

## Sch Interdisciplinary Studies

### Living Fit and Well

2018-19 Academic Year

Program	Year	Semester
IS-General Education elective to be delivered across all programs	N/A	N/A

<b>Course Code:</b> GNED 1114	<b>Course Equiv. Code(s):</b> N/A
<b>Course Hours:</b> 42	<b>Course GPA Weighting:</b> 3
<b>Prerequisite:</b> N/A	
<b>Corequisite:</b> N/A	
<b>Laptop Course:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Delivery Mode(s):</b> In class <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid <input type="checkbox"/> Correspondence <input type="checkbox"/>	
<b>Authorized by (Dean or Director):</b> Stephanie Ball	<b>Date:</b> August 2018

Prepared by		
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## Course Description:

Students in this course will learn that fitness and wellness play significant roles in determining one's quality of life and the vitality with which it is lived. Students will gain an understanding of the importance of physical activity and become increasingly aware that each person is responsible for their own fitness, wellness and overall health. Students will learn the foundational principles of exercise and increase awareness regarding the impact of health and wellness in daily life. Students will also implement various life skills, strategies and behaviours related to holistic wellness and vitality. Students will be assessed through a combination of fitness appraisals, independent personal physical activity, creation of a personal fitness program, implementation of a lifestyle change endeavor, in class tests, and ongoing journaling. Academic programs teach how to make a living. The Living Fit & Well course teaches how to live well!

## Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student's grade point average.

The PLAR application process is outlined in <http://www.durhamcollege.ca/plar>. Full-time and part-time students must adhere to all deadline dates. Please email: [PLAR@durhamcollege.ca](mailto:PLAR@durhamcollege.ca) for details.

### PLAR Eligibility

Yes  No

### PLAR Assessment (if eligible):

- Assignment
- Exam
- Portfolio
- Other

## Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

### Course Specific Learning Outcomes (CLO)

Student receiving a credit for this course will have reliably demonstrated their ability to:

- CLO1 Participate in fitness assessments using standard Canadian testing protocols and standards.
- CLO2 Apply foundational exercise guidelines and principles to one's self using exercise and healthy lifestyle guidelines.
- CLO3 Describe healthy eating and aspects related to appropriate nutritional choices, serving sizes and weight management.
- CLO4 Define stress and illustrate sources of stress, stress management techniques and other coping strategies essential to living with vitality.
- CLO5 Discuss how personal choices and awareness impact personal health and wellness.
- CLO6 Describe the use, misuse and abuse of drugs, tobacco and alcohol in relation to students and to general population.

### Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievement of the following Essential Employability Skills:

- EES 1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 3. Execute mathematical operations accurately.
- EES 4. Apply a systematic approach to solve problems.
- EES 5. Use a variety of thinking skills to anticipate and solve problems.
- EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
- EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- EES 10. Manage the use of time and other resources to complete projects.
- EES 11. Take responsibility for one's own actions, decisions, and consequences.

## Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
Weeks 2: Fitness Appraisal #1	CLO1, CLO2	EES10, EES11	5
Week 3: Lifestyle Change Project Proposal	CLO2, CLO5, CLO6	EES1, EES2, EES5, EES10, EES11	5
Week 3- 12: Journaling related to weekly discussion ( 2% X 10 weeks)	CLO3	EES1, EES2, EES5, EES10, EES11	20
Week 6: Test 1 (Weeks 1-5, closed book, multiple choice, short answer)	CLO2, CLO3, CLO4, CLO5, CLO6	EES1, EES2, EES5, EES10, EES11	10
Week 6: Personal Fitness Program	CLO1, CLO2, CLO3, CLO5	EES1, EES2, EES10, EES11	10
Week 10: Test 2 (Weeks 7-9, closed book, multiple choice, short answer)	CLO2, CLO3, CLO4, CLO5, CLO6	EES1, EES2, EES5, EES10, EES11	15
Week 13: Test 3 (Week 10-12, closed book, multiple choice, short answer)	CLO2, CLO3, CLO4, CLO5, CLO6	EES1, EES2, EES3, EES5, EES10, EES11	15
Week 13: Fitness Appraisal #2	CLO1	EES10, EES11	5
Week 14: Lifestyle Change Project	CLO5	EES1, EES2, EES5, EES10, EES11	15
<b>Total</b>			<b>100%</b>

