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 and/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. TEExES 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
Texas A&M University- Corpus Christi - Athletic Training Program
BOC Role Delineation Study/Practice Analysis, Sixth Edition (Athletic Training Education Competency)**Not all Athletic Training Competencies are taught in this course as there are often multiple competencies for each role delineation study area/item. Role Delineation items listed are at least partially covered by this course.**

**DOMAIN I: Injury/illness prevention and wellness protection**

A. Minimize risk of injury and illness of individuals and groups impacted by or involved in a specific activity through awareness, education and intervention.

*Knowledge of:*
2. Behavioral risks (e.g., nutritional, sexual, substance abuse, blood-borne pathogens, sedentary lifestyle and overtraining)-(PHP 5, PHP 24, PHP 25)

G. Promote healthy lifestyle behaviors using appropriate education and communication strategies to enhance wellness and minimize the risk of injury and illness.

*Knowledge of:*
2. Accepted nutritional practices (PHP 32, PHP 33, PHP 35, PHP 38, PHP 39, PHP 45)
3. Effective communication techniques (e.g., multimedia videos, pamphlets, posters, models, handouts and oral communication) (PHP 33)
4. Predisposing factors for nutritional and stress-related disorders (PHP 32, PHP 45, PS 13)
7. Related nutritional disorders, inactivity-related diseases, overtraining issues and stress-related disorders (PHP 24, PHP 32, PHP 33, PHP 35, PHP 45, PS 12)

*Skill in:*
8. Accessing information concerning accepted guidelines for nutritional practices (PHP 35, PHP 36, PHP 37, PHP 39, PHP 40, PS 13)
9. Addressing the issue of special nutritional needs in regard to competition or activity (e.g., pre- and post-game meals and nutritional supplements) (PHP 33, PHP 40, PHP 41, PHP 42)
10. Communicating with appropriate professionals regarding referral and treatment for individuals (PHP 43, PHP 47, PS 11, PS 14, PD 10)
11. Educating appropriate individuals on nutritional disorders, maladaptation, substance abuse and overtraining (PHP 32, PS 18)
12. Recognizing signs and symptoms of nutritional, addiction and stress-related disorders (PHP 43, PHP 46, PS 14)

**DOMAIN II: Clinical Evaluation and Diagnosis**

E. Educate the appropriate individual(s) about the clinical evaluation by communicating information about the injury, illness or health-related condition to encourage compliance with recommended care.

*Skill in:*
7. Communicating with appropriate professionals regarding referral and treatment for individuals (PS 11, PS 14)

**DOMAIN III: Immediate and Emergency Care**

C. Implement appropriate referral strategies, while stabilizing and/or preventing exacerbation of the condition(s), to facilitate the timely transfer of care for health-related conditions beyond the scope of practice of the Athletic Trainer.

*Knowledge of:*
4. Indications for referral to other health care providers (PS 11, PS 14, PS 15)

**DOMAIN V: Organizational and Professional Health and Well-being**

D. Demonstrate appropriate planning for coordination of resources (e.g., personnel, equipment, liability, scope of service) in event medical management and emergency action plans.

*Knowledge of:*
4. Institutional drug testing and substance abuse policies (PHP 49, PS 14, PS 15)

**OTHER NOT SPECIFIED BY DOMAIN**

Describe contemporary nutritional intake recommendations and explain how these recommendations can be used in performing a basic dietary analysis and providing appropriate general dietary recommendations (PHP 34)

**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/ Learning Outcomes

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

<table>
<thead>
<tr>
<th>Orientation/introduction</th>
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<tbody>
<tr>
<td>Eating behaviors and Guidelines</td>
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<td>Reading labels</td>
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<tr>
<td>Digestion/absorption</td>
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<tr>
<td>Essential nutrients</td>
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<td>Obesity and weight management</td>
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<tr>
<td>Nutritional Considerations for Sports Performance</td>
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<tr>
<td>Nutrient Timing Strategies for Specific Sports</td>
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<tr>
<td>Ergogenic aids and supplements</td>
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<tr>
<td>Nutrition regulation/legislation</td>
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<tr>
<td>Role of nutrition/exercise/recovery in sport</td>
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<tr>
<td>Current issues in Sports and Exercise Nutrition</td>
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VII. Instructional Methods and Activities

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.

**High Impact Practices:**

A. Common Intellectual Experiences- a theme is selected with various readings, activities, and discussion focused around that theme.
B. Collaborative Assignments and Projects- development of higher-level thinking, communication, and self-management.
C. Undergraduate Research- preparation by reading relevant literature and experience working independently of faculty with opportunities for “real-life” applications.
D. Diversity and Global Learning- provides opportunities to interact with peers from varying backgrounds and experiences.
VIII. Evaluation and Grade Assignment Criteria

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

835 pts

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>Tentative Course Outline:</th>
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<tbody>
<tr>
<td>January 20- Spring Classes Begin; Intro, Syllabus, AS1 and Quiz 1 Open</td>
<td>March 29- AS9 and Q9 Due</td>
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<tr>
<td>January 26- Intro, Syllabus, AS1, Q1 Due</td>
<td>April 5- AS10 and Q10 Due</td>
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<tr>
<td>February 2- AS2 and Q2 Due</td>
<td>April 6- Test III (8-10) Due</td>
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<tr>
<td>February 9- AS3 and Q3 Due</td>
<td>April 8- Last Day to Drop</td>
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<tr>
<td>February 16- AS4 and Q4 Due</td>
<td>April 12- AS11 and Q11 Due</td>
</tr>
<tr>
<td>February 17- Test I (1-4) Due</td>
<td>April 19- AS 12 and Q12 Due</td>
</tr>
<tr>
<td>February 23- AS5 and Q5 Due</td>
<td>April 20- Nutrition Log Due</td>
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<tr>
<td>March 1- AS 6 and Q6 Due</td>
<td>April 26- AS13 and Q13 Due</td>
</tr>
<tr>
<td>March 8- AS7 and Q7 Due</td>
<td>April 27- Test IV (11-13) Due</td>
</tr>
<tr>
<td>March 9- Test II (5-7) Due</td>
<td>May 3- Last Day of Class</td>
</tr>
<tr>
<td>March 14-18- Spring Break</td>
<td>May 13- Final Grades Submitted</td>
</tr>
<tr>
<td>March 22- AS8 and Q8 Due</td>
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</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.) Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved.

Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:
1. Written reprimand.
2. Requirement to re-do work in question.
3. Requirement to submit additional work.
4. Lowering of grade on work in question;
5. Assigning grade of 'F' to work in question;
6. Assigning grade of 'F' for course;
7. Recommendation for more severe punishment, such as dismissal from the program or from the University.
See the University Catalog for more information.

**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. April 8, 2016 is the last day to drop a class with an automatic grade of “W” this term.

**Classroom/professional behavior**
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the
Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

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 Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the Office of the Provost.
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 Corpus Christi Hall 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)