The course is designed to provide an introductory overview of the dietary considerations relevant to physical activity, exercise/fitness, sport/ergogenic, disease, and public health.

KINE 335 is a face-to-face course that will meet 150 minutes of classroom time/direct instruction per week for 16 weeks and also for a 2.5 hour final exam. Students have four or five exams throughout the semester to evaluate their comprehension of the material. Students will also be required to make a presentation that summarizes out-of-class readings of peer-reviewed research articles that address issues related to health and diet/activity. The readings and presentations will enhance the student’s understanding and awareness of how various dietary practices and exercise practices are developed for the promotion of public health. These activities average at a minimum of 6 hours of work each week outside of classroom hours.

**NOTE.** This course can be used as an introductory preparation for a more thorough examination of Nutrition for Sports (HMS 429) and Nutrition and Disease (HMS 339 – requires HMS 239 as a prerequisite).

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

**II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):**

- This course links with SFA Initiative #4: Develop a learner-centered environment.
- This course links with SFA’s COE Goal & Initiative #2: Prepare educators & industry professionals.
- This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, & civic engagement experiences.
- This course links with SFA’s COE Goal and Initiative #4: Teaching and student success.
- This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

**Program Learning Outcomes:**

1. The student will identify and analyze critical components of physical movements
2. The student will demonstrate an understanding of basic principles of physical fitness concepts and the utilization of available technology in assessing fitness levels, performance, physiological, and psychological effects during various levels of physical stress.
3. The student will demonstrate knowledge of kinesiological principles and content.
4. The student will display the ability to assess, design, and apply primary and secondary intervention programs across various populations.

**Student Learning Outcomes:**

Upon successful completion of this course, the student will be able to:

1. Demonstrate knowledge of the dietary considerations involved with physical activity and exercise prescriptions across specific populations and concerns (PLO #3, #4)
2. Evaluate current research in exercise and dietary considerations (PLO #3)
3. Assess the role that nutrition plays across various exercise prescriptions and populations (PLO #2-4)
4. Develop dietary programs with consideration for exercise and/or physical activity prescriptions (PLO #2-4)
Kinesiology Professional Preparation Program Standards

- The student will demonstrate knowledge and abilities in exercise physiology and related exercise science. (PLO 3,4)
- The student will demonstrate knowledge and abilities associated with physiological risk factors. (PLO 3,4)

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
Credit may be gained by: 1) completion of in-class work, projects, and exams on or before due dates, and 2) completion of any out of class readings. Reports that you hand in should be of professional quality, including being bound (i.e. stapled). Your assignment grades will be reduced for poor grammar and writing (use the writing center and APA format).

Course Assignments & Evaluation Requirements:

You will be asked to complete:
1. **Exams** (75% of course grade) - You will be required to take 4 - 5 exams and 1 comprehensive final exam. Each exam will assess your knowledge and understanding of all course material, including application of the concepts.
2. **Presentations** (25% of course grade) – Student will present the summarizes of a peer-reviewed research study aimed to address a topic related to the interaction of dietary practices and or physical activity for the purposes of 1) improving health or 2) improving performance. In addition, students
3. **Make Up Assignments/Exams** – Make up exams/reports/quizzes will only be granted for EXCUSED absences (according to university policy); make up exams/reports/quizzes will not be given for any other circumstances. Prior arrangements must be made in critical cases. If a student is absent (unexcused) on exam day or on a quiz day or when presentations are due he/she will earn a zero. No late work will be accepted!!!!!!

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Evaluation Criteria:</th>
<th>Points:</th>
<th>Grading Criteria:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>75% of course grade</td>
<td>A ≥ 90%</td>
</tr>
<tr>
<td>Presentations</td>
<td>25% of course grade</td>
<td>B = 80-89.49%</td>
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<td></td>
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<td>C = 70-79.49%</td>
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<td>D = 60-69.49%</td>
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<td>F ≤ 59.49%</td>
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</tbody>
</table>

