



Sam Houston
State University

**KINE 3375 Teaching Secondary Physical Education
Spring 2018**

Course Number is a required course for Kinesiology-Physical Education Teacher Education.

**College of Health Sciences
Department of Kinesiology**

Instructor: José A. Santiago
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Office hours: MOWE 9:00-10:00 AM; others by appointment

Day and time the class meets: MOWE; 1:00 PM - 2:20 PM

Location of class: HKC 239

Course Description:

This course examines the designing of physical education programs, teaching of physical education programs, analysis of student performance in a physical education program, and implementation of a physical education program at the secondary level. Opportunities are provided to work with physical education students in the secondary setting.

This course is intended for physical education teachers who are currently looking to become certified to teach physical education in schools. The course material is geared toward familiarizing course participants with the Sport Education curriculum and instruction model (Siedentop, Hastie, & van der Mars, 2011).

Sport Education is a curriculum and instruction model for delivering school physical education programs that was developed in the mid-1980s. The model is rapidly gaining national and international recognition in its effort to offer a more complete, positive, and developmentally appropriate sport experience to all students. It has made significant inroads in many individual school programs in the United States, and it has also experienced good success in Australia and England. The model can be used starting in grade level 4 through high school, and it allows teachers to teach common sports as well as activities such as orienteering, weight training, and dance.

IDEA Objectives:

In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Developing specific skills, competencies, and points of view

needed by professionals in the field most closely related to this course.

Important: Gaining factual knowledge (terminology, classifications, methods, trends)

Required Textbooks, Materials, and Resources:

1. Siedentop, D., Hastie, P., & van der Mars, H. (2011). *Complete Guide to Sport education* (2nd ed). Champaign, IL: Human Kinetics. **(Required)**
2. SHSU Online Blackboard
 - Supplementary readings, announcements, web links, and assignment information will be posted on Blackboard.
 - Please make sure you are familiar with our course site and the information on it!

Course Objectives: The following objectives will be met during this course:

Topic(s)/Objective(s) Students will be able to...	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment S - SPA Standard Alignment TS—Texas Educator Standards/ Competencies
1. Identify the main goals, objectives, curricular and instructional foundations and design features of the Sport Education model	Classroom discussion/lecture/ Group work Field-Based Activities	Quizzes Sport Education Season Design Project	SHAPE Standard 3
2. Demonstrate understanding of key components specific to planning and designing implementing Sport Education, including selection of season learning outcomes; selection of teams and non-playing roles, competition format, and modified game structure; assessment of student learning, and creating festivity.	Classroom discussion/lecture Group work Field-Based Activities	Quizzes Sport Education Season Design Project	SHAPE Standard 3, 4, 5
3. Design a complete Sport Education season template given a certain student population.	Classroom discussion/lecture Group work Field-Based Activities	Quizzes Sport Education Season Design Project	SHAPE Standard 3
4. Develop appreciation for teaching sport in a more authentic and complete manner in a school physical education context.	Classroom discussion/lecture Group work Field-Based Activities	Quizzes Sport Education Season Design Project	SHAPE Standard 6

5. Act in ways that reflect the standards of professionalism in the context of teaching.	Field-Based Activities	Instructor Observations Student-Teacher Evaluation Tool	SHAPE Standard 6
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Program specific URL address for National Standards For Initial Physical Education Teacher Education (2017): <http://www.shapeamerica.org/accreditation/upload/National-Standards-for-Initial-Physical-Education-Teacher-Education-2017.pdf>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

Course Content:

1. Central features of Sport Education—curricular and instructional foundation

- Traditional physical education and Sport Education
- Central features of sport and Sport Education
- Goals and objectives of Sport Education
- Sport Education’s instructional philosophy
- Sport Education’s curricular philosophy
- Participation requirements
- Multiple roles
- Modified game conditions
- Developing “game sense”

2. Sport Education and the national health agenda

- Promoting physical activity beyond the class setting
- Self-efficacy toward physical activity as a determinant of continued engagement

3. Class management and behavior development

- Classroom management—use of routines
- Developing appropriate behavior—fair play
- Supporting and celebrating behavior development

4. Selecting season outcomes

- In-class and out-of-class physical activity
- Self-efficacy
- Techniques and tactics
- Knowledge in action
- Nonplaying role performance
- Fair play