### Notes:

1. A fitness appraisal will be conducted weeks 2 and 13 of the course. Students must be present to complete this appraisal. The appraisal cannot be made up or supplemented. A missed appraisal will be assigned a mark of "0".
2. Over the course of the semester, students will attempt Lifestyle Change of their choice. Students will document this behaviour change over the course of the semester culminating in a final submission and oral presentation. All required details of the assignment will be discussed in class and the assignment will be posted to DC Connect. The proposal due week 3 will be worth 5% and final submission and presentation, worth 15% will be submitted and presented in week 14.
3. Students will journal each week focussing on weekly curriculum topics. Journals may be submitted via the DC Connect drop box or hard copies may be submitted to the instructor in person at the beginning of the class each week as assigned. Ten submissions each worth 2% will be assigned.
4. Missed Tests: The opportunity to write a missed test is discretionary and may be granted based on meeting the following criteria: notifying the professor prior to the scheduled test time; submitting appropriate documentation (e.g. note from doctor, dentist, obituary notice, court appearance letter of request etc) to validate the absence to the subject professor, and meeting with the professor.
5. Students will create a Personal Fitness Program documenting personal cardiorespiratory, resistance and flexibility training.

6. All assignments and submissions (in class and otherwise) must be neat, legible and submitted on or before the deadline. Late assignments must be delivered to the professor at the earliest possibility. Students will be penalized by 10% per school day. Any assignment handed in after ten minutes past the hour will be considered one day late. An assignment handed in the next day will be considered 2 days late, etc.

## **Required Text(s) and Supplies:**

1. Fahey, T., Insel, P., Roth, W., & Wong, I. (2013). *Fit & Well* . (third ed.). McGraw-Hill Ryerson. ISBN: 9781259066986

## **Recommended Resources (purchase is optional):**

1. <https://www.youtube.com/watch?v=Qo6QNU8kHxI>  
[http://www.helpguide.org/life/humor\\_laughter\\_health.htm](http://www.helpguide.org/life/humor_laughter_health.htm)  
<http://www.mikekerr.com/humour-resources/free-articles/humour-in-the-workplace-articles/humor-health-stress/>  
<http://www.mikekerr.com/humour-resources/free-articles/humour-in-the-workplace-articles/laughing-your-way-to-the-top/>  
<http://www.mikekerr.com/humour-resources/free-articles/humour-in-the-workplace-articles/survival-of-the-funniest/>  
  
Olphin, M., Hesson, M. (2013) *Stress management for life* (third edition) Wadsworth Cengage Learning  
ISBN: 978-1-111-98725-1  
  
Madonna, Mr. Peabody's Apples (2003) Callaway  
ISBN: 0-670-05883-1  
  
Fahey, T., Insel, P., Roth, W., & Wong, I. (2007). *Fit & Well Canadian Edition*. McGraw-Hill Ryerson.  
ISBN: 978-0-07-087753-5

# Policies and Expectations for the Learning Environment:

## General Policies and Expectations:

General College policies related to	General policies related to
<ul style="list-style-type: none"> <li>+ Acceptable Use of Information Technology</li> <li>+ Academic Policies</li> <li>+ Academic Honesty</li> <li>+ Student Code of Conduct</li> <li>+ Students' Rights and Responsibilities can be found on-line at <a href="http://www.durhamcollege.ca/academicpolicies">http://www.durhamcollege.ca/academicpolicies</a></li> </ul>	<ul style="list-style-type: none"> <li>+ attendance</li> <li>+ absence related to tests or assignment due dates</li> <li>+ excused absences</li> <li>+ writing tests and assignments</li> <li>+ classroom management can be found in the Program Guide (full time programs only) in MyCampus <a href="http://www.durhamcollege.ca/mycampus/">http://www.durhamcollege.ca/mycampus/</a></li> </ul>

