



PE-106: SPORTS OFFICIATING

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

PE - Physical Ed

Course Number

106

Course Title

Sports Officiating

Short Title

Sports Officiating

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course examines the theory, strategies and physical techniques used to officiate various sports. Topics describe the career as both an art and a science with common trends and challenges facing officials today (mentally, emotionally and physically). Major topics in the course include: career preparation, officiating styles, communication skills, critical thinking, mental training, conflict management, safety considerations, game management, physical fitness, nutrition, legal rights and responsibilities, ethics, and rules required for a variety of sports.

Codes

TOP Code (CB 03)

0835.00 - Physical Education

CIP Code

31.0501 - Health and Physical Education/Fitness, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Kinesiology (Masters Required)	Or
Physical Education (Masters Required)	End

Learning Objectives

Learning Objectives

Learning Objective
1. Demonstrate knowledge of the rules, regulations and protocols in a variety of sports.
2. Investigate common scenarios and concepts in sport officiating.
3. Examine athletic courts and fields to apply specific ground rules.
4. Scorekeep a live game using proper scoring symbols and numbers.

5. Demonstrate physical mechanics and pre-game protocols for officiating.
6. Evaluate personal nutrition and fitness levels to successfully officiate.
7. Examine past and present barriers to equity for officials.
8. Dissect the legal rights, responsibilities and ethical standards of officiating to include how diverse participants are stereotyped.
9. Research the common cognitive and psychological challenges faced by officials.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will develop and apply officiating techniques, including decision-making, communication, conflict resolution, and game management, in simulated and real-world settings.
2. Students will be able to use mental training techniques to prepare themselves for the psychological demands of officiating.
3. Students will develop effective communication strategies to manage player and coach interactions and resolve conflicts during a game.
4. Students will explore and apply the ethical standards governing the conduct of sports officials and their role in promoting fairness and integrity in sport.
5. Students will explore implicit biases towards athletes and coaches of diverse backgrounds and stereotypes..
6. Students will demonstrate an understanding of the importance of diversity, equity, and inclusion in officiating and how to adapt officiating practices for different age, gender, experience levels, and abilities.
7. Students will be able to use fitness principles to prepare themselves for the physical demands of officiating.

Content

Course Lecture Content

1. Building a Career in Sports Officiating
 - a. The History of Officiating
 - b. Current Qualifications to Officiate
2. Developing Official Skills
 - a. Officiating Styles
 - b. Goal Setting
 - c. Communication Skills
 - d. Decision-Making Skills
 - e. Mental Training Skills
 - f. Conflict Management
 - g. Safety Considerations
 - h. Technology tools
 - i. Game Management
 - j. Evaluation Standards
3. Getting Fit to Officiate
 - a. Fitness Principles
 - b. Sports Nutrition
 - c. Personal Fitness and Nutrition Planning
4. Managing Professional Responsibilities
 - a. Legal Responsibilities
 - b. Legal Business Rights
 - c. Time Management
 - d. Professional Development and Certifications
5. Sports Officials Code of Ethics
6. Sport Associations
 - a. Local Recreational
 - b. State and National High School
 - c. NCAA

- d. Professional
- e. International
- 7. Specific Sport Examples
 - a. Game rules, playing field, court diagram and equipment
 - b. Sport vocabulary and definitions
 - c. Game personnel and their duties
 - d. Pregame and postgame procedures
 - e. Scorekeeping
 - f. Player conduct
 - g. Diversity, equity and inclusion in sport participation
 - i. Explore and Critique past and present social barriers for athletic participation and achievement.
 - 1. Title IX regulations where inequities were balanced, or still exist
 - 2. Transgender athlete barriers in the NCAA
 - 3. Racial, ethnicity, geographical and nationality barriers to equity
 - 4. Socioeconomic barriers to participation in sports
 - 5. Age and disability barriers for officials/athletes/participants with physical challenges.
 - h. Adaptations for specific groups by age, gender, experience level and disability
 - i. Handicaps
 - ii. Equalizers
 - i. New Evolving Sports growing in popularity and more accessible to low socioeconomic groups (officials required at the higher competitive levels).
 - i. Pickleball
 - ii. Cornhole

Methods of Instruction

Method

Role Playing/Simulation

Integration

The instructor will perform proper body mechanics such as calling penalties, score signals, and signifying rules as they may apply to a given play. For example, the instructor will demonstrate the appropriate call if a base runner leaves the running lane.

