Code # 2016G\_NHP22

**New Course Proposal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [pheath@astate.edu](mailto:pheath@astate.edu)

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| --- |
| **New Course or**  **Experimental Course (1-time offering) (Check one box)**  *Please complete the following and attach a copy of the bulletin page(s) showing what changes are necessary.* |

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| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 8/30/2016 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 8/30/2016 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

Susan Hanrahan, PhD, Dean

hanrahan@astate.edu

870-972-3112

2. Proposed Starting Term and Bulletin Year

Fall 2018

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

AT 6603

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Nutrition for Sport

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

Nutritional parameters of athletic performance including intervention planning, energy production, the energy nutrients, vitamins and minerals, principles of balanced diets, timing and composition of intakes, hydration, weight management strategies, and nutritional needs for special situations

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. Are there any prerequisites? No
   1. If yes, which ones?

Enter text...

* 1. Why or why not?

Enter text...

1. Is this course restricted to a specific major? Yes
   1. If yes, which major? Masters in Athletic Training

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Enter text...

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

standard letter

10. Is this course dual listed (undergraduate/graduate)?

No

11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

1. If yes, please list the prefix and course number of cross listed course.

Enter text...

1. Are these courses offered for equivalent credit? Choose an item.

Please explain. Enter text...

12. Is this course in support of a new program? Yes

a. If yes, what program?

Masters in Athletic Training

13. Does this course replace a course being deleted? No

a. If yes, what course?

Enter text...

14. Will this course be equivalent to a deleted course? No

a. If yes, which course?

Enter text...

15. Has it been confirmed that this course number is available for use? Yes

*If no: Contact Registrar’s Office for assistance.*

16. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

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| --- | --- | --- |
| **Date** | **Topic** | **Reading** |
| Week 1 | Introduction , CHO and Protein | 1, 2 |
| Week 2 | Fat, Vitamins & Minerals | 3, 4 |
| Week 3 | Dietary Guidelines | 5 |
| Week 4 | Ex Phys and Nutrition | 6 |
| Week 5 | Nutritional strategies for optimal performance | 7 |
| Week 6 | Thermoregulation and Fluid balance | 8 |
| Week 7 | Nutritional strategies for competition | 9 |
| Week 8 | Supplements and Ergogenic aids | 10 |
| Week 9 | Nutrition and Body Composition | 11 |
| Week 10 | Weight Management, nutrition across the life cycle | 12, 13 |
| Week 11 | Nutrition for athletes with illness/injury, eating and exercise disorders, special dietary needs athletes | 14, 15, 16 |
| Week 12 | Ergogenic Aid Presentations |  |
| Week 13 | Ergogenic Aid Presentations |  |
| Week 14 | Athlete Project Presentation |  |
|  |  |  |

Enter text...

18. Special features (e.g. labs, exhibits, site visitations, etc.)

Lecture based course

19. Department staffing and classroom/lab resources

See new program proposal.

1. Will this require additional faculty, supplies, etc.?

Enter text...

20. Does this course require course fees? No

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Upon completion of this course students will be expected to nutritional concepts as it pertains to sport performance principles to prepare the athletic training student for the profession. Students will gain an understanding about proper nutrition and hydration practices, as well as recommendations for supplementation and weight management. This course will meet the prevention and health promotion competencies as outlined by the accrediting body.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The course contains educational competencies that are required to be met by the Commission on Accreditation of Athletic Training Education.

c. Student population served.

Graduate students admitted to the Masters in Athletic Training program

d. Rationale for the level of the course (lower, upper, or graduate).

Graduate- The proposed athletic training program is a Masters in Athletic Training.