V. Tentative Course Outline/Calendar: (subject to change, all changes will be announced in class)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, Jan 15</td>
<td>Introduction; Ch. 8: The Healthy Diet – A Review of Carbohydrates</td>
</tr>
<tr>
<td>Friday, Jan 17</td>
<td>Ch. 8: The Healthy Diet – A Review of Carbohydrates</td>
</tr>
<tr>
<td>Monday, Jan 20</td>
<td><strong>No Class – MLK Day</strong></td>
</tr>
<tr>
<td>Wednesday, Jan 22</td>
<td>Ch. 8: The Healthy Diet – A Review of Fat</td>
</tr>
<tr>
<td>Friday, Jan 24</td>
<td>Ch. 8: The Healthy Diet – A Review of Proteins</td>
</tr>
<tr>
<td>Monday, Jan 27</td>
<td>Ch. 8: The Healthy Diet – A Review of Vitamins/Minerals</td>
</tr>
<tr>
<td>Wednesday, Jan 29</td>
<td>Ch. 4: Carbohydrate Metabolism</td>
</tr>
<tr>
<td>Friday, Jan 31</td>
<td>Ch. 4: Carbohydrate Metabolism</td>
</tr>
<tr>
<td>Monday, Feb 3</td>
<td>Ch. 4: Fat and Protein Metabolism</td>
</tr>
<tr>
<td>Wednesday, Feb 5</td>
<td>Exam 1 Review</td>
</tr>
<tr>
<td>Friday, Feb 7</td>
<td><strong>Exam # 1</strong></td>
</tr>
<tr>
<td>Monday, Feb 10</td>
<td>Ch. 4 Evaluation of Metabolic Rate and Thermogenesis</td>
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<tr>
<td>Wednesday, Feb 12</td>
<td>Ch. 4 Evaluation of Metabolic Rate and Thermogenesis</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>Wednesday, Jan 15</td>
<td>Ch.8 &amp; 9 – Plant Based Nutrition</td>
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<tr>
<td>Friday, Feb 14</td>
<td>Ch. 9 – Dietary Strategies and Disease (CVD, Hypertension, and Diabetes)</td>
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<tr>
<td>Monday, Feb 17</td>
<td>Ch. 9 – Dietary Strategies and Disease (Caloric and Nutrient Restricted Diets)</td>
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<tr>
<td>Wednesday, Feb 19</td>
<td>Exam 2 Review</td>
</tr>
<tr>
<td>Friday, Feb 21</td>
<td>No Class – TACSM Conference</td>
</tr>
<tr>
<td>Monday, Feb 24</td>
<td>Exam # 2</td>
</tr>
<tr>
<td>Wednesday, Feb 26</td>
<td>Ch.7 – Exercise and Fuel Utilization</td>
</tr>
<tr>
<td>Friday, Feb 28</td>
<td>Ch.7 – Exercise (mode/intensity) and EPOC</td>
</tr>
<tr>
<td>Monday, March 2</td>
<td>Ch. 7 – Exercise and Strategies for Weight Management</td>
</tr>
<tr>
<td>Wednesday, March 4</td>
<td>Dietary Guidelines for Performance – Carbohydrate and Protein Intake</td>
</tr>
<tr>
<td>Friday, March 6</td>
<td>Dietary Guidelines for Performance – Nutrient Timing</td>
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<tr>
<td>Monday, March 9</td>
<td>No Class – Spring Break</td>
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<tr>
<td>Wednesday, March 11</td>
<td>No Class – Spring Break</td>
</tr>
<tr>
<td>Friday, March 13</td>
<td>No Class – Spring Break</td>
</tr>
<tr>
<td>Monday, March 16</td>
<td>Exam 3 Review</td>
</tr>
<tr>
<td>Wednesday, March 18</td>
<td>Exam # 3</td>
</tr>
<tr>
<td>Friday, March 20</td>
<td>A Review of Nutritional Epidemiology</td>
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<tr>
<td>Monday, March 23</td>
<td>Ch.1 – Explaining the Rise in Weight Gain in the U.S.</td>
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<td>Ch.1 – Body Weight and Quality of Life</td>
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<tr>
<td>Wednesday, March 25</td>
<td>Ch.2 Body Composition Assessment; Comorbidities of Obesity</td>
</tr>
<tr>
<td>Friday, March 27</td>
<td>Ch. 3 – An Introduction to Eating Disorders; Comorbidities of Eating Disorders; Predisposing Factors for Eating Disorders</td>
</tr>
<tr>
<td>Monday, March 30</td>
<td>Ch. 9 Measuring and Monitoring Dietary Intake</td>
</tr>
<tr>
<td>Wednesday, April 1</td>
<td>Exam 4 Review</td>
</tr>
<tr>
<td>Friday, April 3</td>
<td>Exam # 4</td>
</tr>
<tr>
<td>Monday, April 6</td>
<td>Article Presentations</td>
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<tr>
<td>Wednesday, April 8</td>
<td>Article Presentations</td>
</tr>
<tr>
<td>Friday, April 10</td>
<td>No Class – Easter Break</td>
</tr>
<tr>
<td>Monday, April 13</td>
<td>Article Presentations</td>
</tr>
<tr>
<td>Wednesday, April 15</td>
<td>Article Presentations</td>
</tr>
<tr>
<td>Friday, April 17</td>
<td>Article Presentations</td>
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<td>Monday, April 20</td>
<td>Article Presentations</td>
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<td>Article Presentations</td>
</tr>
<tr>
<td>Wednesday, April 29</td>
<td>Article Presentations</td>
</tr>
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</table>
VI. Readings (Required and recommended—including texts, websites, articles, etc.):  
  Recommended  
  - Additional readings may be assigned and provided by the instructor.