DE Adaptations for MOI

Multimedia sources (i.e. video clips) will be recorded and available online. All video will be captioned and meet accessibility requirements.

Method

Field Experience

Integration

Students will view live-streamed or recorded games and follow written prompts to write officiating critiques.

DE Adaptations for MOI

Students will view via accessible broadcasted live games. Multiple internet sources like Steaming Services with accessibility will further supplement course content. Accessible videos of sports games will be available to stream/watch via Internet and physical visits.

Method

Lecture

Integration

Lecture will examine rules, protocols, responsibilities, game management, problem solving and safety guidelines for various sports.

DE Adaptations for MOI

Lectures will be posted via the course management system (CMS). Lecture may be in a variety of forms. It might be a text-based lecture, a digital presentation with or without audio, or an accessible video lecture. Multimedia components (video clips etc.) will be captured and available online. All videos will be captioned and meet accessibility requirements.

Method

Observation and Demonstration

Integration

The instructor will demonstrate role play scenarios to share knowledge and application of rules, terms, and regulations in a game situation. For example, instructor will record a reenactment video of football pass interference and the appropriate penalty call.

DE Adaptations for MOI

The instructor will provide accessible videos and electronic content based on the mechanics of officiating. Students will be assigned to self-record game-like scenarios to assess to knowledge and application of rules, terms, and regulations. For example, student will record a self-assessment video and submit with written explanation of pass interference and appropriate penalty calls. Projects will be posted using the CMS for students to access research projects and papers. The instructor will provide accessible prompts for assignments.

Method

Discussion

Integration

The students will discuss actual game situations to problem-solve and correct improper player and officiating actions.

DE Adaptations for MOI

A virtual discussion board or chat on the CMS will allow students and instructor to share and debate opinions on what they are prompted to observe and answer.

Method

Projects

Integration

The instructor will provide multiple journal abstracts for students to choose a DEI topic or trend for historically disadvantaged participants in sport. The purpose intended is for students to research examples of discrimination or lack of access and inclusion for various groups by socioeconomic, gender, cultural, ethnic, religious, and mental and physical disabilities. Other research topics will include adaptations for specific groups by age, gender, experience level and disability.

DE Adaptations for MOI

The CMS assignment portal works fine for research projects and papers.

Methods of Evaluation**Method**

Class Participation

Integration

Class participation will be determined by evaluating students' ability to correctly demonstrate body mechanics and accurately simulate scenarios, rules and violations, such as a time out, equipment standards, penalties and various procedures matching a variety of sports.

DE Adaptations for MOE

Students will be evaluated via CMS self-photo/video assignments, discussion boards, chats and journals and graded on rubrics awarding credit for clarity, precision and completeness. Feedback will be provided within one week of submission with rubric points on quantity and consistency of CMS logins and active work sessions.

Method

Exams/Tests

Integration

Exams shall be used to measure application of the soft skills required for effective officiating (communication, empathy, conflict management, patience, humility, leadership, cooperation, ethics, etc.)

Written exams and tests will be evaluated via Quizzes in the CMS. Essay questions will be evaluated with a rubric to reward critical thinking, clarity of points made, and completeness.

DE Adaptations for MOE

Written exams and tests will be evaluated via Quizzes in the CMS. Essay questions will be evaluated with a rubric to reward critical thinking, clarity of points made, and completeness. Students will access the exams through CMS module and receive feedback within one week whether it is auto-graded or hand-graded.

Method

Oral Presentation

Integration

Oral presentations will be used to report on a list of prompts answered while observing a live game in person or on video/stream. Grading will factor clarity, accuracy, completeness and an APA bibliography. Examples include temperament, body language, positioning, hand signals, voice, etc).

DE Adaptations for MOE

The student will create slides to include footage of the game, answers to prompts, a self-recorded video and photos, and a bibliography to submit on the CMS Assignments link. The Studio feature is recommended, but the video can also be created on another platform. Feedback will be provided within one week, and graded on a rubric.

Method

Class Participation

Integration

The students will be evaluated on discussing virtual game situations to problem-solve and correct improper player and officiating actions. Grading will be based on clarity, critical thinking, and listening skills while interacting with peers.

