I. COURSE DESCRIPTION
This course is an introduction to the physiological, anatomical, and psychological aspects of nutrition in relation to human performance and optimal health. Special emphasis is placed on sport and fitness enhancement and achievement of peak training levels, through proper nutrient ingestion.

II. RATIONALE
An introduction to sport nutrition is provided to prepare the potential physical educator, coach, or fitness trainer to recognize and understand the dietary needs of the human body, with particular emphasis on sport and fitness performance. Methods for effectively designing eating plans for a variety of athletic programs are taught. Classroom and practical experience opportunities will be provided to increase student awareness of the varied nutrient needs of athletes of different sports and training levels, as well as to facilitate the application of knowledge to real-life situations.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS &/OR ADMINISTRATORS/COUNSELORS
A. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
B. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
C. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.
D. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
E. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.
IV. TEXES COMPETENCIES

Professional Development 02 – Elementary and 03 – Secondary: Domain I– Promoting Learners’ Physical Development

Competency 001 – The teacher uses an understanding of human developmental processes to nurture student growth through developmentally appropriate instruction.

Competency 002 – The teacher considers environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all students’ learning and self-esteem.

Competency 003 – The teacher appreciates human diversity, recognizing how diversity in the classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.

Competency 005 – The teacher understands how motivation affects group and individual behavior and learning and can apply this understanding to promote student learning.

Competency 009 – The teacher uses a variety of instructional materials and resources to support individual and group learning.

Competency 010 – The teacher uses processes of informal and formal assessment to understand individual learners, monitor instructional effectiveness, and shape classroom climate that promotes the lifelong pursuit of learning and encourages cooperation, leadership, and mutual respect.

Professional Development 02 – Elementary and 03 Domain III – Understanding the Teaching Environment

Competency 011 – The teacher structures and manages the learning environment to maintain a classroom climate that promotes the lifelong pursuit of learning and encourages cooperation, leadership, and mutual respect.

Competency 012 – The teacher is a reflective practitioner who knows how to promote his or her own professional growth.

Physical Education (09 – all Level) - Domain I – Promoting Learners’ Physical Development

Competency 001 – The physical education teacher uses knowledge of motor development and principles of motor learning to facilitate learners’ development of fundamental movement skills and perceptual awareness skills.

Domain II – Promoting Learners’ Affective, Social and Cognitive Development

Competency 005 – The physical educator knows how to enhance learners’ self concept and emotional well-being through physical activity.

Competency 006 – The physical educator understands socialization processes related to physical activity and uses this understanding to foster learners’ social development.

Domain III – Implementing Physical Education Programs

Competency 008 – The physical educator knows how to develop and implement physical education programs that are responsive to learner needs and interests.

Competency 009 – The physical educator uses assessment as an integral part
of physical education instruction, applying informal and formal methods to understand learners, monitor instructional effectiveness, and guide instruction.

Competency 010 – The physical educator manages physical education classes in ways that establish a positive learning climate that encourages achievement and positive attitudes in all learners.

Competency 011 – The physical educator understands legal, ethical, medical, and safety issues relating to physical education programs and applies this understanding in a variety of contexts.

ATHLETIC TRAINING EDUCATION PROGRAM COMPETENCIES

Competencies & Proficiencies per Commission on Accreditation of Athletic Training Education (CAATE) 4th ed:

a. NATIONAL COMPETENCIES & PROFICIENCIES FOR ATHLETIC TRAINING (CAATE 4th Ed.)

Risk Management Competencies Taught & Evaluated:
• RM-C8: Explain the principles of effective heat loss and heat illness prevention programs. Principles include, but are not limited to, knowledge of the body’s thermoregulatory mechanisms, acclimation and conditioning, fluid and electrolyte replacement requirements, proper practice and competition attire, and weight loss.

Pharmacology Competencies Taught & Evaluated:
• PH-C10: Explain the known usage patterns, general effects, and short- and long-term adverse effects for the commonly used performance-enhancing substances.

Psychosocial Competencies Taught & Evaluated:
• PS-C10: Identify the symptoms and clinical signs of common eating disorders and the psychological and sociocultural factors associated with these disorders.

Nutritional Aspects Competencies Taught & Evaluated:
• NU-C1: Describe personal health habits and their role in enhancing performance, preventing injury or illness, and maintaining a healthy lifestyle.
• NU-C2: Describe the USDA’s “My Pyramid” and explain how this can be used in performing a basic dietary analysis and creating a dietary plan for a patient.
• NU-C3: Identify and describe primary national organizations responsible for public and professional nutritional information.
• NU-C4: Identify nutritional considerations in rehabilitation, including nutrients involved in healing and nutritional risk factors (e.g., reduced activity with the same dietary regimen and others).
• NU-C5: Describe common illnesses and injuries that are attributed to poor nutrition (e.g., effects of poor dietary habits on bone loss, on injury, on long-term health, and on other factors).
• NU-C6: Explain energy and nutritional demands of specific activities and the nutritional demands placed on the patient.
• NU-C7: Explain principles of nutrition as they relate to the dietary and nutritional needs of the patient (e.g., role of fluids, electrolytes, vitamins, minerals, carbohydrates, protein, fat, and others).
• NU-C8: Explain the physiological processes and time factors involved in the digestion, absorption, and assimilation of food, fluids, and nutritional supplements. Further, relate these processes and time factors to the design and planning of preactivity and postactivity meals, menu content, scheduling, and the effect of other nonexercise stresses before activity.

