



TEXAS A&M UNIVERSITY
SAN ANTONIO

College of Education & Human Development
Department of Counseling, Health, & Kinesiology

EDKN 1338 Fitness and Wellness
Fall 2024

- Instructor: Carlos J. Ortiz, M.S.
Office: Virtual or STEM 142

Office Hours: By appointment
E-mail: cortiz@tamusa.edu
- Class Time: Monday/Wednesday 11:00-12:15pm
- Class Location: STEM 279
- Required Text: Hoeger, W., Hoeger, S., Fawson, A.L., Hoeger, C., (2018). Principles and Labs for Fitness and Wellness (15th ed.). Cengage Learning: Boston, MA. ISBN-13: 9780357020258
- Recommended Text: N/A
- Supplies: N/A
- Catalog Description: Knowledge, understanding and values of health-related fitness and wellness and its influence on the quality of life.

Student Learner Outcomes: Upon completion of this course, each student will be able to:

1. Enhance individuals' way of living to increase well-being and wellness.
2. Effectively advocate and debate issues in kinesiology, health, fitness, and wellness.
3. Identify and understand wellness- and physical fitness-related components.
4. Describe the elements of health related physical fitness, performance related physical fitness, inactivity, and hypokinetic diseases on health and wellness.
5. Recognize, critique, and present programs and plans that claim to achieve good fitness and wellness.
6. Compare and contrast the relationships among physical activity, nutrition, and body composition.
7. Participate in physical fitness activities that will aid in assessing personal health related fitness.
8. Evaluate fitness and wellness barriers and strategies used to overcome them.
9. Design, implement, and evaluate fitness programs to promote societal lifetime physical fitness.

TEA Standards:

What teachers know:

- 2.2k how various factors (e.g., rest; nutrition; tobacco, alcohol, and other drugs) affect physical performance and health
- 2.5k the benefits of an active lifestyle
- 2.9k the effects of stress on the body and the benefits of stress management techniques
- 2.10k motivational strategies that promote participation in lifelong physical activities;
- 2.11k appropriate methods, including technological methods, for evaluating, monitoring, and improving fitness levels
- 2.12k attitudes, myths, and contraindicated practices related to physical activity and health
- 2.15k proper nutrition and the effects of eating and exercise patterns on personal health (e.g., weight control, self-concept) and physical performance
- 3.4k personal and social benefits of participating in physical activities, games, dance, outdoor pursuits, and sports
- 3.5k theories of motivation and educational practices that prompt students to participate in physical activity

What teachers can do:

- 2.1s Implement activities that promote student awareness of fitness concepts
- 2.2s Apply knowledge of anatomy, kinesiology, and physiological principles to design and modify activities that promote fitness
- 2.4s promote student understanding of how behavior choices affect personal health;
- 2.5s Model and explain strategies for maintaining good health behaviors
- 2.6s Inform students and parents/caregivers about opportunities for physical activity in the school and community and the benefits of an active lifestyle

- 2.7s Provide students with a variety of physical activities (Course during which prof. teaches students how to do this when they become teachers)
- 2.9s Evaluate and select appropriate activities for improving cardiovascular endurance, flexibility and posture, muscular strength and endurance, and body composition
- 2.10s assess potential health risks involved in exercising (e.g., effects of environmental conditions on circulatory and respiratory systems) and recommend prevention techniques
- 2.11s teach students to assess their interests and capabilities in order to motivate participation in lifelong physical activities
- 2.12s use appropriate methods for evaluating, monitoring, and improving students' health and fitness levels
- 2.13s educate students about common misconceptions and faulty practices (e.g., contraindicated exercises and body positions) related to physical activity, health, exercise, and diet.
- 2.15s provide students with learning opportunities that promote enjoyment of fitness activities and emphasize the benefits of an active lifestyle
- 2.16s apply nutrition, fitness, and wellness concepts to help students design, implement, and maintain personal fitness programs

Undergraduate Class Policies:

A student has the right to expect competent, well-organized instruction for the full number of clock hours allotted for a course; to sufficient written assignments, graded fairly and with reasonable promptness to show the student's academic standing in the course at least before mid-semester; to have ample opportunity to confer with the instructor at published office hours and to review graded written work; to freedom from ridicule, discrimination, harassment or accusations in the presence of other students or faculty members; and to an avenue for appealing to higher academic authority in case of alleged unfairness by an instructor. See the [Student Handbook](#).