DE Adaptations for MOE

Students will use the CMS Discussion Board to document their opinions. Student conversations will be evaluated using a grading rubric for content quality and length of posts.

Method

Quizzes

Integration

Sport Rules, regulations, protocols will assess comprehension and interpretation of officiating common high school and college sports.

DE Adaptations for MOE

The CMS Quizzes feature will evaluate student knowledge, skills and abilities in various sport scenarios. Quizzes will be auto-graded or hand-graded with an answer key within one week.

Method

Research Projects

Integration

Written reports will be graded on content, focus, organization, APA style, grammar, scientific evidence, inclusion of relevant DEI factors, clarity of personal opinions, accurate citations and formatting.

Explore and Critique past and present social barriers for athletic participation and achievement.

Title IX regulations where inequities were balanced, or still exist

Transgender athlete barriers in the NCAA

Racial, ethnicity, geographical and nationality barriers to equity

Socioeconomic barriers to participation in sports

Age and disability barriers for athletes with physical challenges.

DE Adaptations for MOE

Paper submissions to the CMS portal will be graded online with submission comments, questions and rubric credits. Students will complete and submit their research projects through the Course Management System (CMS). The instructor will provide clear guidelines, access to journal abstracts, and regular feedback through the CMS. Students may also engage in optional discussion forums to share their research focus and receive peer or instructor input during the development process.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Define, in writing, how some penalties of a sport can be interpreted differently based on official's discretion, judgement or implicit bias.

How assignment will be adapted in online format

Define, in electronic submission, how some penalties of a sport can be interpreted differently based on official's discretion, judgement or implicit bias.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Prepare a speech to Compare and contrast the modifications made to an assigned sport rules based on ADA compliance.

How assignment will be adapted in online format

Record a speech to compare and contrast the modifications made to sports rules based on ADA compliance. Submit video recording of your speech electronically to the CMS.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Access a reading list of commonly misunderstood sections of the NCAA or CIF rule book, and decide, in simpler terms, what that rule implies and how you interpret the rule. translate the information into laymen terms. Sources include the NCAA Rulebooks and California CIF Rulebooks.

How assignment will be adapted in online format

Reading sources are straight from NCAA and CIF website links. Students will access links and submit screen shots of hand written notes in outline format from the readings. Grades will reflect completeness and punctual submissions.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Review journal articles, books, streaming services, TedTalks where historically under-represented sport officials overcame barriers to inclusion in officiating a particular sport. For example, women in the MLB, black Americans in the NFL, or young referees in youth sports.

How assignment will be adapted in online format

This assignment is fully online and content is accessible through MSJC Library Databases. Progress checks and feedback will be provided at weekly intervals during the formative research phase. Screenshots of hand-written notes will be graded for consistency, meeting due dates and quality of content.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Practice and rehearse a set of penalty calls in a particular sport to share as a final video presentation. Simulations and content will come from the textbook and online videos, diagrams, and photos shared in the CMS assignment.

How assignment will be adapted in online format

Students will share a set of recorded video rehearsals on the CMS for peer review and critique. Instructor will provide constructive feedback before the shareout, but the rehearsals do not have to be perfect. Peer reviews will provide feedback as well. Instructor will share feedback within one week on rubric credits.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Download and explore the free pdf at <https://www.referee.com/free-guides/> . Type in your name and email, and Referee.com will email you the 31-page learning activity. Do you know what type of official you are? What kinds of officials are on your crew? This officiating personality quiz will help you find out. The decisions you make and how you make them can help you define your officiating personality. You'll be guided through some routine and some difficult situations, and your choices will give you insight into yourself and the officials you work with. Learn how to maximize your success and where you can improve to become the best official you can be. Share your results and self-recommendations based on your strengths and weaknesses to be a great official.

