I. TITLE: Officiating Soccer

II. CATALOG DESCRIPTION: This course is intended to prepare students for a role as a certified soccer official. Certification is optional. Students will learn the laws governing the game of soccer through a USSF certified instructor. This class will meet during the second eight weeks of the semester. Classes will meet two times per week for one hour and fifty minutes.

III. PURPOSE: Soccer has become a favorite sport for all ages throughout the United States. As a result, the number of certified soccer officials needs to increase to keep pace with the tremendous growth among players of all ages. This course will prepare students to become USSF and NFHS officials. Class participants pursuing a coaching minor will enhance their technical understanding of the game through a comprehensive study of the laws.

IV. COURSE OBJECTIVES:
The student will be able to obtain a minimum score of 75 on a nationally standardized test by attaining mastery of many goals pertaining to the laws of the game. Listed below are many of the objectives necessary to achieve that level of achievement:
A. describe the “start of play.”
B. explain the two times that the ball is out of play
C. be able to distinguish between a goal which may be counted and one which should be disallowed
D. state when to give a throw-in and the components of an acceptable throw-in
E. state when to award a goal kick and how a goal kick is properly taken
F. recognize when to award a corner kick and the proper components of a properly taken corner kick
G. recognize fouls and misconduct
H. correctly state cause and effect for game re-starts
I. define offside

V. CONTENT OUTLINE:
A. Explanation of referee duties
B. Explanation of preventive referee practices to assist in game control
C. Explanation of referee to linesman communication systems
D. Explanation of referee assessment procedures

VI. INSTRUCTIONAL ACTIVITIES:
A. Lecture, class participation and discussion
B. Text assignments, supplementary readings
C. Review of game video
D. Physical fitness evaluation

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
A. Field observation of locally sponsored USSF contests.
B. Field observation of adult league games

VIII. RESOURCES:
E. Students will be provided handouts to clarify current law/rule interpretations

 IX. GRADING PROCEDURES:
Quizzes on lecture material 20 points
Final Exam 30 points
Class Attendance 20 points
Field Observations 15 points/observation

A = 90 to 100 points
B = 80 to 89 points
C = 70 to 79 points
D = 60 to 69 points
E = less than 60 points

X. ATTENDANCE POLICY:
This course adheres to the attendance policy stated in the current Murray State University Undergraduate Bulletin. Due to the short duration of this class, students are expected to attend every class. Students must contact the instructor when an absence is anticipated

XI. ACADEMIC HONESTY POLICY:
This course adheres to the academic honesty policy stated in the current Murray State University Undergraduate Bulletin. Academic dishonesty in this class will result in a “0” for the activity. Subsequent violations will result in the course failure and a report to the University Judicial Board.

XII. TEXT AND REFERENCES:
E. Students will be provided handouts to clarify current law/rule interpretations
F. Game videos for rule clarification will be made available through BlackBoard

XIII. PREREQUISITES:
None

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:
Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital statute, age, or disability in employment, admission or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155

XV. FLAG SYSTEM/CONTINUOUS ASSESSMENT:
Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievements, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and presented to admissions committees.

Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student’s progress toward the program completion. NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSIONS TO TEACHER EDUCATION AND/OR STUDENT TEACHING.