Students' Rights and Responsibilities:

As members of the University community, all enrolled students assume full responsibility for adhering to the university's values and goals. Students are held responsible for staying abreast of their rights as students and for being cognizant on what is deemed proper conduct as outlined in the [Student Handbook](#).

Academic Dishonesty:

Students are expected to do their own course work. Academic dishonesty is a violation of the Student Code of Conduct; therefore, the instructor may report any form of academic dishonesty to the Office of Student Rights and Responsibilities. Please review the [Student Handbook](#) for a complete description of the process.

Forms of academic dishonesty:

- a. Cheating - A student can be accused of academic dishonesty if he/she uses, or attempts to use, unauthorized assistance (e.g., asking someone else for an answer during a test, copying answers from another person's paper during a test, etc.), uses unauthorized study aids in examinations or other academic work (i.e., "cheat sheets" or textbooks/notes when that use has been disallowed by the faculty), or submits the work of another as his/her own.

- b. Plagiarism - A student can be accused of academic dishonesty if he/she uses the ideas, data or language of another without specific or proper acknowledgment.
- c. Fabrication - A student can be accused of academic dishonesty if he/she submits, or attempts to submit material that is contrived or altered (e.g., making up data for an experiment, misrepresenting data, citing nonexistent articles, contriving sources, falsifying design and/or troubleshooting data, or padding estimates with intent to defraud customers, etc.).
- d. Multiple submission - A student can be accused of academic dishonesty if he/she submits, without prior permission, any work previously submitted to fulfill another academic requirement (e.g., the unauthorized submission of a pre-existing paper or project).
- e. Lying - Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
- f. Bribery - Providing, offering or taking rewards in exchange for a grade, an assignment or the aid of academic dishonesty.
- g. Threat - An attempt to intimidate a student, staff, or faculty member for the purpose of receiving an unearned grade or in an effort to prevent the reporting of an Honor Code violation.
- h. Misrepresentation of academic records - A student may be accused of academic dishonesty if he/she misrepresents, tampers with or attempts to tamper with any portion of a student's transcripts or academic record (e.g., changing one's grade, altering computer records, falsifying academic information on one's resume, etc.).
- i. Facilitating Academic Dishonesty - A student may be accused of academic dishonesty if he/she knowingly helps or attempts to help another violate the principles of academic integrity (e.g., working together on a take-home exam without instructor permission, providing another student with a pre-written paper or test, unauthorized collaboration of any kind, including online testing, giving answers to lab projects with the intent to help students take practical exams, etc.).

Plagiarism: The University recognizes plagiarism as a serious academic offense. Plagiarism, the act of representing the work of another as one's own, may take two forms. It may consist of copying, paraphrasing or otherwise using the written or oral work of another without acknowledging the source or it may consist of presenting oral or written course work prepared by another as one's own.

Unless an assignment is designated as a group project, assignments should be completed by the student. I encourage group learning and problem solving with assignments, but when you write up the assignment, it should be in your words. I need to know what YOU know, not what the group knows. *Do not share work with other students and do not use other student's work.*

Unless otherwise specified, the use of Automated Writing Tools, including chatGPT and similar artificial intelligence (AI) tools, is strictly prohibited in this course, even when properly attributed. The use of automated writing tools is considered plagiarism and will be handled in accordance with existing policy.

Normally a student who plagiarizes shall receive a grade of "F" in the course in which the act occurs. Students are expected to follow A&M-SA's policies as defined in the Academic Catalog. Anyone caught cheating (including plagiarizing) will receive an automatic failure in the course. The instructor

may decide to reduce this penalty to an F for the assignment or other appropriate consequence. If you have any questions about the meaning of plagiarizing, how to properly cite material from a source, or about any of the other forms of cheating listed above, do not hesitate to see Dr. Smith.

Any student caught using the work of another student and/or giving work to another student, or caught cheating in any of the forms listed above, will be reported to student affairs for academic sanctions.

Information on plagiarism is available at the following websites: [University of Indiana](#) [Plagiarism.org](#)

All students who have enrolled for audit are expected to complete all course requirements. These requirements include: regular class attendance and participation; completion of all assignments and other class work; quizzes and exams are optional at the discretion of the instructor

Non-Academic Misconduct: (See the [Student Handbook](#)). The University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated under nonacademic procedures by the Dean of Students. This includes but is not limited to:

1. Sleeping in class: Students sleeping in class are a distraction to the professor and to the students in class who have a sincere desire to learn.
2. Side Conversation: Students engaging in side conversations during class are a distraction to the professor and to the students in class who have a sincere desire to learn. Therefore, this behavior is deemed to be a form of nonacademic misconduct and will not be tolerated.
3. Cellular phones and other electronic devices: Cellular phones are to be turned off during class. A student's cellular phone ringing is a distraction to the professor and to the students in class who have a sincere desire to learn.

