



TEXAS A&M UNIVERSITY
SAN ANTONIO

College of Education and Human Development
Department of Counseling, Health & Kinesiology
EDKN 1338 Fitness and Wellness
Spring 2026

Instructor:

Julie Blohm, M.S. Kinesiology.

Class time & Location:

Tuesday/Thursday 11-12:15 am Senator Frank L. Madla 205
(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: Corbin's Concepts of Fitness and Wellness: A Comprehensive Lifestyle Approach: By Charles B. Corbin, Gregory J. Welk, William R. Corbin and Karen A. Welk|13th Edition| Copyright 2023
ISBN13: 9781266655135

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

Texas A&M University San Antonio Important Policies and Resources



TEXAS A&M UNIVERSITY SAN ANTONIO

University Email Policy and Course Communications

All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

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 in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the website 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 academic accommodation with Disability Support Services and their instructors as soon as possible.

Academic Learning Center

All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. 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. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

Day of the Week	Appointments Available	Walk-in Tutoring (no appointment needed)
Monday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Tuesday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Wednesday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Thursday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Friday	8:00 AM – 5:00 PM	11:00 AM – 4:00 PM

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, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

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. Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.

The [TELUS Student Support App](#) provides a variety of mental health resources to include 24/7/365 support for in the moment distress, crisis support, 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 the [Jag E Alert System website](#). You can access more information about [Emergency Operations Plan and the Emergency Action Plan on our website](#). Download the [SafeZone App](#) 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.

Jaguar Writing, Language, and Digital Composing Center (WLDCC)

The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, 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 e-portfolios, class presentations, or other digital multimedia projects.

The Writing Center offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the Writing Center in JagWire under the **Student Services tab**. Click on **Writing, Language, and Digital Composing Center** to make your appointment. Students wanting to work in real time with a tutor can schedule an **Online Appointment**. Students wishing to receive asynchronous, written feedback from a tutor can schedule an **e-Tutoring appointment**. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on the [Writing Center's website](#). The Writing Center can also be reached by emailing: writingcenter@tamusa.edu.

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 report for support](#). Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. The [General's Store is a food pantry](#) that is available on campus as well.

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 wide variety 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, based on 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. If you have experienced any form of sex 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 reasonable accommodation for pregnant students as it would be provided to a student with a temporary medical condition that is 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 if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (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, 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.

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](#) or visit the resources available in the [OSRR website](#).

Important Spring 2026 Dates

Dates	Event
January 13	Tuition and Fee Payments deadline
January 19	Marting Luther King Jr. Day – No Classes
January 20	First Day of Class
February 4	Census Date
March 6-23	Midterm grading period
March 9-14	Spring Break
April 3	Study Day – No classes
April 17	Last day to drop with an automatic withdrawal

Dates	Event
May 1	Last day to drop a course or withdraw from the university
May 4	Last Day of Classes
May 5	Study Day – No classes
May 6-12	Final Exams
May 19	Commencement

The complete [Academic Calendar](#) as available on our website.

Artificial Intelligence Policy

(**Note:** Insert **one** of the AI policy options listed below in your syllabi – Select the one you believe is most appropriate for your course and delete this message and the other options from the page.)

Option 1: No Use of Generative AI Permitted [Insert Course Number]

This 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.

(**Note:** [There is guidance for how to cite AI-generators, like ChatGPT on the APA website.](#))

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 chose 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.

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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

Week	Date	Topic / Chapter	Major Notes & Due Dates
Week 1	Jan 20	Course Introduction & Syllabus Review	First day of class
	Jan 22	Ch. 1 Introduction to Health, Wellness, and Fitness Introduce Self-Evaluation: Nutrition & Physical Activity: Part 1	Blackboard Discussion due 1/23
Week 2	Jan 27	Ch. 2 Positive Choices / Positive Changes	
	Jan 29	Ch. 3 Fundamentals of Physical Fitness	Nutrition & Physical Activity: Part 1 DUE 2/1
Week 3	Feb 3	Ch. 4 Cardiorespiratory Fitness Introduce Self-Evaluation: Nutrition & Physical Activity: Part 2	Blackboard Discussion due 2/6
	Feb 5	Ch. 5 Muscle Fitness	Census Date: Feb 4
Week 4	Feb 10	Ch. 6 Flexibility & Low-Back Fitness	
	Feb 12	Review	Blackboard Discussion due 2/13
Week 5	Feb 17	Module 1 Exam (Ch. 1–6)	
	Feb 19	Ch. 7 Body Composition Basics	Blackboard Discussion due 2/20th
Week 6	Feb 24	Ch. 8 Nutrition Basics: Energy Nutrients	

	Feb 26	Ch. 9 Eating for Wellness & Weight Management	Blackboard Discussion due 2/27th
Week 7	Mar 3	Ch. 10 Mental Health & Wellness Introduce Self-Evaluation: Nutrition & Physical Activity: Part 2 ends	
	Mar 5	Review	Blackboard Discussion due 3/6th
Week 8	Mar 9–14	Spring Break – No Classes	Introduce Self-Evaluation: Nutrition & Physical Activity: Part 2 DUE 3/15
Week 9	Mar 17	Module 2 Exam (Ch. 7–10)	
	Mar 19	Ch. 11 Chronic Diseases Introduce Fitness & Wellness Assessment Assignment	
Week 10	Mar 24	Ch. 12 Infectious Diseases	
	Mar 26	Lab Activity 12-2 Due in class/Review	Fitness & Wellness Assessment Assignment DUE 3/29 TH
Week 11	Mar 31	Introduce Program Analysis Presentations Group Work / Program Analysis Prep	
	Apr 2	Group Work / Program Analysis Prep	
Week 12	Apr 3	Study Day – No Class	University Study Day
	Apr 7	Ch. 13 Substance Use, Dependence, and Addiction	
Week 13	Apr 9	Lab Activity A-1 Due in Class/ Review	Program Analysis Presentations Due 4/12 th
	Apr 14	Program Analysis Presentations	

Week 14	Apr 16	Program Analysis Presentations	
Week 15	Apr 17	Program Analysis Presentations	Last Day to Drop with W
	Apr 21	Program Analysis Presentations	
Week 16	May 1	Final Exam Review	Last Day to Withdraw from University
	May 4	Final Exam (Ch.11-13)	
Finals	May 5	Study Day – No Class	
	May 6–12		
—	May 19	Commencement	