5. Designing the season to accomplish goals

- Appropriate outcomes
- Designing a successful season around goals
- Preparing for the season
- Typical daily lessons—block plans
- Tips for first-time users

6. Creating modified game conditions

- Key strategies for modifying games

- Modifying target games
- Modifying net court games
- Modifying striking or fielding games
- Modifying invasion games
- Including students with disabilities

7. Choosing competition formats

- Progressive formats
- Graded competition formats
- Event model format
- Dual meet format
- Round-robin format
- Tournament format
- Nonsport competition format
- Culminating events

8. Student roles

- Required duty-team roles
- Team roles
- Specialist roles
- Choosing roles—how many and which kinds
- Practicing nonplaying roles
- Holding students accountable for nonplayer role performance

9. Selecting teams and coaches

- Variables that influence team size and number of teams
- Selecting students to teams
- Creating team affiliation
- Use of team binders and portfolios

10. Creating festivity in sport

- Creating daily festivity in Sport Education
- Creating culminating events

11. Assessment

- The need for assessment—developing credible evidence
- Assessing in-class and out-of-class physical activity and self-efficacy
- Making assessment authentic
- Assessing game play (i.e., techniques, tactics, knowledge, fair play)
- Assessing duty-team performance

12. Integrating Sport Education and academic goals

- Interdisciplinary and integrated curricula
- Integrating with language arts, mathematics, social studies
- The Olympic curriculum

Course Calendar (Subject to change)

Week	Date	Ch.	Topic
2	Jan 22		Course Introduction <ul style="list-style-type: none"> Syllabus Overview Changing the face of secondary physical education through sport education
2	Jan 24		Classroom <ul style="list-style-type: none"> SE Chapter 1 Sport Education Key Features Field Based Experience Paper Discussion Gym Appropriate Attire Discussion
3	Jan 29		Class in Gym <i>From sport within traditional physical education to sport in Sport Education</i> <ul style="list-style-type: none"> Equipment and court setup by all class members Classwide warm-up Learning activities Informal game play
3	Jan 31	2	Classroom <ul style="list-style-type: none"> Quiz 1—chapter 1 Chapter 2: Curriculum & Instruction Strategies
4	Feb 5		Class in Gym <i>From sport within traditional physical education to sport in Sport Education</i> <ul style="list-style-type: none"> Equipment and court setup by all class members Classwide warm-up Learning activities Informal game play
4	Feb 7	3	Classroom <ul style="list-style-type: none"> Quiz 2—chapter 2 SE Chapter 3: Class Management & Behavior Dev. Sport Education Season Design Project Discussion
5	Feb 12		Class in gym <ul style="list-style-type: none"> Equipment and court setup by all class members Classwide warm-up Forming balanced teams Overview of required duty-team responsibilities General scrimmages for assessing players and for practice of scorekeeping and officiating Team formation process
5	Feb 14	4	Classroom <ul style="list-style-type: none"> Quiz 3—chapter 3 SE Ch 4: Identifying & Selecting Season Outcomes Sport Education Season Design Project Discussion
6	Feb 19		Class in gym <ul style="list-style-type: none"> Equipment and court setup by all class members Class-based warm-up Preseason team training camps (guided practice) General scrimmages for assessing players and for practice of scorekeeping and officiating Equipment and court teardown by whole class