Sexual Misconduct: (See the [Student Handbook](#)). Sexual harassment of students and employers at Texas A&M University-San Antonio is unacceptable and will not be tolerated. Any member of the University community violating this policy will be subject to disciplinary action.

Class Attendance:

A vital part of every student's education is regular attendance of class meetings. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs.

- Quizzes, assignments, and other work related to weekly topics will be completed inside and/or outside of class. In-class quizzes, assignments, and other work missed because of absence will *not* be made up.
 - Any day not present for class, whether virtual or in-person, will incur a **2-point deduction** on your overall grade unless you have a valid excuse (see below).
1. The general policy outlined by the University will be followed as stated in the [Student Handbook](#). There are no 'free' unexcused absences.
 2. The instructor's policy for this course includes:
 - a. Your presence is expected in class daily except for emergencies. Students assume responsibility for any material missed in class. Arrange to pick up handouts as soon as possible. It is YOUR responsibility to make up missed work.
 - b. Requests to be absent from class for official University business (athletics, field trips, student government, etc.) shall be made prior to the anticipated absence. Arrangements for missed work will be made at that time.
 - c. If you miss an exam or quiz or do not show up on the day of a presentation or when an assignment is due without **prior arrangement** with the instructor, no make-up will be allowed unless there is a *documented* emergency.
 - i. If there is an emergency (hospital, funeral, etc.) please contact me the day of the problem or the day you missed class.
 - ii. If you cannot participate in a lab you must have documentation (hurt ankle, sick, etc.), otherwise you will receive half credit for being there but not participating.
 1. This includes not participating in one or more assessments for that lab.
 - iii. If you completely miss a lab and have no documentation, 20 points will be deducted from the written assignment
 - d. Points will be deducted from any participation grade that may be required of class as a result of unexcused absences.
 - i. Excused absences: *In the event that you need to be away for a given period of time (e.g. funerals, hospital stays, family emergencies, military duty, etc.), you should contact [Student Counseling Center](#) (210-784-1331 (or 1329); StuCounseling@tamusa.edu or StuWellness@tamusa.edu).* If you will be missing more than a week of classes (whether continuous or not), inform them of the situation and they can send a notice to all your instructors rather than you having to explain to each of them your circumstances.
 - e. Do not make doctor's appointments on the days of class, tests, labs, or presentations.

Absences for Religious Holidays: The university will allow students who are absent from classes for the observance of a religious holy day to take an examination or complete an assignment scheduled

for that day within a reasonable time after the absence if, not later than the fifteenth day after the first day of the semester, that student has notified the instructor of each class to be missed. The instructor may appropriately respond if a student fails to complete the assignment or examination within a reasonable time after the absence.

Research on Human Subjects: Research that involves human subjects must be approved by the Institutional Review Board for the Protection of Human Subjects.

Americans with Disabilities Act: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. Disability Support Services (DSS) provides services, auxiliary aids and accommodations for students at Texas A&M University-San Antonio (A&M-SA) who have self-identified, registered and provided DSS with documentation supporting their disability. Students may access additional information on the [Disability Support Services webpage](#).

Message for pregnant and parenting students: Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 *et seq.*, protects students in all of the academic, educational, extracurricular, athletic, and other programs or activities of universities. This includes prohibiting discrimination against pregnant and parenting students. A student who is pregnant or parenting is entitled to special services. Texas A&M University-San Antonio is committed to implementing all provisions of Title IX. For availing of special services available to students whose curricular and co-curricular work is impacted by pregnancy and parenting related issues visit the [Title IX homepage](#).

Incompletes: The spirit of the "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances: 1) 70% of the class has been completed and student is passing with a "C" or better, 2) The circumstance for which the "I" is requested is supported with documentation, and 3) Student has been attending class on a regular basis Incompletes are not to be used to remedy excessive absences. Unforeseen circumstances precipitating the request for an "I" should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an "I", a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All "I"s will automatically revert to an "F" after one year.