How assignment will be adapted in online format

Students will report with a screenshot of their results and a written self-reflection into the CMS assignment portal. Instructor will provide feedback on the student's officiating style and offer suggestions to expand their skills. Instructor will share feedback within one week on rubric credits.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Career Exploration:

Access the MSJC Career Links page and the US Bureau of Labor Statistics to:

- Summarize the job duties of a referee/umpire
- Summarize the pay range for entry (youth, high school, and upper-level (college/pro)
- Describe the typical work day, and also the extreme days
- Evaluate the pros and cons of this occupation
- Learn 10-year projections for future job trends in officiating
- Report how it could branch off or lead to future advanced Career Paths

How assignment will be adapted in online format

Students will access the assignment prompts on the CMS. This assignment is submitted online to the CMS for credit. Instructor will provide constructive feedback within one week, and ask follow-up questions to help the student self-reflect to be answered within 1-3 days.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Create a Vision Board with Microsoft Edge or other like platform to include:

Steps and Goals for students to apply principles of successful officiating to self-improvement in general. (Think health and wellness, relationships, equity, inclusion, communication, ethics, etc.).

Examples include:

Inspirational Quotes on winning and losing

How will you protect others from bullies

Character traits that will make me a better human

Pictures of Role Models

Habits to improve healthy relationships

Emotional health goals

Spiritual health goals

Physical health goals

Memes of Mindset, Personality and Character Goals.

How assignment will be adapted in online format

The Vision Board is electronic to submit in PDF to the CMS. A demonstration of how to create a vision board will be provided in video format for the students. Instructor will comment and ask questions for interactive evaluation and to clarify the student's choices in images and text. Instructor will share feedback within one week on rubric credits.

Course Materials

Textbooks

Myles Schrag (2018). The Sports Rules Book-4th Edition Human Kinetics . ISBN: 9781492567608

Clare MacMahan (2015). Sports Officials and Officiating Routledge. ISBN: 9780415835756

Other Resources

Human Kinetics (2011). Successful Sports Officiating, 2nd ed. ISBN : 9780736098298

Kyle Garlette and Patrick O'Neil (2008). The Worst Call Ever!: The Most Infamous Calls Ever Blown by Referees, Umpires, and Other Blind Officials. ISBN-13: 9780061251375

Antony Evans (2000). Amateur Sports Officiating Easy Money-No Experience Required. ISBN-13: 9780595132607

Harry Collins, Robert Evans, et al. (2017). Bad Call: Technology's Attack on Referees and Umpires and How to Fix It. ISBN-13: 9780262534444

Blair Kerkhoff (2000). Upon Further Review: Controversy in Sports Officiating. ISBN-13: 9781886110847

Open Educational Resources

Referee.com, NASO.org, RefReps.com, <https://www.ncaapublications.com/>, nfhslearn.com, nfhs.org/nfhs-for-you/officials/

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Diversity and Inclusion (e.g., gender, culture/race, sexuality, etc.) is infused into the course content. Competitive sports are the most popular organized leisure activities for people across the globe. This class will uncover the sociology and history of barriers for underrepresented groups in sport teams, coaches, managers and officials. Sport participation is historically diverse around the world (geographically, politically, socioeconomically, culturally, ethnically, religiously, gender, sexuality, age, body type, language, etc.). This is relevant and essential to learning how to effectively officiate diverse groups of participants in sport. The fastest growing sport in the US is Pickleball which is more inclusive financially than tennis. Cornhole is another sport gaining in popularity. Both sports have officials to supervise matches at the competitive levels. FIFA and USA soccer is become more gender equitable. We often overlook the popularity of sports globally (Cricket, Soccer, Rugby, Archery, Ice Hockey, Wrestling, Australian Football, Table Tennis and Kickboxing).

Course content, assignments, MOI's and MOE's will not only present officiating as a science, but, under the soft skills of officiating will include multiple DEI topics. Here are a few examples in current events that the class will explore:

1. Prejudice against referee Bill Kennedy after his pronouncement of being gay.
2. The NBA has more blacks officiating games (18) than any other professional sport.
3. Violet Palmer recently became the first woman to referee an NBA playoff game.
4. Transgender girls competing in sports.
5. Political biases shared by athletes on the platform of college and professional sports.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

This course delivers instruction, content, evaluation and interactions to support a multi-modal approach to diverse learning styles. Specific care was made in the MOI's, MOE's to accommodate students with different learning styles also.

Visual learners learn best through images, diagrams, and charts. They may doodle or take notes to help them retain information. Instruction includes slides and whiteboard presentations.

Kinesthetic learners learn best by doing, and prefer physical activity and hands-on experiences. Part of evaluation in this class is proficiency in simulating the hand signals, body language, stretching, exercising and positioning of an official to best view each play.

