I. Course Description:

KINE 5344. This course is a comprehensive overview of supplements, devices, and techniques used to enhance performance in competitive, recreational, and aesthetic physical activity. This course will assess the health, safety, efficacy, and quality of popular supplements and ergogenic aids used in athletic and physically active audiences.

KINE 5344 “Supplements and Ergogenic Aids in Sports and Society” meets for 150 minutes each week for 15 weeks and students are expected to attend class meetings and engage in lectures and class learning activities. Students have weekly reading assignments that are required to be completed prior to the associated lecture, which should constitute approximately 150 asynchronous learning minutes. A portion of the time allotted for lecture is utilized to discuss topics in great detail using a small group student led open forum discussion approach. Each student is required to present current research and form an opinion regarding the use of a supplement or ergogenic aid. These presentations are comprehensive in nature and require a thorough understating and the assimilation of information provided in the course and incorporates the practical application of this information. These activities should require 6-8 hours of time per week in addition to the time commitment designated for lecture.

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

Program Learning Outcomes:
1. The student will be able to demonstrate the ability to read and make critical analysis of original research (class discussions).
2. The student will demonstrate the ability to effectively collect, analyze, summarize, and present research findings (presentations).
3. The student will demonstrate advanced knowledge of physiological and biochemical aspects of the use of nutritional ergogenic aids in exercise and sport performance (written exams).
4. The student will demonstrate the ability to apply knowledge and skills to think critically and ethically in examining issues and solving problems (class discussions, presentations, written exams).

Student Learning Outcomes:
1. Provide programs/courses based on sound clinical practice/research (COE goal #1).
2. Prepare leaders and industry professionals (COE goal #2).
3. Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations (COE goal #4).
4. Conduct research to advance knowledge and to contribute to the common good (COE goal #8).

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

1. Each student will be assigned several topics for research-based projects/presentations.
2. Projects/Presentations should include an introduction to the topic, basic physiological mechanisms, summaries of findings, and a discussion/conclusion from a support or lack of support perspective.
IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation 1</td>
<td>30</td>
<td>&gt; 90</td>
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<tr>
<td>Presentation 2</td>
<td>30</td>
<td>80-89</td>
</tr>
<tr>
<td>Presentation 3</td>
<td>30</td>
<td>70-79</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>60-69</td>
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<tr>
<td></td>
<td></td>
<td>&lt; 60</td>
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<tr>
<td>Total</td>
<td>100</td>
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V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Syllabus, Introductions, Introduction to Ergogenic Aids</td>
</tr>
<tr>
<td>2</td>
<td>Watch movie “Icarus”</td>
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<tr>
<td>3</td>
<td>Watch movie “Breaking 2”</td>
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<tr>
<td>4</td>
<td>Convenience – Meal Replacement Supplements, Energy Drinks, Water, Vitamins, Minerals</td>
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<tr>
<td>5</td>
<td>Muscle Building – Anabolic Steroids, HGH, Protein, Creatine Monohydrate, Essential Amino Acids, β-Hydroxy β-Methylbutyrate (HMB), Branched Chain Amino Acids, Growth Hormone Releasing Peptides, Prohormones</td>
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<tr>
<td>6</td>
<td>Weight Loss – Low Calorie Diet Foods, Low Carbohydrate Diets, Thermogenics (Ephedra, Caffeine Silicin), High Fiber Diet, Low Intensity Exercise, High Intensity Exercise</td>
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<tr>
<td>7</td>
<td>Weight Loss – High Intensity Exercise, Low Intensity Exercise, Calcium, Green Tea Extract, Conjugated Lionlenic Acid, Dehydroepiandrosterone (DHEA), Garcinia Camogia (HCA), L-Carnitine</td>
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<tr>
<td>8</td>
<td>Sport Performance – Compression Garments, Water and Sports Drinks, Altitude Acclimatization, Blood Doping</td>
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<tr>
<td>9</td>
<td>Sport Performance – Carbohydrate During exercise, Pre-Workout, Creatine, Beetroot</td>
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<tr>
<td>10</td>
<td>Sport Performance – Glycerol (Hyper-hydration), Medium Chain Triglycerides</td>
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<tr>
<td>11</td>
<td>Sport Performance – Sodium Phosphate, Sodium Bicarbonate, Caffeine, β-Alanine</td>
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<tr>
<td>12</td>
<td>Sport Performance – Essential Amino Acids, Branched Chain Amino Acids,</td>
</tr>
<tr>
<td>13</td>
<td>Recovery – Compression Garments, Growth Hormone, β-Glucagon,</td>
</tr>
<tr>
<td>14</td>
<td>Class does not meet – Thanksgiving Holiday</td>
</tr>
<tr>
<td>15</td>
<td>Recovery – Branched Chain Amino Acids, Cryotherapy</td>
</tr>
</tbody>
</table>

VI. Textbook, Charts, and Supplies

1. No textbook is required for this course.
2. This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation.
2. Instruction evaluation purposes.
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.

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:

Class Attendance and Excused Absence: Policy 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 (including the first 12-day attendance report) 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.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 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, 936-468-3004 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/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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; 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: 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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.
If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.
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 Early Alert Program at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741