Course Name: Nutrition for Human Performance  
Course Number: KINE 2375.413  
Location: TR 11 – 12:15 pm, IH 163  
Professor: Dr. Dan Newmire PhD CSCS, CISSN  
Meeting Time: T, Th 11:00-12:15 PM; Spring 2018: January 15th to May 2nd  
Office: IH 371  
Office Hours: Please email for appointment  
Phone: (361)-825-3693  
Email: Daniel.Newmire@tamucc.edu  
Departmental Administrative Assistant: Liz Perez (361)-825-6072  

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. **TExES COMPETENCIES & CAATE COMPETENCIES & PROFICIENCIES**

**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:
1. Accepted nutritional practices (PHP 32, PHP 33, PHP 35, PHP 38, PHP 39, PHP 45)
2. Effective communication techniques (e.g., multimedia videos, pamphlets, posters, models, handouts and oral communication) (PHP 33)
3. Predisposing factors for nutritional and stress-related disorders (PHP 32, PHP 45, PS 13)
4. 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:**
1. Accessing information concerning accepted guidelines for nutritional practices (PHP 35, PHP 36, PHP 37, PHP 39, PHP 40, PS 13)
2. 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)
3. Communicating with appropriate professionals regarding referral and treatment for individuals (PHP 43, PHP 47, PS 11, PS 14, PD 10)
4. Educating appropriate individuals on nutritional disorders, maladaptation, substance abuse and overtraining (PHP 32, PS 18)
5. 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:**
1. 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:**
1. 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:**
1. 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

Given lectures, discussions, videos and/or field experiences, 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

The major topics to be considered are:

A. Orientation/introduction

B. Eating behaviors and Guidelines

C. Reading labels

D. Digestion/absorption

E. Essential nutrients

F. Obesity and weight management

G. Nutritional Considerations for Sports Performance

H. Nutrient Timing Strategies for Specific Sports

I. Ergogenic aids and supplements

J. Nutrition regulation/legislation

K. Role of nutrition/exercise/recovery in sport

L. Current issues in Sports and Exercise Nutrition
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
The method of evaluation and the criteria for grade assignment are:
A. Requirements and point values.
   • All written work may be subject to submission through www.turnitin.com or Safeassign as a means of determining original work.
   • Evaluation will be based on successful completion of the following activities:
     
     LS Assignments (10-15 @ 30 pts each, 15%)  300-450 pts
     Quizzes (5-10 @ 10 pts each, 25%)  50-100 pts.
     Tests (4 @ 50-100 pts each, 50%)  200-400 pts.
     Nutrition log/Assessment (10%)  50 pts.

   • Point value during semester is subject to change to benefit and assist student opportunity to be successful in course.
B. Grading Scale:
   • 90-100% = A
   • 80-89% = B
   • 70-79% = C
   • 60-69% = D
   • 59% and below = F

NOTE REGARDING YOUR GRADES: I don’t normally round grades. At the end of the semester, however long, I will not even consider rounding up your grade or passing you on a close grade unless you have done the following: a) seen me (in person) for help on a regular basis, b) completed all point opportunities, and c) interacting regularly in class.
NOTE REGARDING QUALITY OF YOUR WORK: If any work completed on behalf of this class is not performed at a standard expected of a junior or senior in college, it may not be graded. I will not give partial credit for a partially completed assignment, an unprofessionally prepared or sloppy assignment, an assignment that was obviously completed in a big hurry to beat a deadline, or because you didn’t read the instructions. You will simply receive a zero. These assignments will not be allowed to be made up once the grade is assigned. You can avoid this problem by simply doing a quality job the first time and planning ahead. For class quizzes, which will be done first thing at the beginning of class, your writing must be legible. If I can’t read something, it is wrong (don’t make me guess). Lastly, I don’t allow you to leave short answer questions blank on a test. Writing a note to me on your test saying you don’t know the answer is the same as not attempting an answer. If you do that, I will give you a zero on all available short answer points. I don’t allow educated people to fail to try.

