stipulation was added specifically to allow student-athletes to make a choice as to which course they wanted to take. If student-athletes choose to take Athletics 111 it is likely because it carries General Education Points, which EXERSCI 112 and 113 do not.

Q-3 “No additional resources required.” Explain why. It is appropriate for the faculty members in the department of athletics to teach this course with the assessment being conducted by the head coach. Participation on varsity athletics teams is already being monitored by a faculty member in the

department of athletics due to NCAA rules. With added input from the coaches in the form of an assessment document, this course can easily be taught with no additional resources.

Again, perhaps commenting on this section is not my purpose, but if everyone in the Department of Athletics is on 100% Full Time 12 month contracts, how is it possible that there are no additional resources required. As I understand it, this proposal requires overload each semester, in perpetuity.

- ➔ Athletics has no comment as to this concern.

Q-4 Impact. Ms. Heitzman states that there is no impact to the Exercise Science department.

Respectfully, I disagree. 1). If student athletes take ATHLETICS 111 in lieu of

EXERSCI 112/113, enrollment in 112/113 will decrease to the point where it cannot be offered. 2). More importantly, if our (my best guess) 600 student-athletes take ATHLETICS 111 to fulfill their Goal 9 requirement, they are much less likely to take an Exercise Science activity course for the same GEPS. If 300 athletes (50%) opted out of an Exercise Science activity course that would lead to a reduction of 10 sections of the two credit class Exercise and You (20 credits). This is nearly a full time faculty member. The Nursing Department, who offer a course with Goal 9 GEPS, should probably be contacted for an impact statement as well.

- ➔ Enrollment in EXERSCI 112/113 will naturally decline for two interconnected reasons: those courses do not fulfill MyCore or major requirements, and the per credit pricing model will likely be in place starting fall 2016.
- ➔ As stated in our proposal, the intent of Athletics 111 is to offer General Education points and academic credit for the learning outcomes and experience gained by our varsity student-athletes through participation in their sport.
- ➔ This proposal supports experiential and co-curricular learning.

Physical Activity/Wellness Rubric/Master Syllabus

There are items included in the rubric/syllabus, that, with decades of experience in fitness assessment in the Exercise Science Department, we cannot understand. In some instances, we do not know what is being measured or how it is measured (quickness?), if it should be measured (BMI Target? This will identify many athletes as obese and at increased risk of morbidity and mortality), or if it is beyond the scope of practice to do so (nutrition?). For example, it is unclear if coaches, many of whom have no training in nutrition, will be required to instruct athletes in nutrition, assess athletes nutritional knowledge, or assess athletes nutritional behaviors. Again, perhaps this is beyond what I am supposed to comment on, but I imagine that the Academy of Nutrition and Dietetics would be interested to know if a coach is acting beyond their professional training and encroaching on the scope of practice of a state licensed dietitian.

→ Coaches spend a considerable amount of time preparing their teams to compete at the highest level. They know that preparation goes beyond just the X & O strategies of their sport. Thus, coaches do engage their team members in discussion about healthy behaviors, including nutrition, sleep habits and hygiene. Additionally, they spend time discussing healthy decision-making, time management, and organization strategies.

I will be at the University wide chairs meeting today at 3 PM. I am happy to discuss my thoughts on this proposal.

Thanks!

Eric

Eric S. Rawson, Ph.D., FACSM, CSCS
Chair, Professor of Exercise Science
122 CEH
Bloomsburg University
Bloomsburg, PA 17815

Phone: 570-389-5368
Fax: 570-389-5047
On Twitter: @EricRawsonPhD

-----Original Message-----

From: Heitzman, Kathleen
Sent: Thursday, October 29, 2015 8:03 AM
To: Rawson, Eric <erawson@bloomu.edu>
Cc: McFarland, Michael <mcfarland@bloomu.edu>
Subject: RE: EXERSCI 112 & 113 and Athletics 111

Of course, Eric, I should have attached that originally. My apologies. Here it is.
Thank you.