## Course Specific Policies and Expectations:

**PHYSICAL ACTIVITY:** The independent physical activity component of this class is designed to introduce students to activities and exercise guidelines that can be incorporated into their lives to reduce stress, improve fitness levels and body composition in addition to introducing them to various physical activity modalities that may be used throughout the lifespan. It is the expectation that students will partake in physical activity outside of class time in order to apply and hone concepts and skills addressed in class.

**STUDENT CONDUCT:** Students are expected to conduct themselves in a professional manner while on campus and off campus. Students are expected to comply with the program's professional conduct, appearance, and safety expectations found in Durham College's Code of Conduct document and to understand and comply with off-site policies and procedures. It is everyone's responsibility to have respect for their peers.

**CELL PHONES/SMART PHONES:** Electronic communication devices will be turned off and not used in the classroom unless part of the objectives or learning activities of a course or lesson. Students who disrupt a class to the detriment of the other members of the class will be asked to leave.

**PEER INTERACTION AND FEEDBACK:** Students are expected to participate with their peers in active learning activities and demonstrations. These demonstrations provide students with opportunities for written/verbal feedback from their peers, instructor, and others on the application of learned course material.

**DC CONNECT** will be used as the primary email and announcement tool for changes relating to course sequence of instruction, evaluation scheduling, and assignment expectations.

## General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.
2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.
3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.
4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)
5. A full description of the Academic Appeals Process can be found at <http://durhamcollege.ca/gradeappeal>.
6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.
7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.

## **Learning Plan**

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.



Wk.	Hours: 3	Delivery: In Class
1	<b>Course Learning Outcomes</b> CLO5	
	<b>Essential Employability Skills</b> EES2, EES10, EES11	
	<b>Intended Learning Objectives</b> COURSE INTRODUCTION Ministry of Advanced Education and Skills Development (MAESD) requirement for General Education, connection of Course Learning Outcomes to relevant careers, General Education website, visit the General Education website at: <a href="http://www.durhamcollege.ca/academic-schools/school-of-interdisciplinary-studies-employment-services/general-education">http://www.durhamcollege.ca/academic-schools/school-of-interdisciplinary-studies-employment-services/general-education</a> - review Ministry of Colleges and Universities' requirement for General Education - review how the Course Learning Outcomes are covered in this course - review course evaluation criteria and expectations - develop expectations for class learning environment - determine personal current lifestyle behaviours - clarify and prioritize important personal life values - discuss and complete mandatory pre-screening (Par Q and/or Par Med X) - fitness appraisal overview - introduce Lifestyle Change Project	
	<b>Intended Learning Activities</b> PowerPoint Presentation/lecture Guided Discussion Multitasking Activity What About You? Expectations exercise. What do you expect from yourself and this course? Lifestyle Evaluation (course text lab1.2) Values Clarification Activity (Stress Management for Life pages 26,140-142) PAR-Q, PAR-medX Fitness Appraisal Overview Lifestyle Change Project Overview Campus Tour: CRWC, the Flex, computer commons, library	
	<b>Resources and References</b> Course outline DC Connect supplemental material Course Text:: Fitness & Wellness, 3rd Canadian Edition Mr. Peabody's Apples	
<b>Evaluation</b> .		

