Prerequisites:

I. Course Description: The principles of football from offense, defense, special teams, recruiting, rules and regulations will be discussed. The course format will be lecture with an emphasis on student participation. Some practical skills are demonstrated and practiced.

Course Justification: Theory of Football Course (2 credit hours) will meet twice a week (Tuesday/Thursday) in 50-minute sections for 15 weeks, and also meets for a 2 hour final examination. Students will have weekly projects including coming up with extensive recruiting plans, ways to market a football program, presenting offensive and defensive schemes, and recruiting evaluations. Students are required to turn in quizzes and tests on lectures given in class. With the presentations, quizzes, and tests given throughout the semester, students will average no less than 4 hours a week to prepare outside of classroom hours.

James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/

II. Intended Learning Outcomes/Goals/Objectives:
   1. Students will acquire factual knowledge concerning rules and regulations of game, recruiting rules and referee signals.
   2. Students will gain familiarity with offensive, defensive and special team’s strategies. They will also gain an understanding of basic philosophies and schemes.
   3. Students will come to recognize the importance of recruiting, issues that come with recruiting and to analyze and evaluate the choices that can be made in regard to these issues.
   4. Students will be able to demonstrate the basic football activities associated with the game upon completion of this course.

Student Learning Outcomes:
   1. Students will be able to identify recommended best practices relative to athletic fitness levels, performance and physiological effects during various levels of athletic/sport competition.
   2. Students will be able to explain how to setup and control an athletic teaching/coaching environment so that positive motor and physical development benefits are more likely to be achieved.
   3. Students will be able to describe approaches commonly used to operate and control a teaching/coaching experience so that it is developmentally appropriate, safe and employs sound educational principles.
   4. Students will be able to identify, evaluate and discuss the nature of kinesiology principles as well as athletic team administration and management responsibilities and procedures.
   5. Students will be able to identify undesirable, ineffective and detrimental coaching and managerial practices that impede, deter and detract from desirable athletic performances as well as organizational/team management and leadership.

III. Course Assignments, Activities, Instructional Strategies, use of Technology: A variety of
instructional activities will be used including: quizzes, tests, evaluation sheets, lecture, discussion, videos and demonstration. Guest speakers including coaches, a nutritionist, athletic trainer and current players will be part of this course. In accordance with the “American Disabilities Act”, an appropriate adjustment will be arranged for those in need. Students must notify the instructor about the specific disability so that appropriate accommodations can be made.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

_____ Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

_____ Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

_____ Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

**Additional Information:**

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TEXAS exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu
IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Worksheets/Play Design</td>
<td>10</td>
<td>A: 485 points – 436 points</td>
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<tr>
<td>Signal Videos</td>
<td>15</td>
<td>B: 435 points – 388 points</td>
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<tr>
<td>Individual Manuals</td>
<td>25</td>
<td>C: 387 points – 338 points</td>
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<tr>
<td>H.O.G/Scheme Papers</td>
<td>30</td>
<td>D: 338 points – 291 points</td>
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<tr>
<td>Final Exam Paper</td>
<td>50</td>
<td>F: 290 points – 0 points</td>
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<tr>
<td>Participation</td>
<td>20</td>
<td></td>
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Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Course Introduction/Syllabus Overview</th>
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</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>History of the Game</td>
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<tr>
<td>Week 3</td>
<td>Rules and Regulations</td>
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<tr>
<td>Week 4</td>
<td>Recruiting - Organizations</td>
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<tr>
<td>Week 5</td>
<td>Offensive Basics</td>
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<tr>
<td>Week 6</td>
<td>WR Play</td>
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<td>Week 7</td>
<td>QB Play</td>
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<tr>
<td>Week 8</td>
<td>RB Play</td>
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<td>Week 9</td>
<td>OL Play</td>
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<td>Week 10</td>
<td>Defensive Basics</td>
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<tr>
<td>Week 11</td>
<td>LB Play</td>
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<tr>
<td>Week 12</td>
<td>DB Play</td>
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<td>Week 13</td>
<td>DL Play</td>
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<tr>
<td>Week 14</td>
<td>Special Teams Play</td>
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<tr>
<td>Week 15</td>
<td>Final Exam Week</td>
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</tbody>
</table>

*This course outline is subject to change*
Week 2 – History of the Game (40 PTS)
HOG Work Sheet
HOG Paper

Week 3 – Rules and Regulations (35 PTS)
Field Dimensions Work Sheet
Ref Signaling Video

Week 4 – Recruiting – Organization (40 PTS)
Recruiting Visit Schedule
Recruiting Evaluation Rubric

Week 5 – Offensive Basics (40 PTS)
Offensive Scheme Paper
Trick Play Design

Week 6 – WR Play (30 PTS)
Individual Drill Manual

Week 7 – QB Play (30 PTS)
Individual Drill Manual

Week 8 – RB Play (30 PTS)
Individual Drill Manual

Week 9 – OL Play (30 PTS)
Individual Drill Manual

Week 10 – Defensive Basics (40 PTS)
Defensive Scheme Paper
Blitz Play Design

Week 11 – LB Play (30 PTS)
Individual Drill Manual

Week 12 – DB Play (30 PTS)
Individual Drill Manual

Week 13 – DL Play (30 PTS)
Individual Drill Manual

Week 14 – Special Teams Play (30 PTS)
Special Teams Play Design

Week 15 – Final Paper (50 PTS)
Head Coach Hiring Paper
V. Readings: There will be no required text. All materials will be given out in class.

VI. Course Evaluation Statement: Near the conclusion of each semester, students evaluate courses taken. The course evaluation process is simple and accessed through MySFA. Information gained through these evaluations is used for course improvement, planning and accreditation. All ratings and comments are confidential and anonymous.

VII. Student Ethics and Other Policy Information: (Policy 6.7)
ATTENDANCE POLICY: Attendance points will be taken for every class. If you are going to miss a class you must communicate it with me beforehand for it to be excused. If you are tardy you may be counted as absent if roll has already been taken. Show up for class and be on time.

Students with Disabilities: (Policy 4.1) To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 4683004/4681004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.