



College of Education and Human Development
Department of Counseling, Health & Kinesiology
EDKN 1338 Fitness and Wellness
Fall 2025

Instructor: Julie Blohm, M.S. Kinesiology.

Class time & Location: Tuesday/Thursday 2pm– 3:15 pm Classroom Hall Rm 206
(Meeting face to face)

Platform for online classes: Blackboard Collaborate Ultra

E-mail & Phone: jbloh01@tamusa.edu cell: 210-542-3063

Office Hours: By appointment only.

Office Location: Virtual

Required Textbooks: Principles and Labs for Fitness and Wellness: by Werner W.K. Hoeger,
Sharon A. Hoeger | 15th Edition | Copyright 2020 with MindTap
Course Key: MTPN2WX5WPS4

Course 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

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.

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 Mr. Armijo.

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.

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.

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.
 - Although attendance and tardiness are not part of your grade, you will receive a **zero (0)** deducted if you do not participate (are absent) in that lab. This deduction will take place unless you have a valid, university approved 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. It is **YOUR** responsibility to gather any missed information.
 - 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, a 0 will be given for that assignment
 - iv. For presentations, a five (5) point deduction will be taken for every presentation that is missed.
 1. This deduction will be made to the individual that missed the presentation and not the group as a whole.
 - v. Absence from group presentations will constitute a zero (0) for the person that missed unless **PRIOR** arrangements have been made.
- 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 and Wellness](mailto:StudentCounseling@tamusa.edu) (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.

Respect for Diversity: We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other's opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

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

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and

Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services as soon as possible.

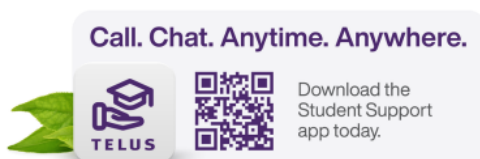
Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are **free and confidential** (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit <http://tamusa.edu/studentcounseling>

Crisis support is available 24/7 by calling the SCC at 210-784-1331.

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information about Emergency Operations Plan and the Emergency Action Plan can be found [here](#).

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive

Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Office Hours: All faculty with teaching assignments should include regularly scheduled office hours on each syllabus in addition to "by appointment." Please review your appointment letter for the number of weekly office hours you are expected to set. Regularly scheduled office hours should also be posted outside your office door (where applicable).

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided with an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the

maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University’s Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio’s Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university’s Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student’s studies; (3) participate in an alternative program; (4) change the student’s major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable modifications to pregnant students as would be provided to a student with temporary medical condition that are related to the health and safety of the student and the student’s unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K). Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer

for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Young Jaguars: can support parenting students with daycare who meet this criteria: Must be enrolled in classes at TAMUSA in the current semester. Must be Pell eligible or a single parent. They serve children ages 3 to 12-years-old. Children must be enrolled in Pre-K-3 through 6th grade. youngjaguars@tamusa.edu (210) 784-2636

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university students' rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or

disability. Conduct that infringes on the rights of another individual will not be tolerated. Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

Insert ONE of the AI policy options listed below in your syllabi – Select the one you believe is most appropriate for your course.

Option 1 - No Use of Generative AI Permitted

[Insert Course Number] assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Option 2 – Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Option 3 – Broader Use of Generative AI Permitted Within Guidelines

Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Option 4 – Customized Policy Generative AI Policy

Faculty may create a customized policy that is unique for a specific course with consultation from the department chair. Faculty are encouraged to view *Texas A&M University's Generative AI Syllabus Statement Considerations* when preparing a customized AI policy.

NOTE: Guidance for how to cite AI-generators, like ChatGPT, can be found here
<https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Important Dates: Fall 2025 Regular 16-Week Session

August 25	First day of class
September 1	Labor Day Holiday – No classes
September 10	Census Date
November 14	Last day to drop with an automatic “W”
November 25	Last day to withdraw from the University
November 26	Study Day – No classes
November 27-29	Thanksgiving Holiday – No classes
December 4	Last day of classes
December 5	Study Day – No classes
December 6-12	Final exams
December 16	Commencement

The complete academic calendar is available online: <https://www.tamusa.edu/academics/academic-calendar/index.html>

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

On-line tests will be taken using Respondus Lockdown Browser and are 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. I do not round up or round down your grade. 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; work received later than the due date will NOT be graded.

- *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](#).