-----Original Message-----

From: Rawson, Eric

Sent: Wednesday, October 28, 2015 7:31 PM

To: Heitzman, Kathleen <kheitzma@bloomu.edu>

Cc: McFarland, Michael <mcfarland@bloomu.edu>

Subject: RE: EXERSCI 112 & 113 and Athletics 111

Kathy,

It would be helpful to me if you could send me an updated copy of the proposal you would like me to respond to.

Thanks!

Eric S. Rawson, Ph.D., FACSM, CSCS

Chair, Professor of Exercise Science

122 CEH

Bloomsburg University

Bloomsburg, PA 17815

Phone: 570-389-5368

Fax: 570-389-5047

On Twitter:

@EricRawsonPhD

Q-4 Impact Statement from Exercise Science; additional comments from Athletics in red.

From: Heitzman, Kathleen
Sent: Wednesday, October 28, 2015 2:10 PM
To: Rawson, Eric
Cc: McFarland, Michael
Subject: EXERSCI 112 & 113 and Athletics 111

Eric,

As you know, athletics is pursuing the creation of an Athletics 111 course to fulfill Goal 9 of the MyCore plan.

This one credit course is not meant to replace EXERSCI 112 or 113; rather it was developed to better serve our student-athlete population. If approved, student-athletes will receive general education points and be able to repeat the course each year he/she is on a varsity team. EXERSCI 112 and 113 do not offer general education points or the ability to be repeated.

In the Omnibus form, I have even included the stipulation that student-athletes cannot concurrently enroll in both EXERSCI 112 or 113 and Athletics 111.

Thus, I believe there to be no impact to the Exercise Science department.

The Provost has asked for your response to this proposal. Can you provide your reply by Friday? Thank you for your cooperation.

Kathy

Kathleen Heitzman
Associate Athletics Director
Bloomsburg University

[15_WFH_D2_H_FC_HST_m]

[NCAAAndMakeltYours_Stacked_TM_2Color_Blue]

BLOOMSBURG UNIVERSITY
Bloomsburg, PA 17815
DOCUMENT R - MASTER COURSE SYLLABUS

1. Date prepared: April 16, 2015
2. Prepared by: Kathleen Heitzman
3. Department: Department of Athletics Faculty
4. Course Number: ATHLETICS 111
5. Course Title: Varsity Athletics Participation
6. Credit hours: 1

Goal 9	Healthy Living	1 GEP
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7. Prerequisites: None

8. Catalog Description: Provides the opportunity for students to participate fully as a member of one (or more) of the Bloomsburg University varsity athletics teams. Develops overall fitness, communication skills on- and off-the-field, teamwork strategies, and knowledge of healthy living for life. Grading basis is pass/fail, and course is repeatable. This is a permission only course.

9. Content Outline: Each sport will vary as to its start time, and its areas of emphasis, but all sports will receive instruction on the following: (total hours limited by NCAA rules)

1. General fitness
 - a. Quickness
 - b. Endurance
 - c. Strength
 - d. Flexibility
2. Healthy Choices
 - a. Nutrition
 - b. Sleep habits
 - c. Social choices
 - d. Academics
3. Technical aspects
 - a. Individualized training
 - b. Technique
 - c. Drill work
4. Team practices
 - a. Strategies/plays
 - b. Being a good teammate

c. Communication

10: Methods: This course will involve regular physical activity such as running, lifting weights, drill work and conditioning, as well as meetings to discuss team dynamics and strategies. There is no enrollment cap.