Aural learners learn best through auditory lessons, such as lectures, Streaming Services, TedTalks and podcasts. This class offers several OER sources with multiple experts speaking on officiating.

Logical learners look for patterns and trends in what they learn. Assignments in this course challenge students to think critically, while drawing connections, reasons, interpretations and making split second decisions.

Linguistic learners learn best through reading, writing, and listening. Lectures and assignments in this class provide plenty of linguistic modes of content delivery.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course will incorporate student-to-student interaction in the classroom or CMS through regular group discussions, collaborative assignments, peer reviews, online discussion forums where students can share ideas and ask questions, and facilitated breakout spaces during live sessions to encourage active participation and diverse perspectives within smaller groups.

This course offers key elements to promote student-to-student interaction:

Group projects:

Students work together on tasks that require collaboration, problem-solving, and sharing of knowledge to achieve a common goal.

Discussion boards:

Students can post their thoughts, questions, and responses to prompts, fostering open dialogue and exchange of ideas.

Peer review:

Students will provide constructive feedback on each other's work, enhancing critical thinking and improving the quality of assignments.

Breakout rooms:

During live sessions, students will be divided into smaller groups to engage in focused discussions on specific topics, allowing for more personal interaction.

Collaborative learning activities:

This class incorporates activities like case studies, simulations, or role-playing where students need to work together to reach a solution.

Benefits of student-to-student interaction:

Deeper understanding:

By explaining concepts to peers, students solidify their own knowledge and gain new perspectives.

Critical thinking skills:

Engaging in discussions and defending viewpoints improves critical thinking abilities.

Communication skills:

Practice active listening and effective communication through group work.

Social learning environment:

Building connections with classmates can enhance engagement and motivation in the course.

For online students, peer to peer asynchronous communications on discussion boards, peer review assignments, and group notes will demonstrate that students are talking to one another.

Officiating is a very controversial occupation with critics coming from all angles on the justification of your decisions, the style of your officiating, and the effectiveness of your communications. There are dozens of ways an observer could evaluate an official on any given situation and decision. Students will debate these topics.

Explain how the course will incorporate instructor-to-student interaction.

This course will incorporate instructor-to-student interaction in the classroom or CMS through regular online discussions on the course platform, where the instructor will actively participate by responding to student posts, asking follow-up questions, and providing clarifying explanations; scheduled virtual office hours for individual consultations; timely feedback on assignments with detailed comments; and regular announcements to keep students updated on course progress and important information, fostering a sense of ongoing communication and engagement.

1. Active participation in discussion forums:

The instructor will regularly contribute to discussion threads, guiding conversations, addressing misconceptions, and encouraging diverse perspectives.

2. Virtual office hours by phone or accessible video conferencing software:

Designated time slots where students can meet with the instructor one-on-one to ask questions, discuss concerns, and receive personalized guidance.

3. Constructive feedback on assignments:

Detailed written comments on submitted work, highlighting strengths and areas for improvement to facilitate student learning.

4. Regular announcements and updates:

Posting relevant information about upcoming deadlines, course changes, and important reminders via the online platform.

5. Prompt responses to student inquiries:

Addressing student questions and concerns via email or messaging platforms in a timely manner.

For online students, asynchronous communications between faculty and student will occur on discussion boards, assignment submission comments, and via email or chat.

Officiating is a very controversial occupation with critics coming from all angles on the justification of your decisions, the style of your officiating, and the effectiveness of your communications. There are dozens of ways an observer could evaluate an official on any given situation and decision. Students will share with instructors their opinions and views.

Explain how the course will incorporate student-to-content interaction.

This course will incorporate student-to-content interaction in the classroom or CMS by utilizing interactive elements like quizzes, polls, embedded videos with questions, discussion prompts related to the material, self-paced learning modules with progress checks, and opportunities to apply concepts through case studies or simulations, allowing students to actively engage with the course content and test their understanding as they progress through the material.

Key elements of student-to-content interaction in this course:

1. Interactive assessments:

Frequent short quizzes to reinforce key concepts.

Multiple-choice, true/false, and open-ended questions to assess different learning levels.

Poll questions to gauge class understanding and stimulate discussion.

2. Embedded multimedia:

Videos with pause points for reflection and comprehension checks.