Wk.	Hours: 3	Delivery: In Class
2	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO5	
	<b>Essential Employability Skills</b> EES2, EES10, EES11	
	<b>Intended Learning Objectives</b> PHYSICAL ACTIVITY FOR FITNESS, HEALTH & WELLNESS - define wellness, health and physical activity - identify key components to a healthy lifestyle - list the benefits of physical activity - list common and personal barriers to physical activity - identify and describe the components of fitness - describe and apply the FITT principle to exercise using Canadian guidelines - discuss the importance of a warm up and cool down - discuss the purpose and variety of fitness testing available - fitness components tests completed	
	<b>Intended Learning Activities</b> PowerPoint Presentation/lecture Guided Discussion 100 Reasons to Exercise handout Course text 2.2, page 51- Overcoming Barriers to Being Active	
	<b>Resources and References</b> DC Connect Supplemental material Course Text:: Fitness & Wellness, 3rd Canadian Edition, Chapters 1 & 2	
	<b>Evaluation</b> Fitness Appraisal #1 - 5%	

Wk.	Hours: 3	Delivery: In Class
3	<b>Course Learning Outcomes</b> CLO2, CLO3, CLO5	
	<b>Essential Employability Skills</b> EES1, EES2, EES3, EES5, EES10, EES11	
	<b>Intended Learning Objectives</b> CARDIOVASCULAR TRAINING PRINCIPLES - list the major effects and benefits of cardiorespiratory endurance - recognize foundational principles of cardiovascular training - describe the importance and components of a warm up and cool down - explain how cardiovascular activity is measured and prescribed - determine heart rate, RHR, HRM, THR zones - apply the FITT principle to cardiovascular training - list several types of cardiovascular training - explain the best ways to prevent and treat common exercise injuries	
	<b>Intended Learning Activities</b> PowerPoint Presentation/lecture Guided Discussion Journaling 11.1, pages 340-341 3.2 , page 87-88, Questions 1-5 Workout Log Program Card Distributed Apply cardiovascular training techniques to cardiorespiratory workout Apply target heart rate training zones to cardiovascular workout	
	<b>Resources and References</b> DC Connect supplemental material Course Text:: Fitness & Wellness, 3rd Canadian Edition Chapter 3 Human Body: Pushing the Limits DVD	
	<b>Evaluation</b> Weekly Journal - 2% Lifestyle Change Project Proposal - 5%	

Wk.	Hours: 3	Delivery: In Class
4	<b>Course Learning Outcomes</b> CLO2, CLO5	
	<b>Essential Employability Skills</b> EES1, EES2, EES3, EES5, EES10, EES11	
	<b>Intended Learning Objectives</b> RESISTANCE TRAINING PRINCIPLES - explain the benefits of developing muscular strength and endurance and describe how they contribute to wellness - define resistance training and identify various types of resistance training goals and equipment - describe and apply the FITT principle to resistance training - review breathing guidelines and resistance training technique - recognize and define acute and chronic injuries - recognize symptoms of overtraining - identify safety precautions for resistance training - create a balanced full body personal resistance training workout - participate in a back extensors endurance test	
	<b>Intended Learning Activities</b> PowerPoint Presentation/lecture Journaling Guided Discussion  Individual Activity  Journal: apply resistance training and breathing techniques  Partnered Lab Activity: Back Extensors Endurance Test, course text page 167	
	<b>Resources and References</b> DC Connect supplemental material  Course Text:: Fitness & Wellness, 3rd Canadian Edition, Chapter 4  Human Body: Pushing the Limits DVD  Program Card	
	<b>Evaluation</b> Weekly Journal - 2%	

Wk.	Hours: 3	Delivery: In Class
5	<b>Course Learning Outcomes</b> CLO2, CLO5	
	<b>Essential Employability Skills</b> EES1, EES2, EES5, EES10, EES11	
	<b>Intended Learning Objectives</b> FLEXIBILITY PRINCIPLES - define flexibility - list the benefits of flexibility training - list factors that affect a joint's flexibility - identify various types of flexibility training - explain how low back pain can be prevented and managed - describe and apply the FITT principle to flexibility training	
	<b>Intended Learning Activities</b> PowerPoint Presentation/lecture Journaling Guided Discussion PNF principles	
	<b>Resources and References</b> DC Connect supplemental material Course Text:: Fitness & Wellness, 3rd Canadian Edition, Chapter 5	
	<b>Evaluation</b> Weekly journal - 2%	