11. Student Learning Objectives: Upon completion of the competitive season (course/semester), student-athletes will be able to:	General Education Goals with GEPs: This student learning objective contributes towards the following goal(s):	Related Value Rubric Element(s):	12. Student Assessment:
1. demonstrate an increase in endurance, strength, and speed as appropriate to their specific sport.	9 – Healthy Living	<i>New Physical Activity/Wellness:</i> Physical acumen	Assessment instrument will be the Likert Scale contained in Attachment A.
2. differentiate between healthy and not healthy choices in relation to the topic of the semester.	9 – Healthy Living	<i>New Physical Activity/Wellness:</i> Skills and Knowledge: Use accumulated knowledge to make healthy choices and produce desired outcomes	Assessment instrument will be the Likert Scale contained in Attachment A.
3. alter performance, and complete required work to expand knowledge, skills, and abilities.	N/A	<i>Foundations and Skills for Lifelong Learning:</i> initiative	N/A
4. establish and maintain relationships of trust and support with teammates and coaches; encourage teammates	9 – Healthy Living	<i>Modified Teamwork:</i> fosters constructive team climate	Assessment instrument will be the Likert Scale contained in Attachment A.

Justification

ATHLETICS 111 is well-suited to accomplish the Healthy Living goal of MyCore (Goal 9). Student-athletes regularly participate in physical activity, in and out of season, and learn additional healthy behaviors to support physical fitness, athletics excellence, and overall good health.

13. Evaluation of individual student performance: Each head coach will be given a class roster with the names of all team members who have enrolled in ATHLETICS 111. Student-athletes will be evaluated on each of the 4 student-learning outcomes listed above, using a 0 - 4 Likert Scale. In order to PASS the course, a student-athlete must earn 10 points (out of a possible 16). Class rosters will be returned to the faculty member teaching the course, and a pass or fail grade will be recorded and submitted via the on-line grading system.

14. Course Assessment: The course will be assessed by a review of the Likert scale used to evaluate the student-athletes. The aggregate of Likert scores for each student learning outcome being evaluated for general education will be used as a performance indicator from the value rubric. Expected performance level will be Milestone 2. The faculty of the athletics department will review the data periodically and adjustments will be made if needed. Assessment data will be shared with the Office of Planning and Assessment as requested for use in the university wide general education assessment.

15. Supporting materials and References: NCAA sport-specific rule books will be available for student-athlete use. Additionally, coaches will utilize the NCAA website as a resource for promoting healthy living. Some helpful links are listed below:

<http://www.ncaa.org/student-athletes/value-college-sports>

<http://www.ncaa.org/about/resources/leadership-development-programs-and-resources>

<http://www.ncaa.org/community-engagement-resources?division=d2>

16. Prototype texts: none

NEW Physical Activity/Wellness Rubric

Definition

Physical activity/wellness is behavior based on informed choices that produce healthy benefits.

	CAPSTONE	MILESTONES		BENCHMARK	BENCHMARK NOT MET
	4	3	2	1	0
Skills and Knowledge <i>Technical aspects of the sport</i>	Demonstrates sophisticated understanding of the rules and strategies of their sport.	Demonstrates better than average understanding of the rules and strategies of their sport and looks to others to improve.	Demonstrates adequate understanding of the rules and strategies of their sport; looks to teammates for guidance.	Demonstrates enough understanding of the rules and strategies of their sport to compete.	Assign a zero to any work sample or collection of work that does not meet Benchmark (1) performance.
Skills and Knowledge: <i>Adapt to strategies of opponent</i>	Identifies multiple approaches to adapt to the opponents' strategies and is able to articulate to teammates and implement several strategies.	Identifies several approaches to adapt to the opponents' strategies, but is limited in their ability to articulate to teammates or implement more than two strategies.	Identifies several approaches to adapt to the opponents' strategies, but is limited in their ability to articulate to teammates or implement more than a single strategy.	Identifies one or more approaches to adapt to the opponents' strategies, but is unable to articulate to teammates or implement.	Assign a zero to any work sample or collection of work that does not meet Benchmark (1) performance.
Physical acumen	Improves overall fitness as evidenced by all of the following: *strength *endurance *quickness *achievement of BMI target	Improves overall fitness as evidence by three of the following: *strength *endurance *quickness *achievement of BMI target	Improves overall fitness as evidence by two of the following: *strength *endurance *quickness *achievement of BMI target	Improves overall fitness as evidence by one of the following: *strength *endurance *quickness *achievement of BMI target	Assign a zero to any work sample or collection of work that does not meet Benchmark (1) performance.
Skills and Knowledge: <i>Use accumulated knowledge to make healthy choices & produce desired outcomes.</i>	Synthesizes information from seminars, workshops, presentations, and other sources and makes healthy choices for better wellness outcomes.	Synthesizes information from seminars, workshops, presentations, and other sources to make some healthier choices for better wellness outcomes.	Synthesizes information from seminars, workshops, presentations, and other sources to make some healthier choices.	Synthesizes information from seminars, workshops, presentations, and other sources to determine healthier choices.	Assign a zero to any work sample or collection of work that does not meet Benchmark (1) performance.