6	Feb 21	5	Classroom <ul style="list-style-type: none"> • Quiz 4—chapter 4 • SE Ch 5: Designing Seasons to Accomplish Outcomes • <i>Sport Education Season Design Project Discussion</i>
7	Feb 26		Class in Gym <ul style="list-style-type: none"> • Team and player photo session • Equipment and court setup by all class members • Class-based warm-up and practice • General scrimmages for assessing players and for practice of scorekeeping and officiating • Equipment and court teardown by whole class
7	Feb 28	11	Classroom <ul style="list-style-type: none"> • Quiz 5—chapter 5 • SE Ch 11: Assessment in Sport Education • <i>Sport Education Season Design Project Discussion</i>
8	Mar 5		Class in Gym <ul style="list-style-type: none"> • Equipment and court setup by duty team • Team-based warm-up and practice • SEASON OPENING DAY CEREMONY • Season games • Game data entry • Equipment and court teardown by duty team
8	Mar 7	6	Classroom <ul style="list-style-type: none"> • Quiz 6—chapter 11 • SE Ch 6: Modifying Games And Activities • <i>Sport Education Season Design Project Discussion</i>
9	Mar 12-16		<i>Spring Recess</i>
10	Mar 19-21		<i>Class does not meet in the classroom. Instructor attending SHAPE America Convention.</i>
11	Mar 26		Class in Gym <ul style="list-style-type: none"> • Equipment and court setup by duty team • Team-based warm-up and practice • Season games • Game data entry • Equipment and court teardown by duty team
11	Mar 28	7	Classroom <ul style="list-style-type: none"> • Quiz 7—chapter 6 • SE Ch 7: Designing Competitions Formats • <i>Sport Education Season Design Project Discussion</i>
12	Apr 2		Class in Gym <ul style="list-style-type: none"> • Equipment and court setup by duty team • Team-based warm-up and practice • Season games • Game data entry • Equipment and court teardown by duty team

12	Apr 4	8	Classroom <ul style="list-style-type: none"> • Quiz 8—chapter 7 • SE Ch 8: Defining Student Roles • <i>Sport Education Season Design Project Discussion</i>
13	Apr 9		<ul style="list-style-type: none"> • Equipment and court setup by duty team • Team-based warm-up and practice • Season games • Game data entry • Equipment and court teardown by duty team
13	Apr 11	9	Classroom <ul style="list-style-type: none"> • Quiz 9—chapter 8 • SE Ch 9: Selecting Teams and Coaches • <i>Sport Education Season Design Project Discussion</i>
14	Apr 16		Class in Gym <ul style="list-style-type: none"> • Equipment and court setup by duty team • Team-based warm-up and practice • Season games • Game data entry • Equipment and court teardown by duty team
14	Apr 18	10	Classroom <ul style="list-style-type: none"> • Quiz 10—chapter 9 • SE Ch 10: Selecting Teams and Coaches • <i>Sport Education Season Design Project Discussion</i>
15	Apr 23		Class in Gym <ul style="list-style-type: none"> • <i>Sport Education season design presentations</i>
15	Apr 25		Class in Gym <ul style="list-style-type: none"> • <i>Sport Education season design presentations</i>
16	Apr 30		Class in Gym <ul style="list-style-type: none"> • <i>Sport Education season design presentations</i>
16	May 2		Class in Gym <ul style="list-style-type: none"> • Culminating event Field Based Experience Paper Due <ul style="list-style-type: none"> • <i>Log Hours</i> • <i>Lesson Plan</i> • <i>Video of the lesson plan</i> • <i>Mentor teacher behavior observation tool</i> • <i>Teacher Behaviors Graph</i> • <i>Student-teacher evaluation (to be completed by the mentor teacher)</i>

Course Format:

The content of this course is delivered in a traditional classroom setting, with Blackboard serving as an ancillary resource. Instructional strategies used in this course will include lecture, student-centered discussion, small group discussions and activities, audiovisual aides such as videotapes and slides, Internet computer technology, questioning, reciprocal teaching, instructional games and activities, independent reading, movement, self-

assessment, and the use of outside resources. The instructor's main objective is to facilitate learning in all students by motivating each to seek knowledge of the subject and to reflect on his or her teaching, and to provide an environment to motivate each student to want to use his or her knowledge of physical education as he or she becomes a professional in our educational system.

Course Requirements:

1. Attendance. (AP 800401). Attendance is mandatory. Roll will be called. **Accumulation of more than three absences may result in a lower grade** (e.g., 4 absences may result in a reduction of one letter grade, 5 absences may result in a reduction of two letter grades, 6 absences may result in a failing grade). Students are expected to be in class on time. You are late if your name has already been called when checking attendance. If you are late more than 15 minutes from the start of class, you should refrain from entering the classroom. **Being late/leaving early twice will be considered as an absence.** Should you miss any classes, you are responsible for all material covered. It is your responsibility to check with the instructor without being asked. The class starts at 1:00 PM and ends at 2:20 PM. See [SHSU Class Attendance policy AP 800401](#).
2. Professionalism within and beyond the course setting. It is expected that students be active, enthusiastic, and collegial participants during the semester. **The success of this course is in large part a result of your contributions to it.** Significantly contributing to a course's success includes more than just showing up on time and being a consumer. For example, it also includes:
 - Your own class conduct
 - Your timely arrival to class
 - Being inquisitive, asking good questions, taking initiative
 - Your active involvement in class discussions/debates
 - Knowing when to speak and when to listen
 - Avoiding side conversations
 - Listening to your peers' comments and questions
 - Respecting other people's views
 - Doing high-quality out-of-class work
 - Doing high-quality in-class work
 - Investing time and energy outside of class to the course work
 - Being prepared for each class session and school-based activity, and
 - Actively and productively contributing to group assignments
 - Show a high level of energy in class session and while at the internship school.

The course instructor will track/monitor your professional behavior throughout the course, at the assigned school, and throughout the semester.

And remember what your grandmother used to say: "If you can't say anything nice, don't say anything at all." Thus, avoid talking about others behind their backs (course instructors, classmates or others in the program). This is a course component that I will track holistically following each class session, by reviewing each student's actions and involvement in all aspects of the course activities.

Being a teacher in Physical Education makes you part of a profession. All professions have commonly accepted expectations and standards for how teachers conduct themselves professionally. This range from simple/basic behaviors like being punctual, prepared/planned, demonstrating courtesy and respect all those around you (i.e., your instructors, peers, students, colleagues, school [district] administrators, and parents), respecting yourself, and using appropriate language. Moreover, since you are just starting out with entering this profession, we look for you to demonstrate initiative, wanting to continuously do the best job possible, wanting to learn, a willingness to step from your own perspectives, consider other viewpoints, recognizing your strengths as well as the skills and areas of knowledge that still require further development. During this field-based experiences, and all other remaining semesters in the program we look for you to demonstrate you have the making of someone like that.

3. Quizzes and Assignments. Quizzes will be administered only on the specified dates. No make-up quizzes are administered; however, the professor reserves the right to give make-up quiz because of unforeseen valid emergencies, which can be officially documented in writing. Should a make-up quiz be given, it will differ in style from the original quiz. **Assignments are due at the end of class on the assigned date. Assignments must be posted on Blackboard (Turn it in) and a hard copy must be provided to the instructor. The instructor will not accept emailed copy of assignments. Make-up work is only allowed upon presentation of medical or legal evidence. In this case the work needs to be done upon returning to class.** During examinations/quizzes you will be required to store your belongings in open bins and/or shelving. These dates are clearly spelled out on the class schedule. Please plan accordingly in order to properly store your valuables.
4. Field Based Experiences. In this course you are required to complete at least **12 hours** of physical education teaching assignments with a host secondary school (6-12).
5. Class in Gym. Classes in the gym require prior preparation and proper attire (e.g., tennis shoes, sweat pants, khakis, collar shirt and/or Sam Houston State University T-shirt). **Proper attire is expected. No gums, no cell phones, no baseball caps. The following is considered inappropriate attire: sandals, boots, midriff, cargo shorts, jeans, tank-tops, cut-off shorts/jeans, cut-off shirts, and baseball caps.** During classes in the gym and peer-teaching activities you will be required to store your belongings in open bins and/or shelving. These dates are clearly spelled out on the class schedule. Please plan accordingly in order to properly store your valuables.
6. Class Behavior. It is expected that students exhibit professional behavior inside the classroom, during intern placements, and working with other students outside of the class on assignments related to this class in addition to behavior in the classroom on SHSU's campus. If at any time your behavior is 'unprofessional', the instructor may refer you to the Dean of Students. Disruptive, disrespectful, and/or uncooperative conduct toward peers, on-site mentor, and/ or any other SHSU personnel (i.e., instructors, support staff, academic advisors, etc.) may result in removal from course. Disruptive behavior will result in the student being asked to leave the classroom. **This will be counted as an absence.** A second violation and the student will be dropped from the class. **Sleeping in class is unacceptable and unprofessional behavior.** If you do, I reserve the right to call your attention. **Baseball caps are not to be worn during class. Leaving the classroom or gym during group work is**

unacceptable. Your peers count on your contributions and active participation.
Moreover, your conduct outside the course falls under the SHSU Code of Conduct policy.