Dropping a Course: A course may be dropped by a student without approval from his/her academic advisor or other university official. Students who have been readmitted on academic/scholastic probation must also consult with their advisors prior to dropping or withdrawing. It is highly recommended that a student consult his/her academic advisor because of the impact on financial aid, graduation, veteran benefits, etc. After the online registration system is closed, all drops must be processed by the Office of the Registrar. A student who, by dropping a course, becomes registered

for less than a normal load will be reclassified as a part-time student. Freshmen students who intend to drop a course must first visit their Academic Success Coach. If dropping a course after the last date for an automatic “W,” the drop will be assigned either a passing (P) or failing (F). See [Dates of Interest](#) for drop dates.

Administrative Drops for Non-Attendance: A faculty member may drop an undergraduate student for non-attendance at any time prior to the mid-point of a long semester. A drop processed by a faculty member for non-attendance will be treated as a non-punitive grade unless the undergraduate student is subject to the requirements of Senate Bill 1231. The Office of the Registrar will treat all drops processed by a faculty member in accordance with the requirements of Senate Bill 1231 and may change a grade of W to a grade of WS or an F, depending on the student’s status.

Grading Policy & Course Requirements: To achieve the course objectives, the class will involve:

- Lecture
- Individual assignments
- Group Assignments

<u>Course Evaluation:</u>	
Exams	40%
Major Projects	40%
Quizzes/Homework	<u>20%</u>
Total	100%

<u>Criteria:</u>	
90-100	A
80-89.99	B
70-79.99	C
60-69.99	D
0 - 59.99	F

Absent deductions for overall grade will be applied as explained in the [Class Attendance](#) section.

In-class tests will use a green rectangular scantron (882E) and a #2 pencil, available at the bookstore (N/A for this semester).

On-line tests will be taken on Blackboard and these are also intended for you to work INDIVIDUALLY. If you are caught collaborating with others during on-line testing, you will be [reprimanded](#). Use of electronic equipment during exams will result in a score of 0% for the test and may result in further discipline.

A grade of “**C**” or better must be earned in this course to satisfy Kinesiology requirements. Majors who do not earn a grade of “C” or better will be required to repeat the course. There is no rounding up or rounding down your grade. If you earn an 89.9, then you earn a B. If you earn an 84.5, it is not rounded to an 80 or below.

No changes to your final grade will occur once class has ended unless I have made a mistake. You are given the opportunity to follow your grade throughout the semester thus you should not be surprised with the grade you earn. There are no exceptions (eligibility, financial aid, etc.)

Late Penalties: All assigned work is due on the date and time assigned. There is no grace period. Work not submitted by the due date will result in a zero.

- *I do not offer extra credit.*
- *I do not offer Independent Studies if an acceptable grade is not earned*

Blackboard: All assignments will be turned in and all notes, announcements, etc., will be posted on [Blackboard](#) (except for those that require signatures). Please check that your account is working, otherwise you will fall behind. If you have problems accessing Blackboard, contact the [Help Desk](#). Blackboard will be used to turn in electronic assignments.

To access Blackboard, go to the [A&M-SA homepage](#).

If you need to pull up an assignment, notes, etc., my suggestion is to save it to your computer or disk, THEN open it.

If you have a question, comment, etc. about an assignment or any other matter, please contact me through **email first** (cortiz@tamusa.edu), then work phone (voicemail 210-784-2536), but NOT Messaging.

Discussions: (note: does not apply to this semester)

When asked to post on the discussion board, you will need to reply to my forum by clicking 'create thread' and putting your name in the subject area creating your discussion thread. *The discussions are interactive in nature, so do not wait until the last moment to participate in the discussions.* You should take the time to think about the topic, and then give a substantive response. Your **original post should be at least 200 words** and always have your **name** as the subject line. Then you'll be expected to respond to at least two of your classmates' discussion threads by replying **to their original post with at least 150 words**. Do not simply state that you agree, and then write statements with which you agree. The bulk of your responses should follow professional guidelines while also *adding* to the information, posing questions, or making further connections to the ideas presented.

If you make statements that are not general knowledge, then those statements should be cited [i.e. it is possible that energy drinks, which contain caffeine and taurine, will increase your heart rate and blood pressure (Steinke, L., Lanfear, D.E., Dhanapal, V., Kalus, J.S. 2009. Effect of "energy drink" consumption on hemodynamic and electrocardiographic parameters in healthy young adults. *Annals of Pharmacotherapy*, 43, 596-602.)].

Remember to also read those who responded to your post so that you can answer their questions if necessary. You may change the subject line of your replies to highlight the main idea of your comments.

Please be aware of when discussions will close (Blackboard). Grading will occur after you have posted the minimum of three times (your post and two reply's). **If you only post one or twice, you will receive a zero.** If you create an original blank post in order to view existing postings before you write your original post, that original post will not be graded.