VII. Course Evaluations:  
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Attendance (6.7)  
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence. Any student(s) maintaining no less than a “B” average and no more than 1 unexcused absence may waive the final exam if so desired. No exceptions will be made for any of the above policies.

Students with Disabilities (6.1 & 6.6)  
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Academic Integrity (4.1)  
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty  
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:  
- using or attempting to use unauthorized materials on any class assignment or exam;  
- falsifying or inventing of any information, including citations, on an assignment; and/or;  
- helping or attempting to help another in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one’s own work when it is at least partly the work of another person.
- submitting a work that has been purchased or otherwise obtained from the Internet or another source.
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty: Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals: A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades Semester Grades Policy (5.5)
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior Policy (10.4)
Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:
Undergraduate Teacher Certification:

The “Undergraduate Initial Teacher Certification Handbook” contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand the policies and procedures outlined in this handout. (http://www.sfasu.edu/education/departments/educatorcertification/docs/edcert-undergrad_handbook.pdf)

Course Rationale:
Research indicates that daily health/fitness related behaviors determine the quality and longevity of our life. This course is designed to provide information to create awareness of and motivation toward development of positive health and fitness behaviors. The practice of long-term positive health and fitness behaviors are essential to an individual’s physical, emotional, social, occupational, environmental, intellectual, and spiritual well-being.

Insurance:
Physical activity by its very nature may put you at some level of physical risk. It is strongly advised that you carry your own health/accident insurance. You are not covered by a Departmental or University insurance policy.

Cell phone/laptops:
Cell phone use is not permitted during class; this includes texting, recording and/or picture taking. Laptops may be used for NOTE TAKING ONLY.
Professionalism:
You are working towards a degree to be a professional, so you should look and speak that way. No sagging pants. No caps or hats in the classroom and building or unprofessional attire!!

General Classroom Civility:
Students should be respectful of the instructor and other students during class time. Please do not interrupt your classmates or the instructor when they are speaking, and do not talk when someone else is talking. Students will not be allowed to read the newspaper, complete work from other classes, talk to their neighbors, sleep during class, or engage in other activities that are distracting to the instructor or other students. Any student found violating this code of conduct will be asked to leave the classroom and will be given an unexcused absence for the class period.

Exam Conduct:
- You may not wear sunglasses during an exam.
- You will be asked to remove your hat/jacket.
- You must place all class materials out of sight in a backpack at the front of the classroom.
- Bathroom breaks or leaving the room for any reason will not be allowed during exams (so plan ahead!)
- Students who leave the room for any reason will receive a “0” for the exam.
- No food or drinks will be allowed during exams - this includes water and gum – students will receive a “0”.
- Engagement in suspicious behaviors such as talking with others, roving eyes, tapping your hands or feet repeatedly during exams, etc. may be construed as cheating by the instructor and are grounds for dismissal from the examination and an automatic 0 on the examination as well as further disciplinary action at the discretion of the instructor.
- All cell phones and electronic devices must be turned off and left at the front of the classroom.
- Students who do not bring electronic devices to class MUST still provide proof that he/she is not carrying a device (emptying pockets, etc.).
- Students who DO NOT turn in his/her electronic devices OR provide proof of no electronic device will NOT be permitted to take the exam and will receive a “0”.
- Use of such devices during examination may be construed as cheating and result in associated disciplinary action.

Technical Support:
For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.

To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you’ll find written instructions and video tutorials.