Instructor: Hallie Huysmans  
Office: Fieldhouse 130  
Cell Phone: 225-931-2778  

Course Time & Location: T-TR 12:30-1:45pm Lawton Room (Athletics Facility)  
Office Hours: MW 2:00-2:45PM  
Credits: 2 Hours  
Email: Hallie.Huysmans@sfasu.edu

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.

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.
Ill. 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/](http://www.sfasu.edu/policies/)

> An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

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**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).

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**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.

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**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.

- **The Code of Student Conduct and Academic Integrity** (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or
another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- **Students with Disabilities**
  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, 468-3004 / 468-1004 (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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

  If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

- **Other important course-related policies:**
  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

**IX: Resources**

- **On-campus Resources:**
  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    www.sfasu.edu/deanofstudents
    936.468.7249
    dos@sfasu.edu
  - SFASU Counseling Services • www.sfasu.edu/counselingservices
    Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
  - SFASU Human Services Counseling Clinic •
    www.sfasu.edu/humanservices/139.asp
    Human Services Room 202 • 936-468-1041
  - **The Health and Wellness Hub** “The Hub”
    Location: corner of E. College and Raguet St.
    To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
    - Health Services
v Counseling Services
v Student Outreach and Support
v Food Pantry
v Wellness Coaching
v Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

§ Crisis Resources:
v Burke 24-hour crisis line 1(800) 392-8343
v National Suicide Crisis Prevention: 9-8-8
v Suicide Prevention Lifeline 1(800) 273-TALK (8255)
v Crisis Text Line: Text HELLO to 741-741

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):

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<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Worksheets/In Class Assignments</td>
<td>210 points Each</td>
<td>A: 500 points – 450 points</td>
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<tr>
<td>Participation</td>
<td>160 points Each</td>
<td>B: 449 points – 400 points</td>
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<tr>
<td>Final Exam Paper</td>
<td>110 points</td>
<td>C: 399 points – 350 points</td>
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<tr>
<td>Attendance</td>
<td>40 points</td>
<td>D: 349 points – 300 points</td>
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<td>F: 299 points – 0 points</td>
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Tentative Course Outline/Calendar:

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<tr>
<th>Week 1</th>
<th>Course Introduction/Syllabus Overview</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>NFL</td>
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<td>Week 3</td>
<td>NCAA Conferences</td>
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<td>Week 4</td>
<td>Power Rankings</td>
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<td>Week 5</td>
<td>Rules of NFL changing</td>
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<td>Week 6</td>
<td>NFL Roster Management</td>
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<tr>
<td>Week 7</td>
<td>Roster Management</td>
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<tr>
<td>Week 8</td>
<td>Project on how to Rebuild a Roster</td>
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<td>Week 9</td>
<td>NFL Cap Space / Free Agency</td>
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<td>Week 10</td>
<td>Free Agency</td>
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<td>Week 11</td>
<td>Prospect Evaluations</td>
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<td>Week 12</td>
<td>High School Evaluations</td>
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<td>Week 13</td>
<td>NFL Combine</td>
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<td>Week 14</td>
<td>NFL Draft</td>
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<td>Week 15</td>
<td>Special Teams Play</td>
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<td>Week 16</td>
<td>Final Exam/Powerpoint</td>
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</tbody>
</table>

*This course outline is subject to change*