Wk.	Hours: 3	Delivery: In Class
6	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO5	
	<b>Essential Employability Skills</b> EES2, EES3, EES5, EES10, EES11	
	<b>Intended Learning Objectives</b> TEST 1 PERSONAL FITNESS PROGRAM	
	<b>Intended Learning Activities</b> Journaling	
	<b>Resources and References</b> DC Connect supplemental material	
	<b>Evaluation</b> Weekly Journal - 2% Test 1 - 10% Personal Fitness Program - 10%	

Wk.	Hours: 3	Delivery: In Class
7	<b>Course Learning Outcomes</b> CLO3, CLO5	
	<b>Essential Employability Skills</b> EES1, EES2, EES3, EES5, EES10, EES11	
	<b>Intended Learning Objectives</b> HEALTHY EATING FOR HEALTHY LIVING - define body composition, fat-free mass, essential fat and nonessential fat - differentiate between overweight and obesity and discuss potential causes - explain how body composition affects overall health and wellness - describe how body mass index, body composition and body fat distribution are measured and assessed - determine own body mass index, waist to height ratio and waist circumference and compare to standards - explain how to determine recommended body weight	
	<b>Intended Learning Activities</b> PowerPoint Presentation/lecture Journaling Guided Discussion Partner Activity- Determine body mass index, waist to height ratio and waist circumference and compare to standards (lab 6.1 pages 185-188)	
	<b>Resources and References</b> Course Text:: Fitness & Wellness, 3rd Canadian Edition, Chapter 6	
	<b>Evaluation</b> Weekly Journal - 2%	

Wk.	Hours: 3	Delivery: In Class
8	<b>Course Learning Outcomes</b> CLO3, CLO5	
	<b>Essential Employability Skills</b> EES1, EES2, EES3, EES5, EES10, EES11	
	<b>Intended Learning Objectives</b> PERSONAL NUTRITION - list the essential nutrients outlining the primary function of each - review the Canada's Food Guide and discuss nutritional guidelines - apply nutritional principles to create a healthy meal plan that promotes health and wellness - introduce humour file	
	<b>Intended Learning Activities</b> PowerPoint Presentation/lecture Journaling Guided Discussion Calculating daily energy needs, 8.1, page 265-266 Introduce 'humor' topic and assign beginning a 'humour file' to be shared week 10	
	<b>Resources and References</b> DC Connect supplemental Material Course Text:: Fitness & Wellness, 3rd Canadian Edition, Chapter 7 & 8 Canada's Food Guide	
	<b>Evaluation</b> Weekly Journal - 2%	



Wk.	Hours: 3	Delivery: In Class
9	<b>Course Learning Outcomes</b> CLO2, CLO3, CLO5	
	<b>Essential Employability Skills</b> EES1, EES2, EES10, EES11	
	<b>Intended Learning Objectives</b> STRESS & PERSONAL STRESS MANAGEMENT - define stress and explain how people react to it - describe the relationship between stress and disease - list common sources of stress including financial wellness - describe techniques for preventing and managing stress - apply breathing and relaxation exercises	
	<b>Intended Learning Activities</b> PowerPoint Presentation/lecture Journaling Guided Discussion 10.2, pages 317-318 Stress Management for Life, Money Matters, Chapter 12	
	<b>Resources and References</b> DC Connect supplemental material Course Text:: Fitness & Wellness, 3rd Canadian Edition, Chapter 10 Stress Management DVD Stress Management for Life, Chapter 12	
	<b>Evaluation</b> Weekly Journal - 2%	