*utilizing shaded portion only in Athletics 111

MODIFIED Teamwork VALUE Rubric

Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

	CAPSTONE	MILESTONES		BENCHMARK	BENCHMARK NOT MET
	4	3	2	1	0
(existing rubric) Facilitates the Contributions of Team Members	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.	Engages team members by taking turns and listening to others without interrupting.	Assign a zero to any work sample or collection of work that does not meet Benchmark (1) performance.
(modified rubric) Facilitates the Contributions of Team Members	<i>Encourages team members with constructive criticisms, acknowledges good play and superior effort, and models appropriate play as both a team member and leader.</i>	<i>Encourages team members by acknowledging good play and superior effort, and models appropriate play as both a team member and leader.</i>	<i>Encourages team members by acknowledging superior effort, and models appropriate play as a team member and/or leader.</i>	<i>Encourages team members by modeling appropriate play as a team member.</i>	<i>Assign a zero to any work sample or collection of work that does not meet Benchmark (1) performance.</i>
(existing rubric) Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: *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 about the importance of the task and the team's ability to accomplish it. *Provides assistance and/or encouragement to team members	Supports a constructive team climate by doing any three of the following: *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 about the importance of the task and the team's ability to accomplish it. *Provides assistance and/or encouragement to team members	Supports a constructive team climate by doing any two of the following: *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 about the importance of the task and the team's ability to accomplish it. *Provides assistance and/or encouragement to team members	Supports a constructive team climate by doing any one of the following: *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 about the importance of the task and the team's ability to accomplish it. *Provides assistance and/or encouragement to team members	Assign a zero to any work sample or collection of work that does not meet Benchmark (1) performance.
(modified rubric) Fosters Constructive Team Climate	<i>Supports a constructive team climate by doing all of the following: *treats team members with respect, during practices and contests.</i>	<i>Supports a constructive team climate by doing three of the following:</i>	<i>Supports a constructive team climate by doing two of the following:</i>	<i>Supports a constructive team climate by doing one of the following:</i>	<i>Assign a zero to any work sample or collection of work that does not meet Benchmark (1) performance.</i>

	<i>*uses positive verbal and non-verbal communication to improve output.</i> <i>*motivates teammates with encouragement, not disparagement.</i> <i>*provides assistance to team members, and/or models appropriate play.</i>	<i>*treats team members with respect, during practices and contests.</i> <i>*uses positive verbal and non-verbal communication to improve output.</i> <i>*motivates teammates with encouragement, not disparagement.</i> <i>*provides assistance to team members, and/or models appropriate play.</i>	<i>*treats team members with respect, during practices and contests.</i> <i>*uses positive verbal and non-verbal communication to improve output.</i> <i>*motivates teammates with encouragement, not disparagement.</i> <i>*provides assistance to team members, and/or models appropriate play.</i>	<i>*treats team members with respect, during practices and contests.</i> <i>*uses positive verbal and non-verbal communication to improve output.</i> <i>*motivates teammates with encouragement, not disparagement.</i> <i>*provides assistance to team members, and/or models appropriate play.</i>	
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*utilizing the shaded portion only in Athletics 111.