Audio clips with follow-up questions to promote active listening.

Visual aids like infographics and diagrams with interactive elements.

3. Guided exploration:

Self-paced learning modules with progress tracking.

Clickable links within text to access relevant additional information.

Guided practice exercises to apply new knowledge to real-world scenarios.

4. Discussion forums:

Prompts that encourage critical thinking and analysis of course content.

Opportunities for students to share their perspectives and engage in peer-to-peer learning.

Facilitator-led discussions to address key concepts and clarify misunderstandings.

5. Personalized learning:

Adaptive learning features that tailor content based on individual student performance.

Optional enrichment activities for deeper exploration of topics.

Benefits of student-to-content interaction:

6. Increased engagement:

Active participation with the course material leads to better retention and understanding.

7. Self-paced learning:

Students can progress at their own pace, reviewing and reinforcing concepts as needed.

8. Immediate and timely feedback:

Quizzes and interactive elements provide immediate feedback to students on their understanding.

9. Critical thinking development:

Discussion prompts and open-ended questions encourage deeper analysis and reflection on the content. The CMS will be curated with assignments, articles, research links, and OER materials for easy access. Students will also research topics on their own through library databases, Steaming Services and TedTalks.

For online and face-to-face classes, students will submit screenshots of written notes from sources accessed.

Officiating is a very controversial occupation with critics coming from all angles on the justification of your decisions, the style of your officiating, and the effectiveness of your communications. There are dozens of ways an observer could evaluate an official on any given situation and decision. Students will evaluate written and audiovisual examples of controversial calls and unusual situations.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Assignments and Discussions will have a strong opinion and introspective component, due to the discretionary and critical thinking requirements of officiating. A portfolio assignment at the end will be a "scrapbook" collection of each student's course work, comparing sports and officiating to personal life experiences (communication, cooperation, equity, ethics, conflict management, aggression, bullying, etc).

To incorporate student-to-self interaction (metacognitive), activities are offered that encourage students to actively reflect on their own learning process, including planning strategies, monitoring comprehension, identifying areas of confusion, and evaluating their progress, often through self-assessment tools, reflective writing prompts, and regular "check-in" moments where students articulate their understanding and thought process.

Key strategies to foster metacognitive learning:

1. Self-reflection prompts:

"What did I already know about this topic?"

"What are the key points I am struggling to grasp?"

"How will I apply this new knowledge to my future work?"

"What strategies did I use to successfully complete this task?"

2. Journaling:

Encourage students to regularly write about their learning experiences, including challenges, insights, and strategies they are using to overcome obstacles.

3. Self-assessment tools:

Provide rubrics for assignments where students can evaluate their own work against specific criteria.

Use rating scales to assess their confidence level on specific concepts.

4. "Think-Pair-Share" activities:

Students first individually reflect on a question or concept, then discuss with a partner, and finally share their combined understanding with the larger group.

5. "Muddiest point" strategy:

Ask students to identify the most confusing or unclear concept from a lesson, allowing the instructor to address areas where students need further clarification.

6. Modeling metacognitive thinking:

Teachers explicitly demonstrate their own thought process when solving problems or analyzing text, verbalizing their strategies and areas of uncertainty.

7. Goal setting:

Encourage students to set specific learning goals for each unit or assignment, allowing them to track their progress and adjust strategies as needed.

8. Peer feedback with reflection:

When providing feedback to peers, students should also reflect on their own learning process and how they can improve their approach.

9. Create a safe space for self-disclosure:

Encourage students to openly share their challenges and uncertainties without fear of judgment.

10. Provide feedback on metacognitive skills:

When reviewing student work, comment on their self-assessment accuracy and their demonstrated metacognitive strategies.

By incorporating these strategies, students can become more aware of their own learning process, develop effective study habits, and ultimately take greater ownership of their learning journey in the classroom or via metacognitive self-evaluations throughout the semester.

Online students will submit written and/or video self-reflection statements periodically throughout the semester (early, middle and finals).

Officiating is a very controversial occupation with critics coming from all angles on the justification of your decisions, the style of your officiating, and the effectiveness of your communications. There are dozens of ways an observer could evaluate an official on any given situation and decision. Students will dig into their experiences and observations of real or potential situations to form personal opinions and views towards the topics.

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