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

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| * 1. Global Awareness | * 1. Thinking Critically | * 1. Information Literacy |

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

**Masters in Athletic Training Program Outcomes**

Students will be able to:

1. Critique research in athletic training and related disciplines as a basis for application to clinical practice.
2. Demonstrate evidence based clinical practice and decision‐making in providing athletic training services
3. Critically analyze, interpret and apply the results of published research and apply the findings to profession practice.
4. Synthesize the principles of biomechanics, anatomy, and neurology to develop therapeutic interventions.
5. Demonstrate the importance of ethical decision-making in patient care decisions.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #23)** | Critique research in athletic training and related disciplines as a basis for application to clinical practice. |
| Assessment Measure | Class participation, review paper, athlete project, final exam |
| Assessment Timetable | Fall- end of semester |
| Who is responsible for assessing and reporting on the results? | Program Director |
| **Program-Level Outcome 2 (from question #23)** | Demonstrate evidence based clinical practice and decision‐making in providing athletic training services |
| Assessment Measure | Class participation, review paper, athlete project, final exam |
| Assessment Timetable | Fall- end of semester |
| Who is responsible for assessing and reporting on the results? | Program Director |
| **Program-Level Outcome 3 (from question #23)** | Critically analyze, interpret and apply the results of published research and apply the findings to profession practice. |
| Assessment Measure | Class participation, review paper, athlete project, final exam |
| Assessment Timetable | Fall- end of semester |
| Who is responsible for assessing and reporting on the results? | Program Director |
| **Program-Level Outcome 4 (from question #23)** | Synthesize the principles of biomechanics, anatomy, and neurology to develop therapeutic interventions |
| Assessment Measure | Class participation, review paper, athlete project, final exam |
| Assessment Timetable | Fall- end of semester |
| Who is responsible for assessing and reporting on the results? | Program Director |
| **Program-Level Outcome 5 (from question #23)** | Demonstrate the importance of ethical decision-making in patient care decisions. |
| Assessment Measure | Class participation, review paper, athlete project, final exam |
| Assessment Timetable | Fall- end of semester |
| Who is responsible for assessing and reporting on the results? | Program Director |

**Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the assessment measures and benchmarks for student-learning success?

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| **Outcome 1** | Describe the role of nutrition in enhancing performance, preventing injury or illness, and maintaining a healthy lifestyle |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 2** | Educate clients/patients on the importance of healthy eating, regular exercise, and general preventative strategies for improving or maintaining health and quality of life |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 3** | 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 |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 4** | Describe the proper intake, sources of, and effects of micro- and macronutrients on performance, health, and disease |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 5** | Describe current guidelines for proper hydration and explain the consequences of improper fluid/electrolyte replacement |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 6** | Identify, analyze, and utilize the essential components of food labels to determine the content, quality, and appropriateness of food products. |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 7** | Describe nutritional principles that apply to tissue growth and repair |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 8** | Describe changes in dietary requirements that occur as a result of changes in an individual’s health, age, and activity level. |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 9** | Explain the physiologic principles and time factors associated with the design and planning of pre-activity and recovery meals/snacks and hydration practices |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 10** | Identify the foods and fluids that are most appropriate for pre-activity, activity, and recovery meals/snacks |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 11** | Explain how changes in the type and intensity of physical activity influence the energy and nutritional demands placed on the client/patient |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 12** | Describe the principles and methods of body composition assessment to assess a client’s/patient’s health status and to monitor changes related to weight management, strength training, injury, disordered eating, menstrual status, and/or bone density status. |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 13** | Assess body composition by validated techniques |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 14** | Describe contemporary weight management methods and strategies needed to support activities of daily life and physical activity |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 15** | Identify and describe the signs, symptoms, physiological, and psychological responses of clients/patients with disordered eating or eating disorders. |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 16** | Describe the method of appropriate management and referral for clients/patients with disordered eating or eating disorders in a manner consistent with current practice guidelines |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 17** | Explain the known usage patterns, general effects, and short- and long-term adverse effects for the commonly used dietary supplements, performance enhancing drugs, and recreational drugs |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Weekly quizzes, assignments, participation and final exam. 80% or better must be achieved |
| **Outcome 18** | Identify which therapeutic drugs, supplements, and performance-enhancing substances are banned by sport and/or workplace organizations in order to properly advise clients/patients about possible disqualification and other consequences |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

Paste bulletin pages here...