ATHLETICS 111 – Varsity Athletics Participation

Utilizing the following Likert Scale...please evaluate each student-athlete on each of the 4 areas and total their score.

0**1****2****3****4**

Does not occur

sometimes occurs
BENCHMARK

occurs an adequate amount
MILESTONES

occurs often
MILESTONES

almost always occurs
CAPSTONE

-----> for the student-athlete's eligibility year <-----

NAME/ BU ID number	Students will be able to demonstrate an increase in endurance, strength, and speed as appropriate to their specific sport. (SLO #1)	Students will be able to differentiate between healthy and not healthy choices in relation to the topic(s) of the semester. (SLO #2)	Students will be able to alter his/her performance & complete required work to expand knowledge, skills, and abilities. (SLO #3)	Students will be able to establish & maintain relationships of trust with teammates & coaches; encourages teammates. (SLO #4)	Must earn 10 points to pass the course SCORE
Stephanie B 2902xx					
Alexis C 3059xx					
Lindsay C 2895xx					
Laura G 2908xx					
Stephanie H 2910xx					
Eleanor K 2897xx					
Emiley M 2795xx					

Head Coach Signature

Date

Student Learning Outcome	Capstone - 4	Milestone – 3	Milestone – 2	Benchmark - 1	Benchmark Not Met - 0
SLO #1 – Physical Acumen <i>NEW</i> Physical Activity/Wellness Rubric	Improves overall fitness as evidenced by the following: *strength *endurance *quickness/speed *achievement of BMI target	Improves overall fitness as evidenced by three of the following: *strength *endurance *quickness/speed *achievement of BMI target	Improves overall fitness as evidenced by two of the following: *strength *endurance *quickness/speed *achievement of BMI target	Improves overall fitness as evidenced by one of the following: *strength *endurance *quickness/speed *achievement of BMI target	Assign a zero to any work sample or collection of work that does not meet Benchmark (1) performance.
SLO #2 – Skills and Knowledge <i>NEW</i> Physical Activity/Wellness Rubric	Synthesizes information from seminars, workshops, presentations, and other sources and makes healthy choices for better wellness outcomes.	Synthesizes information from seminars, workshops, presentations, and other sources and makes some healthier choices for some better wellness outcomes.	Synthesizes information from seminars, workshops, presentations, and other sources to make some healthier choices.	Synthesizes information from seminars, workshops, presentations, and other sources to determine healthier choices.	Assign a zero to any work sample or collection of work that does not meet Benchmark (1) performance.
SLO #4 – Fosters Constructive Team Climate <i>MODIFIED</i> Teamwork VALUE Rubric	Supports a constructive team climate by doing all of the following: *treats team members with respect, during practices and contests. *uses positive verbal and non-verbal communication to improve output. *motivates teammates with encouragement, not disparagement. *provides assistance to team members, and/or models appropriate play.	Supports a constructive team climate by doing three of the following: *treats team members with respect, during practices and contests. *uses positive verbal and non-verbal communication to improve output. *motivates teammates with encouragement, not disparagement. *provides assistance to team members, and/or models appropriate play.	Supports a constructive team climate by doing two of the following: *treats team members with respect, during practices and contests. *uses positive verbal and non-verbal communication to improve output. *motivates teammates with encouragement, not disparagement. *provides assistance to team members, and/or models appropriate play.	Supports a constructive team climate by doing one of the following: *treats team members with respect, during practices and contests. *uses positive verbal and non-verbal communication to improve output. *motivates teammates with encouragement, not disparagement. *provides assistance to team members, and/or models appropriate play.	Assign a zero to any work sample or collection of work that does not meet Benchmark (1) performance.