7. Class Materials. **The textbook is a requirement of the course.** You are responsible for reading the chapters from the textbook and handouts distributed in class.
8. Electronic devices. (AP 100728). **Devices, including cell phones, which produce noise or are otherwise distracting, are not to be operated during classes.** If you are caught using your cell phone in class you will receive a warning. The second time you are caught using your cell phone in class, you will be asked to leave the classroom. The third violation and you will be asked to drop the class. **Laptops, tablets or recording devices may be used after approval by the instructor.** Cell Phone Policy Sam Houston State University Academic Policy Statement 100728. See [Use of Telephones and Text Messengers in Academic Classrooms and Facilities AP 100728](#)
9. Sexual Harassment. In accordance with administrative policy, sexual harassment is reprehensible and will not be tolerated by the university. Behavior in the course must conform to the university policy.
10. Drop/add/withdraw. It is your responsibility to make sure that you are officially enrolled in this course. If, at any point, you decide to attend this course no longer, it is your responsibility to officially drop or withdraw from enrollment. Failure to do so may result in a failing grade.
11. Syllabus subject to change. While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.
12. Email Etiquette. When communicating with me via email, you **must** follow the etiquette below; otherwise I reserve the right of not replying to your email.
 - Be sure to include a meaningful subject line; this helps clarify what your message is about and may also help me prioritize reading your email. Please include on the subject line the following information: 1) class name and number, 2) your last name, and 3) what is your message about? For example, KINE 3775 Dyess Field Based Experiences.
 - Just like a written letter, be sure to open your email with a greeting like Dear Dr. Santiago:
 - **Use standard spelling, punctuation, and capitalization. THERE'S NOTHING WORSE THAN AN EMAIL SCREAMING A MESSAGE IN ALL CAPS. Stay away from abbreviations and do not use emoticons (those little smiley faces).**
 - Write clear, short paragraphs and be direct and to the point; I consider your email communication as business.
 - Be friendly and cordial, but do not try to joke around (jokes and witty remarks may be inappropriate and, more commonly, may not come off appropriately in email)

13. Academic Dishonesty. (AP 8102213). All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see see: [Procedures in cases of Academic Dishonesty AP 810213](#).

“Self-plagiarism represents a significant problem in academia as it serves to undermine the learning process and outcomes that are a key feature of each course that is offered as a part of a student’s curriculum. As a result, the Department of Health and Kinesiology has a strict policy in place to prevent self-plagiarism in the classroom. Self-plagiarism is defined as the submission of any type of assignment that contains content that is recycled from other assignments or a prior publication that one submits for course credit in another course.

Each instructor is provided the discretion to evaluate whether a student has engaged in self-plagiarism on a course assignment. If a student is unsure whether use of prior content would constitute self-plagiarism, they must consult with the instructor of the course within a reasonable period of time prior to the due date of the assignment. In most cases, this consultation should take place a minimum of 10 business days prior to submission. Following submission of the assignment, if the instructor deems that the student has engaged in self-plagiarism, he or she has the right to state that the student has violated Section 5.3 of The Texas State University Rules and Regulations dealing with Academic Honesty and the student is thereafter subject to any and all penalties and punishments present in the policy. This may include failure of the assignment and/or failure of the course. Additionally, the student may be referred to the Department Chair of Kinesiology, the Dean of the College of Health Sciences, the Dean of Students, and/or the Provost and Vice-President for Academic Affairs for further academic review.”

14. Student Absences on Religious Holidays Policy. (AP 861001) Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. <http://www.shsu.edu/dotAsset/0953c7d0-7c04-4b29-a3fc-3bf0738e87d8.pdf>

15. *Students with Disabilities Policy*. It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see: <http://www.shsu.edu/dept/academic-affairs/documents/aps/students/811006.pdf>

16. *Visitors in the classroom*: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Course Evaluation:

The course evaluation will be based on written tests and assignment(s), attendance and participation. The quizzes consist of short answer essay questions. The approximate breakdown for the components of the evaluation will be as follows:

- Quizzes (50%)
- Fair Play/Professionalism (10%)
- Major Assignments
 - Sport Education Season Design Project (20%)
 - Field Based Experiences Paper (20%)
- Discussion Boards *(Complete/Incomplete)
- Online Assignments *(Complete/Incomplete)
- Group work in class *(Complete/Incomplete)

***Please note that each incomplete grade will result in 2% deduction of your final grade.**

Cut-offs for grades will be (percentage of total points):

A= 89% or better
B= 78 to 88%
C = 66 to 77%
D = 54 to 65%
F = less than 53%

Information from the College of Education

Accreditation

The Physical Education Teacher Education Program at SHSU has the distinction of receiving accreditation and national recognition from Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) and Society for Health and Physical Educators of America (SHAPE). This national recognition signifies that the program is among the best in the nation.