• NU-C9: Describe the principles, advantages, and disadvantages of ergogenic aids and dietary supplements used in an effort to improve physical performance.

• NU-C10: Explain implications of FDA regulation of nutritional products.

• NU-C11: Identify and interpret pertinent scientific nutritional comments or position papers (e.g., healthy weight loss, fluid replacement, pre-event meals, and others).

• NU-C12: Explain principles of weight control for safe weight loss and weight gain, and explain common misconceptions regarding the use of food, fluids, and nutritional supplements in weight control.

• NU-C13: Explain consequences of improper fluid replacement.

• NU-C14: Describe disordered eating and eating disorders (i.e., signs, symptoms, physical and psychological consequences, referral systems).

• NU-C15: Identify effects of macronutrients (e.g., saturated fats, incomplete proteins, and complex carbohydrates) on performance, health, and disease.

• NU-C16: Describe signs, symptoms, and physiological effects of mineral deficiency (e.g., iron, and calcium), and identify foods high in specific mineral content.

• NU-C17: Identify and explain food label Daily Value recommendations and common food sources of essential vitamins and minerals in using current USDA Dietary Guidelines.

• NU-C18: Describe the principles and methods of body composition assessment (e.g., skinfold calipers, bioelectric impedance, body mass index [BMI]) to assess a patient’s health status and to monitor progress in a weight loss or weight gain program for patients of all ages and in a variety of settings.

• NU-C19: Explain the relationship between basal metabolic rate, caloric intake, and energy expenditure in the use of the Food Pyramid Guidelines.

• NU-C20: Identify the nutritional benefits and costs of popular dietary regimen for weight gain, weight loss, and performance enhancement.

Nutritional Aspects Proficiencies Taught

• NU-P3: Provide educational information about basic nutritional concepts, facts, needs, and food labels for settings associated with physically active individuals of a wide range of ages and needs.

V. COURSE OBJECTIVES AND OUTCOMES

Given lectures, demonstrations, out-of-class readings, applied assignments, and class discussions, the student will be able to:

At the conclusion of this course, the student will be able to:

A. Define the terms: nutrition, nutrient, ergogenic aid, and supplement.

B. Identify and discuss the six essential nutrients and their roles in basic health and sport performance.

C. Identify and discuss nutritional factors related to common chronic pathologies of health and fitness.
D. Demonstrate an ability to design a nutritional plan for athletes in varied sports.
E. Identify and discuss ergogenic aids and supplements, and their role in sport performance.
F. Demonstrate a basic knowledge of current laws/regulations regarding the use of ergogenic aids/supplements.
G. Identify and discuss physiological and psychological factors involved in weight gain and weight loss, and the potential ramification to athletic performance.
H. Demonstrate the ability to analyze nutrient content of individual foods, food groups, and meal plans.

VI. COURSE TOPICS

Orientation/introduction
Eating behaviors and Guidelines
Reading labels
Digestion/absorption
Essential nutrients
Obesity and weight management
Nutritional Considerations for Sports Performance
Nutrient Timing Strategies for Specific Sports
Ergogenic aids and supplements
Nutrition regulation/legislation
Role of nutrition/exercise/recovery in sport
Current issues in Sports and Exercise Nutrition

VII. INSTRUCTIONAL METHODS AND ACTIVITIES

Methods and activities for instruction include:
A. Traditional Experiences include online lectures, discussions, and group activities.
B. Clinical Experiences include applied assignments that compliment lectures and text readings.
C. Field Experiences will be incorporated by allowing the students to apply lecture materials to real world situations/scenarios and write a report for several applied assignments.