Core Class Projects:

Fitness & Wellness Assessment (CT): Using resources from the text, notes, and other instructor approved materials, the student will choose one assessment for each of the components of health-related fitness and one for wellness, administer this test battery to themselves, collect the data and analyze it, evaluate the results and based on the analysis, make recommendations for each of the components. The rubric is as follows: Appropriately selected test for each component (total of six): 20%; Participation in each of the test items (total of six): 10%; Proper analysis of data (comparing to established guidelines, criteria, and/or norms): 20%; Proper evaluation of results: 25%; Thoughtful recommendations for each component (total of six): 30%. Meets Component Area Option Core Objective 1 (Critical Thinking) and course SLO 3.

Exercise Program Analysis (CS): Students will be assigned a common, popular, or fad exercise program (i.e. P-90X). Students will gather research on who developed the program, how long the program has been in existence, the rationale behind its development, its trends in popularity over its lifetime, its documented effectiveness (personal testimonies will not be included, must be evidence-based), the advantages and disadvantages of participating in such a program, and recommendations by the student for improving the program's effectiveness. Students will present their findings as an oral presentation using PowerPoint (or other media) to the class. The rubric is as follows: Who developed: 5%; Existence: 5%; Rationale: 5%; Popularity: 5%; Effectiveness: 10%; Advantages: 10%; Disadvantages: 10%; Recommendations: 10%; Slide format (uncluttered, contrasting colors, grammar, punctuation, etc.): 15%; Presentation (appropriate dress, voice clarity, eye contact, interaction, grammar, pronunciation, etc.): 25%. Meets Component Area Option Core Objective 2 (Communication Skills) and course SLO 5.

Self-Evaluation (PR): Students will keep a dietary and physical activity journal for one week using an online application. At the end of the week, students will also complete a barriers to exercise survey. Using this information, students will identify dietary and physical activity goals, develop a plan that includes 1) at least one mean to achieving the dietary goal, 2) at least one mean to achieving the physical activity goal, and 3) at least one mean to overcome the most prominent barrier to exercise. After four weeks have passed students will again keep the journals and take the survey but instead of developing a plan, will discuss the ease, the difficulties, etc. they had adhering to the plan. The rubric is as follows: Dietary and journal entries (total of 14 each): 40%; Barriers to exercise results (total of two): 10%; Appropriate goals for diet, physical activity, and barriers (one each): 20%; Thoughtful discussion: 30%. Meets Component Area Option Core Objective 3 (Personal Responsibility) and course SLO 7.

Dates of Interest:

<https://www.tamusa.edu/academics/documents/ay-2025-calendar-09-19-2023.pdf>

Fall 2024 Regular 16-Week Session

August 26, 2024	Monday	First class day
September 2, 2024	Monday	Labor Day Holiday - No classes
September 11, 2024	Wednesday	Census Date
November 27, 2024	Wednesday	Study day - No classes
November 28-November 30, 2024	Thursday-Saturday	Thanksgiving Holiday - No classes
December 5, 2024	Thursday	Last day of scheduled classes for weekday classes
December 6, 2024	Friday	Study day - No classes
December 7-December 13, 2024	Saturday-Friday	Final examinations
December 17, 2024	Tuesday	Commencement
December 24-January 1, 2025	Tuesday-Wednesday	Winter Break

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Tentative Schedule: This is a tentative schedule. The course schedule will change as the demands of the students dictate. There may be a quiz at the beginning of each class over the previously covered material, except on test days. All work will be due by 11:59 pm on due days.