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.



Sam Houston State University

A Member of Texas State University System

DEPARTMENT OF KINESIOLOGY

COURSE: KINE 3375.01

SEMESTER: Spring 2018

PROFESSOR: Dr. Santiago

This form is to verify that I have read the syllabus for this course and I understand **all** policies and expectations set forth within. This includes understanding the **attendance policy** that has been set for this course.

Student Signature

Date

Sam ID

Instructor _____ Class Time _____ ☐ Circle your class days: M T W TH F
 Semester _____ Year _____

MEDICAL HISTORY AND DISCLAIMER

Last name: _____ First name: _____
 Address: _____ Sam ID#: _____
 City: _____ State: _____ Zip: _____
 Home phone: _____ Work Phone: _____ Age: _____ Sex: ☐ M ☐ F

IN CASE OF EMERGENCY: _____ PERSON TO CONTACT: _____
 EMERGENCY PHONE#: _____ RELATIONSHIP: _____

Yes <input type="checkbox"/> No <input type="checkbox"/>	1	Do you have asthma? If yes, how severe is it? _____
Yes <input type="checkbox"/> No <input type="checkbox"/>	2	Is your asthma exercise induced?
Yes <input type="checkbox"/> No <input type="checkbox"/>	3	Do you smoke?
Yes <input type="checkbox"/> No <input type="checkbox"/>	4	Have you ever had a seizure? If yes, explain: _____
Yes <input type="checkbox"/> No <input type="checkbox"/>	5	Has your doctor ever said you have heart trouble? If yes, explain: _____
Yes <input type="checkbox"/> No <input type="checkbox"/>	6	Are you taking any medication for this? If yes, what? _____
Yes <input type="checkbox"/> No <input type="checkbox"/>	7	Do you frequently have pain in your heart or chest?
Yes <input type="checkbox"/> No <input type="checkbox"/>	8	Do you often suffer from severe dizziness?
Yes <input type="checkbox"/> No <input type="checkbox"/>	9	Do you have any orthopedic problems such as arthritis that might be aggravated by exercise? Check all that apply: <input type="checkbox"/> knee <input type="checkbox"/> ankle <input type="checkbox"/> hip <input type="checkbox"/> back <input type="checkbox"/> shoulder <input type="checkbox"/> neck Explain: _____
Yes <input type="checkbox"/> No <input type="checkbox"/>	10	Is there a good reason not mentioned here why you could not follow an exercise program even if you wanted? Explain: _____
Yes <input type="checkbox"/> No <input type="checkbox"/>	11	Are you over age 40 <u>and</u> not accustomed to vigorous exercise?
Yes <input type="checkbox"/> No <input type="checkbox"/>	12	Have you ever been told by a doctor that your blood pressure was too high? Explain: _____
Yes <input type="checkbox"/> No <input type="checkbox"/>	13	Are you currently pregnant? # of months _____ If pregnant, are you exercising aerobically at the present time? <input type="checkbox"/> Yes <input type="checkbox"/> No
Yes <input type="checkbox"/> No <input type="checkbox"/>	14	Are you currently using any prescription medication? Name of medication: _____ Taken for: _____
Yes <input type="checkbox"/> No <input type="checkbox"/>	15	Is there anything you need to disclose to your instructor that may affect your ability to exercise? Explain: _____

A PHYSICAL IS RECOMMENDED FOR PEOPLE OVER 40.

DISCLAIMER

I accept full responsibility for any injury or accident to myself as a result of my participation in this course. Every reasonable effort will be made by Sam Houston State University and its employees to make this course safe and enjoyable.

Print your name: _____

Signature _____ Date _____