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** (jbloh01@tamusa.edu) but **NOT Blackboard Messaging**.

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.

EDKN 1338 Fitness and Wellness
FALL 2024

Tentative Schedule: This is a tentative schedule. The course schedule will change as the demands of the students dictate. All work will be due by 11:59 pm on due days.

Homework, PROJECTS, EXAMS

Month	Meeting	Day	Topic
August	F-2-F	26	Class Introduction/Expectations – Navigating Blackboard & MindTap
	F-2-F	28	MODULE 1 (Ch 1 Physical Fitness & Wellness)
September	F-2-F	2	MODULE 1 (Ch 2 Behavior Modification) Ch 1 Practice Test (MindTap) Ch 1 Lab 1C (MindTap)
	F-2-F	4	MODULE 1 (Ch 10 Stress Assessment & Management Techniques) Introduce Nutritional Assessment Assignment
	F-2-F	9	Ch 2 Practice Test (MindTap) Ch 2 Lab 2B (MindTap)
	F-2-F	11	MODULE 1 Exam Review Ch 10 Practice Test (MindTap) Ch 10 Lab 10C (MindTap)
	F-2-F	16	MODULE 1 EXAM (Ch 1–2, 10) Begin Tracking Nutrition & Physical Activity (Part 1)
	F-2-F	18	MODULE 2 (Ch 6 Cardiovascular Endurance)
	F-2-F	23	MODULE 2 (Ch 7 Muscular Fitness) Ch 6 Practice Test (MindTap) Ch 6 Lab 6C (MindTap) Stop Tracking (Part 1)
	F-2-F	25	Nutrition Assessment Assignment (Part 1) Expectations Ch 7 Practice Test (MindTap) Ch 7 Video Quiz (MindTap) Due Begin Tracking (Part 2)
October	F-2-F	30	MODULE 2 (Ch 8 Muscular Flexibility) Turn in Nutrition Assessment Assignment (Part 1) to Blackboard before midnight
	F-2-F	2	MODULE 2 (Ch 4 Body Composition) Ch 8 Practice Test (MindTap) Ch 8 Video Quiz (MindTap)
	F-2-F	7	Introduce Fitness Assessment Assignment Ch 4 Practice Test (MindTap) Ch 4 Video Quiz (MindTap)
	F-2-F	9	MODULE 2 Exam Review (Ch 6–8, 4)
	F-2-F	14	MODULE 2 EXAM (Ch 6-8, 4)
	F-2-F	16	MODULE 3 (Ch 3 Nutrition for Wellness)
	F-2-F	21	MODULE 3 (Ch 5 Weight Management) Fitness Assessment Assignment Due Before Midnight

			Ch 3 Practice Test (MindTap) Ch 3 Video Quiz (MindTap)
	F-2-F	23	Get into groups, pick topics, break tasks Stop Tracking (Part 2) Group Assignments for Program Analysis Presentation Nutrition Assessment Assignment (Part 2) Expectations
	F-2-F	28	MODULE 3 (Ch 9 Personal Fitness Programming) Q&A / Review Ch 9 Ch 5 Practice Test (MindTap) Ch 5 Lab 5B (MindTap) Nutrition Assessment Assignment Due Before Midnight
	F-2-F	30	MODULE 3 Exam Review Ch 9 Practice Test (MindTap) Ch 9 Lab 9A (MindTap)
November	F-2-F	4	MODULE 3 Exam Review 2 Ch 9 Practice Test (MindTap) Ch 9 Lab 9A (MindTap)
	F-2-F	6	MODULE 3 EXAM (Ch 3, 5, 9) Program Analysis Presentation Slides Due Before Midnight
	F-2-F	11	PROGRAM ANALYSIS PRESENTATIONS (Block A)
	F-2-F	13	PROGRAM ANALYSIS PRESENTATIONS (Block A)
	F-2-F	18	PROGRAM ANALYSIS PRESENTATIONS (Block A)
	F-2-F	20	PROGRAM ANALYSIS PRESENTATIONS (Block A)
	F-2-F	25	PROGRAM ANALYSIS PRESENTATIONS (Block A)
	F-2-F	27	Thanksgiving – No Class
December	F-2-F	2	Final Exam Review (Comprehensive)
	F-2-F	4	Final Exam Review / Last Class Day
	F-2-F	6– 12	FINAL EXAMS (Comprehensive, TBA)