Wk.	Hours: 3	Delivery: In Class
10	<b>Course Learning Outcomes</b> CLO2, CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b> EES2, EES3, EES5, EES10, EES11	
	<b>Intended Learning Objectives</b> TEST 2 LIVING WITH VITALITY - define humour and describe its impact on overall health and wellness - define music and discuss its capacity for stress release, enjoyment and motivation in exercise - discuss exercise progressions for cardiovascular and resistance training - update personal cardiovascular and resistance training program	
	<b>Intended Learning Activities</b>  PowerPoint Presentation/lecture Journaling  Video, graphics and music  Guided Discussion  Humour and Music awareness activity	
	<b>Resources and References</b>  DC Connect supplemental material Stress Management for Life pages 370-373 Comprehensive Stress Management pages 293-295)  Fitness & Wellness, 3rd Canadian Edition	
	<b>Evaluation</b> Weekly Journal - 2%  TEST 2 - 15%	

Wk.	Hours: 3	Delivery: In Class
11	<b>Course Learning Outcomes</b> CLO2, CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b> EES1, EES2, EES10, EES11	
	<b>Intended Learning Objectives</b> LIVING WITH VITALITY - define relationships and describe their impact on health and wellness - define goal setting and apply goal setting techniques - define time management and discuss how and where these may be applicable	
	<b>Intended Learning Activities</b> PowerPoint Presentation/lecture Journaling Guided Discussion Course Text: 10.4 Page 321 (Stress Management for Life, pages 166-186)	
	<b>Resources and References</b> DC Connect supplemental Material Course Text:: Fitness & Wellness, 3rd Canadian Edition, Chapter 1, pages 16-21, Chapter 10 pages 305.,307, Chapter 13	
	<b>Evaluation</b> Weekly Journal - 2%	

Wk.	Hours: 3	Delivery: In Class
12	<b>Course Learning Outcomes</b> CLO2, CLO3, CLO4, CLO5, CLO6	
	<b>Essential Employability Skills</b> EES1, EES2, EES10, EES11	
	<b>Intended Learning Objectives</b> DRUG, ALCOHOL & TOBACCO USE, MISUSE AND ABUSE - define and discuss the concepts of addictive behaviour, substance use, abuse and substance dependence - explain the short and long term effects of alcohol use - describe strategies for drinking alcohol responsibly and in moderation - discuss disorders related to substance abuse - list the health hazards associated with tobacco use and exposure to environmental tobacco smoke and discuss cessation strategies - recognize impacts of unhealthy lifestyle choices	
	<b>Intended Learning Activities</b> PowerPoint Presentation/lecture Journaling Guided Discussion Fit & Well, first edition Chapter 13 Lab 13.1 Fit & Well, 3rd Canadian Edition, online component	
	<b>Resources and References</b> DC Connect supplemental material Fit & Well, first edition Chapter 13 Course Text:: Fitness & Wellness, 3rd Canadian Edition, online component	
	<b>Evaluation</b> Weekly Journal - 2%	

<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
13	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5, CLO6			
	<b>Essential Employability Skills</b> EES2, EES3, EES5, EES10, EES11			
	<b>Intended Learning Objectives</b> TEST 3 FITNESS APPRAISAL #2			
	<b>Intended Learning Activities</b> .			
	<b>Resources and References</b> .			
	<b>Evaluation</b> Test 3 - 15% Fitness Appraisal #2 - 5%			
<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
14	<b>Course Learning Outcomes</b> CLO2, CLO3, CLO4, CLO5, CLO6			
	<b>Essential Employability Skills</b> EES1, EES2, EES5, EES10, EES11			
	<b>Intended Learning Objectives</b> LIFESTYLE CHANGE PROJECT SUBMISSION and PRESENTATION			
	<b>Intended Learning Activities</b> Presentation of Lifestyle Change projects Final Course reflection			
	<b>Resources and References</b> .			
	<b>Evaluation</b> Lifestyle Change Project - 15%			