

UTA Soccer Class Syllabus
Soccer – EXSA 0167
SPRING 2009

INSTRUCTOR: Steve Long
OFFICE PHONE: 817-272-3288
OFFICE HOURS: By Appointment only

E-MAIL: slong@uta.edu
OFFICE LOCATION: 112 PEB
CLASS LOCATION: 134 MAC

Purpose of the class:

Primary purpose is to enjoy playing non-competitive soccer and exercising. As a professional trainer and coach, my hope is to see every student improve in skills and knowledge of the game through the process of playing with more advanced and beginners.

Class Schedule:

During the month of January and February the class will meet at the MAC indoor field unless otherwise notified.

During March-May the class will have some outdoor and futsal sessions. (Futsal is a Brazilian style of soccer played on a gym floor. It is very exciting and fast.)

Grading system:

90% of the grade is class participation. (3 excused absences are allowed)
10% an exam on the rules of the game in April (TBA)

*Make up sessions: students may come to another class session that meets either the hour before or after the student's designated class. There is also an option to attend one of my advanced select training sessions for \$10 as a make-up session. Must request that information.

Equipment:

Regular tennis shoes or indoor soccer are required for the indoor. Outdoor soccer cleats are optional for the outdoors. Shin guards are highly recommended for outdoor, not necessary for indoor.

Administrative questions:

Coach Steve is an adjunct professor and only on campus Tuesday and Thursday morning. If any student has an academic question, please contact Cindy Crissey, Administrative Assistant at the Department of Kinesiology. For questions related to class you may email Coach Steve at: sdlong@sbcglobal.net (put in subject line: UTA Soccer Student) or in an emergency call cell phone: 817-412-9269.

Student Support Services Available: The University supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Americans With Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with disabilities in room 102 of University Hall or call them at (817)272-3364.

Academic Integrity: It is the philosophy of the University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Drop/Add Policy: The University has taken the position that the process of adding or dropping a class is the responsibility of the student. Faculty and/or staff members should not drop students from class for any reason without the express written consent of the student. Adding or dropping a student from a class for which the student must assume financial liability without the express consent of the student places a heavy burden or responsibility on the institution and ultimately, the Registrar. We are no longer responsible for dropping students who have never attended a class, and we cannot add a student to the roll. Therefore, our department faculty should put the following statements on their class syllabi:

*It is the responsibility of the student to either add or drop classes or withdraw from the university. Departments are no longer allowed to add students to rolls or drop students from rolls without written permission from the student. **Students will not be dropped for never attending.** Specific deadlines set by the University can be found in the current Schedule of Classes. **Deadlines for dropping classes may differ for Graduate Students and Undergraduate Students. It is the responsibility of the students to know these dates.***

Grade Grievance Policy: The student has one calendar year from the date a grade is assigned to initiate a grade grievance. Students should attempt to resolve the grade issue with the instructor

involved. If the issue cannot be resolved with the instructor, the student must complete an "Appeal of Grade" form is available in the department office. The normal academic channels for processing this appeal are:

- 1) Department Chair, 2) Academic Dean, and 3) the Provost.

The University of Texas at Arlington College of Education Mission, Core Values and Professional Dispositions:

MISSION: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and to be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service. The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these CORE VALUES, dispositions and commitments to:

- Excellence
- Diversity
- Learner-centered environment
- Technology
- Research-based
- Field Experiences
- Collaboration
- Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on PROFESSIONAL DISPOSITIONS by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

Participates in on-going collaboration with peers and professionals

- Demonstrates kindness, fairness, patience, dignity and respect in

working with peers, staff and instructors.

- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates an openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

Shows interest in the learner and the learning-process

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.