VIII. EVALUATION AND GRADE ASSIGNMENT

The methods of evaluation and the criteria for grade assignment are:
A. Methods and Percentage of Final Course Grade Each Assessment constitutes
All written work may be subject to submission through www.turnitin.com as a means of determining original work.
Evaluation will be based on successful completion of the following activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus/Intro</td>
<td>10 pts</td>
<td></td>
</tr>
<tr>
<td>Assignments (13 @ 10 pts each, 15%)</td>
<td>130 pts</td>
<td></td>
</tr>
<tr>
<td>Quizzes (13 @ 15 pts each, 25%)</td>
<td>195 pts</td>
<td></td>
</tr>
<tr>
<td>Tests (4 @ 100 pts each, 48%)</td>
<td>400 pts</td>
<td></td>
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<tr>
<td>Nutrition log/Assessment (12%)</td>
<td>100 pts</td>
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<tr>
<td></td>
<td>835 pts</td>
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</tbody>
</table>
B. **Grading Scale**

- A – 89.50 – 100
- B – 79.50 – 89.49
- C – 69.50 – 79.49
- D – 59.50 – 69.49
- F – Below 59.49

IX. **COURSE SCHEDULE AND OTHER COURSE POLICIES**

**Tentative Course Outline:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 22</td>
<td>Spring Classes Begin; Intro, Syllabus, AS1 and Quiz 1 Open</td>
</tr>
<tr>
<td>January 29</td>
<td>Intro, Syllabus, Pretest, AS1, Q1 Due</td>
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<tr>
<td>February 4</td>
<td>AS2 and Q2 Due</td>
</tr>
<tr>
<td>February 11</td>
<td>AS3 and Q3 Due</td>
</tr>
<tr>
<td>February 18</td>
<td>AS4 and Q4 Due</td>
</tr>
<tr>
<td>February 19</td>
<td><strong>Test I (1-4) Due</strong></td>
</tr>
<tr>
<td>February 25</td>
<td>AS5 and Q5 Due</td>
</tr>
<tr>
<td>March 4</td>
<td>AS 6 and Q6 Due</td>
</tr>
<tr>
<td>March 10-14</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 18</td>
<td>AS7 and Q7 Due</td>
</tr>
<tr>
<td>March 19</td>
<td><strong>Test II (5-7) Due</strong></td>
</tr>
<tr>
<td>March 25</td>
<td>AS8 and Q8 Due</td>
</tr>
<tr>
<td>April 1</td>
<td>AS9 and Q9 Due</td>
</tr>
<tr>
<td>April 8</td>
<td>AS10 and Q10 Due</td>
</tr>
<tr>
<td>April 9</td>
<td><strong>Test III (8-10) Due</strong></td>
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<tr>
<td>April 11</td>
<td>Last Day to Drop</td>
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<tr>
<td>April 15</td>
<td>AS11 and Q11 Due</td>
</tr>
<tr>
<td>April 22</td>
<td>AS12 and Q12 Due</td>
</tr>
<tr>
<td>April 29</td>
<td>AS13 and Q13 Due</td>
</tr>
<tr>
<td>May 6</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>May 7</td>
<td>Reading Day</td>
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<tr>
<td>May 8</td>
<td><strong>Test IV (11-13) Due</strong></td>
</tr>
<tr>
<td>May 16</td>
<td>Final Grades Submitted</td>
</tr>
</tbody>
</table>

B. **CLASS POLICIES**

**Attendance**

The entire course including assignments, quizzes and exams are available on-line and are available according the course schedule. Students are required to complete the course work when assigned and complete the work by the due date. Excused absences are limited to participation in a TAMUCC sanctioned event or participation in a religious holy day as outlined in the University catalog; however, because there is typically is sufficient time to complete all assignments missed assignments, quizzes and exams will only be made up in extreme circumstances. Any assignment, quiz, or test missed due to a TAMUCC sanctioned event must be completed prior to the absence. Coursework, assignments, and quizzes may not be made-up due to tardiness. Consistent and punctual attendance and participation is critical to the successful completion of this course. If the student misses an assignment, quiz or exam due to emergencies which involve illness, family emergencies etc., it is the responsibility of the student to notify the instructor as soon as possible via e-mail.

**Technology**
This course is delivered via Blackboard. Important Note: All students must enter a User Name and Password to access their Blackboard account. Student User Names will be your net id (i.e. lsmith12). For steps in preparing a computer for Blackboard: https://iol.tamucc.edu/techreq.html

If a student experiences technical difficulties, please call the Island Online (IOL) support line at 361-825-2825. Additionally, please notify the instructor ASAP via phone or e-mail.

Academic Integrity/Plagiarism.
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero on the assignment, exam or quiz and a referral to the judicial board of academic affairs.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Friday November 15, 2013 is the last day to drop a class this term.

X. REQUIRED TEXTBOOK


You can rent the eText on the CourseSmart website: http://www.coursesmart.com/IR/3884793/0077475275?__hdv=6.8

XI. BIBLIOGRAPHY


XII. GRADE APPEALS
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. DISABILITIES ACCOMMODATIONS

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

KINE 2375 Syllabus Acknowledgment Form
I, (print name)____________________________________________, certify by my signature that I have read and understand the class policies that have been presented in the class syllabus for KINE 2375 at Texas A&M University- Corpus Christi.
Signature _______________________________________ Date ____________________
Student ID # _____________________
Copy, paste, fill out, and submit this form to instructor via Blackboard Submission Box (“type submission” link)