HOMEWORK, QUIZZES, PROJECTS, EXAMS

Month	Meeting	Day	Topic
August		26	Class Introduction/Expectations NAVIGATING BLACKBOARD AND MINDTAP MODULE 1 (CH 1 PHYSICAL FITNESS AND WELLNESS)
		28	CH 1 PRACTICE TEST (MINDTAP) DUE BEFORE MIDNIGHT CH 1 LAB 1C (MINDTAP) DUE BEFORE MIDNIGHT
September		02	Labor Day: No Class MODULE 1 (CH 2 BEHAVIOR MODIFICATION)
		04	CH 2 PRACTICE TEST DUE BEFORE MIDNIGHT CH 2 LAB 2B (MINDTAP) DUE BEFORE MIDNIGHT
		09	MODULE 1 (CH 10 STRESS ASSESSMENT AND MANAGEMENT TECHNIQUES)
		11	CH 10 PRACTICE TEST (MINDTAP) DUE BEFORE MIDNIGHT CH 10 LAB 10C (MINDTAP) DUE BEFORE MIDNIGHT
		16	MODULE 1 EXAM REVIEW INTRODUCE NUTRITIONAL ASSESSMENT ASSIGNMENT
		18	MODULE 1 EXAM (CH 1-2, 10) (ONLINE) DUE BEFORE MIDNIGHT
		22	BEGIN TRACKING NUTRITION AND PHYSICAL ACTIVITY (PART 1) Self-Evaluation
		23	MODULE 2 (CH 6 CARDIOVASCULAR ENDURANCE)
		25	CH 6 PRACTICE TEST (MINDTAP) DUE BEFORE MIDNIGHT CH 6 LAB 6C (MINDTAP) DUE BEFORE MIDNIGHT
		29	STOP TRACKING NUTRITION AND PHYSICAL ACTIVITY (PART 1) Self-Evaluation
		30	MODULE 2 (CH 7 MUSCULAR FITNESS) NUTRITION ASSESSMENT ASSIGNMENT (PART 1) EXPECTATIONS
October		02	TURN IN NUTRITION ASSESSMENT ASSIGNMENT (PART 1) TO BLACKBOARD BEFORE MIDNIGHT CH 7 PRACTICE TEST (MINDTAP) DUE BEFORE MIDNIGHT CH 7 VIDEO QUIZ (MINDTAP) DUE BEFORE MIDNIGHT
		07	INTRODUCE FITNESS ASSESSMENT ASSIGNMENT MODULE 2 (CH 8 MUSCULAR FLEXIBILITY)
		09	FITNESS ASSESSMENT Independently CH 8 PRACTICE TEST (MINDTAP) DUE BEFORE MIDNIGHT CH 8 VIDEO QUIZ (MINDTAP) DUE BEFORE MIDNIGHT
		14	MODULE 2 (CH 4 BODY COMPOSITION) REVIEW EXPECTATIONS FOR FITNESS ASSESSMENT ASSIGNMENT
		16	CH 4 PRACTICE TEST (MINDTAP) DUE BEFORE MIDNIGHT

			CH 4 VIDEO QUIZ (MINDTAP) DUE BEFORE MIDNIGHT
		20	FITNESS ASSESSMENT ASSIGNMENT DUE BEFORE MIDNIGHT BEGIN TRACKING NUTRITION AND PHYSICAL ACTIVITY (PART 2)
		21	MODULE 2 EXAM REVIEW
		23	MODULE 2 EXAM (4, 6-8) (ONLINE) DUE BEFORE MIDNIGHT
		27	STOP TRACKING NUTRITION AND PHYSICAL ACTIVITY (PART 2)
		28	MODULE 3 (CH 3 NUTRITION FOR WELLNESS) GROUP ASSIGNMENTS FOR PROGRAM ANALYSIS PRESENTATION
		30	CH 3 PRACTICE TEST (MINDTAP) DUE BEFORE MIDNIGHT CH 3 VIDEO QUIZ (MINDTAP) DUE BEFORE MIDNIGHT
November		04	MODULE 3 (CH 5 WEIGHT MANAGEMENT) NUTRITION ASSESSMENT ASSIGNMENT (PART 2) EXPECTATIONS
		06	CH 5 PRACTICE TEST (MINDTAP) DUE BEFORE MIDNIGHT CH 5 LAB 5B (MINDTAP) DUE BEFORE MIDNIGHT
		10	NUTRITIONAL ASSESSMENT ASSIGNMENT DUE BEFORE MIDNIGHT
		11	MODULE 3 (CH 9 PERSONAL FITNESS PROGRAMMING)
		13	Q&A/REVIEW CHAPTER 9 CH 9 PRACTICE TEST (MINDTAP) DUE BEFORE MIDNIGHT CH 9 LAB 9A (MINDTAP) DUE BEFORE MIDNIGHT
		18	MODULE 3 EXAM REVIEW
		20	MODULE 3 EXAM (3,5,9) (ONLINE) DUE BEFORE MIDNIGHT
		24	PROGRAM ANALYSIS PRESENTATION SLIDES DUE BEFORE MIDNIGHT
		25	PROGRAM ANALYSIS PRESENTATION (BLOCK A)
December		02	PROGRAM ANALYSIS PRESENTATION (BLOCK A)
		04	FINAL EXAM REVIEW
			FINAL (COMPREHENSIVE) TBA