

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Kinesiology & Physical Education**

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**KSPE 3200**

**NUTRITION FOR HEALTH AND HUMAN PERFORMANCE  
3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**InTASC Model Core Teacher Standards\***

*(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)*

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

\*Council of Chief State School Offices, (2013, April). *InTASC model core teacher standards and learning progressions for teachers 1.0*. Retrieved from

[http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

**NASPE Standards**

**Standard 1: Scientific and Theoretical Knowledge**

*Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.*

Elements – Teacher candidates will:

1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

**GA PSC Standards**

**Standard 1: Professional Knowledge**

1.1 The program shall prepare candidates who know and apply disciplinary-content knowledge and concepts critical to the development of healthy and physically educated individuals.

**AAHE Standards**

**Standard I: Content Knowledge. Candidates demonstrate the knowledge and skills of a health literate educator.**

**Key Element A:** Candidates describe the theoretical foundations of health behavior and principles of learning.

**Key Element C:** Candidates describe practices that promote health or safety

**COURSE DESCRIPTION**

An introduction to the characteristics of the essential dietary nutrients and their respective roles in the body. Emphasis is placed on the effects of nutritional practices on health and human performance.

## REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Jeukendrup, A.; Gleeson, M. (2010) Sport Nutrition, (2<sup>th</sup> ed.). Champaign, IL: Human Kinetics.

## COURSE OBJECTIVES

At the completion of the course the student should be able to:

1. Understand the factors that influence food choices of different people through the life cycle and during performance. (InTASC S4), (NASPE 1.1), (AAHE I A,C) (GA PSC 1.1)  
**\*Activities/Assignments/Assessments: tests, discussions, issue papers**
2. Understand the impact of nutrition on health status and human performance. (InTASC S4), (NASPE 1.1), (AAHE I A,C)  
**\*Activities/Assignments/Assessments: tests, discussions, issue papers**
3. Identify the characteristics, qualities, and quantities of essential dietary nutrients and their roles as they contribute to health, wellness and performance. (InTASC S4), (NASPE 1.1), (AAHE I A,C)  
**\*Activities/Assignments/Assessments: tests, discussions, issue papers**
4. Identify food sources of essential dietary nutrients. (InTASC S4), (AAHE I A,C)  
**\*Activities/Assignments/Assessments: tests, discussions, issue papers**
5. Compare American dietary habits and patterns in comparison to other world cultures. (InTASC S4), (AAHE I A,C) (DL<sub>1,3</sub>)  
**\*Activities/Assignments/Assessments: tests, discussions, issue papers**
6. Understand the roles of essential dietary nutrients and how the body uses food for health and human performance. (InTASC S4), (NASPE 1.1), (AAHE I C) (CPL<sub>1,1</sub>)  
**\*Activities/Assignments/Assessments: tests, discussions, issue papers**
7. Recognize the importance of dietary nutrients on physical performance. (InTASC S4), (NASPE 1.1), (AAHE I A,C)  
**\*Activities/Assignments/Assessments: tests, discussions, issue papers**
8. Explain how nutrition effects weight control, body composition, weight loss, energy, exercise levels, training, physical performance, illness, and disease. (InTASC S4), (NASPE 1.1), (AAHE I A,C)  
**\*Activities/Assignments/Assessments: tests, discussions, issue papers**
9. Exhibit an understanding of optimal nutrition for exercise, conditioning, and performance among athletes and recreational participants. (InTASC S4), (NASPE 1.1), (AAHE I A,C)  
**\*Activities/Assignments/Assessments: tests, discussions, issue papers**
10. Understand metabolism in exercise and training. (InTASC S4), (NASPE 1.1)  
**\*Activities/Assignments/Assessments: tests, discussions, issue papers**
11. Identify and make healthy choices in selecting a nutritional diet for health and human performance. (InTASC S4), (NASPE 1.1), (AAHE I A,C)  
**\*Activities/Assignments/Assessments: tests, discussions, issue papers**

## ALL WRITTEN ASSIGNMENTS NEED TO HAVE THIS AFFIX:

### STATEMENT OF ORIGINALITY

By affixing my signature hereto, I promise that this assignment represents original work by me, that it is submitted as an original copy, and that it neither has been used by me in another course nor written by anyone but me.

Valdosta \_\_\_\_\_ / \_\_\_\_200\_\_\_\_;

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(Electronic Signature) - In Microsoft Word go to -Insert- then click on -Picture- then click on -WordArt- then choose the font and size you like, type in your name and save it for future use. Be sure that the signature you use is always the same.

## **COURSE EVALUATION**

Each student will earn a letter grade based on the following evaluation:

<b>1. Midterm Exam</b>	<b>= 15</b>
<b>2. Final Exam</b>	<b>= 15</b>
<b>3. Six Practice Exams</b>	<b>= 36</b>
<b>4. One day food diary</b>	<b>= 7</b>
<b>5. Essay paper</b>	<b>= 7</b>
<b>6. Two discussions.</b>	<b>= 12</b>
<b>7. PP</b>	<b>= 8</b>
<b>TOTAL</b>	<b>100 points</b>

## **Grading Scale**

A=90-100 points      B=80-89p.      C=70-79p.      D=60-69p.      F=Below 60 points

## **ATTENDANCE POLICY**

It is online course.

## **PROFESSIONALISM**

### ***Professional Improvement Plan (PIP)***

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process, linked below:

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

At the discretion of the administration at a practicum setting, the mentor teacher, or the faculty supervisor, students failing to adhere to professional standards of appearance may be asked to leave their assigned placement to address appearance issues. Appearance issues may include and are not limited to the following: personal hygiene, body markings, VSU HPE attire worn as directed, etc. Any practicum time missed as a result will need to be made up. A PIP may also be written and removal from placement could occur.

## **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

## **ACCESSIBILITY STATEMENT**

Access Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP)

and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: [access@valdosta.edu](mailto:access@valdosta.edu).

## **TITLE IX STATEMENT**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, [titleix@valdosta.edu](mailto:titleix@valdosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

## **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

## **COURSE REQUIREMENTS AND ASSIGNMENTS**

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using **APA style**. Proofread and correct papers before they are submitted. Those individuals whose communication skills indicate a need for assistance will be referred to the appropriate services on campus.

## **DIVERSITY**

A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for the abilities and beliefs of all learners are the benchmarks of effective professionals.

## **TECHNOLOGY**

As part of our conceptual framework, the College of Education and Human Services is committed to preparing professional teachers who are technology competent. As a result, technology has been infused into our education courses as directly related to effective teaching and student learning. You will be submitting assignments electronically. Please be sure to back up your work in multiple places.

## TEACHER EDUCATION DISPOSITIONS

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

1. **Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.
2. **Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses standard English in writing and speaking; demonstrates appropriate listening skills.
3. **Interpersonal Skills:** Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.
4. **Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.
5. **Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.
6. **Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.
7. **Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

### Unforeseen Circumstances

Due to unforeseen circumstances, this syllabus is subject to change and may be altered if the instructor deems necessary. If a change is necessary, the instructor will give notice to the students in the class at the appropriate time and will always be in the best interest of the students.