NOTE REGARDING SUBMISSION OF YOUR ASSIGNMENTS: All work in this class is to be submitted as an attached word document unless otherwise specified. It is your job to save your documents in a format that can be opened by the instructor.

IX. COURSE POLICIES
A. Lack of attendance, for any reason (legit or not), will hurt your grade. There is no credit for coming to class. If you must be absent or do have a conflict, take responsibility for yourself for all missed class materials by obtaining notes and make arrangements as needed. Quizzes will regularly be given at the beginning of class and will not be given outside of class. This is NOT an online class. We meet in person and you will be glad we do so after you see the content. If you are one of those people who believe you can pass the class without ever showing up to class, you may want to rethink that plan. Exercise Physiology is one of your top tier classes. Regular class material requires clarification on many points. To that end, it will require your attendance.

B. If you have a conflict that will take you away from class for a significant period of time, you should contact Student Affairs. They will formally document your situation and request that instructors allow you the ability to finish if possible.

C. The highest level of personal and professional decorum is expected in the classroom. Please conduct yourself accordingly. If you are tired and feel like sleeping, please stand and take your notes to the side of the class or excuse yourself if you must.

D. Please put away your cell phones in class. If you are expecting an emergency call or text, notify the instructor and discretely excuse yourself and handle your business. Feel free to come back in if you can. Please wait until class is over to text (yes, you can make it). If you choose to text in class, I will kindly ask you not to. If that doesn’t work, I will ask you to leave the class. Further action will be taken if necessary.
E. You may not use a computer in class for anything other than taking notes. If you are not using the computers in the classroom for note-taking, please push the screen down into the desk. Use of computers for any other function during class will be considered disruptive. If you are one of those people who like taking notes on the computer during class and surfing elsewhere between notes (yah, it’s easy to see), please cease this practice and exercise some self-control.

F. During all tests; 1) you are only allowed to have a writing utensil and a blank sheet of paper in your possession (paper will generally be provided by instructor), 2) all bags and purses will be placed along either the front or back of the classroom, 3) your cell phone should either be in the bag, purse, or on the instructor’s desk. Putting the phone in your lap, under your leg, or between your legs on the chair is a bad idea. Please do the right thing. Anybody found using any outside electronic or more primitive resources designed to aid them in passing their tests will be automatically assigned a zero for that exam.

G. All assignments submitted in this class are to be original productions. This means you created it 100% without any other student’s class materials from this semester or any previous semester. If the assignment is not 100% your production, it will be subject to the University’s Academic Integrity policies. For more information see section XII below. ANY infraction will be reported.

H. Course Conflicts
1. While it is highly advised that you take the lecture and lab simultaneously, if you feel you must drop the lecture class (KINE 4312), be aware you DO NOT have to drop the lab (KINE 4112) as well. Likewise, if you must drop the lab, you DO NOT have to drop the lecture. Either way, you MUST officially drop the class with the University. You are not dropped from the class by not coming to class. Instructors cannot drop you from a class. Failure to officially drop the course will force the instructor to give you an F.

2. If for some reason, you are unable to attend any class due to life circumstances beyond your control, it is highly advisable that you contact Student Affairs to document your situation. They will be able to request that professors help you if possible. If not, they may be able to help you with refunds or other resources.

I. Tests, Quizzes, and Assignment Policy:
1. In order to get you to class and to keep you sharp, quizzes will be given regularly at the beginning of class. Yes, this is how I keep you coming to class and consistently preparing. If you miss class or are late on a regular basis you will soon find yourself in grade trouble. I don't allow make ups on these quizzes unless the University has issued an excused absence for you.

2. Tests will be taken on the designated or arranged test dates and times only, no last-minute reschedules. Late tests will not be allowed unless prior arrangements are made. Tests taken with testing services should be arranged well in advance of exams.
3. Any class assignments will be sent as documents over Blackboard and on-time. No assignment will be written or copied into the submission box on Blackboard, no matter what any other instructor in your past has done.

X. TEXTBOOK

We will be using the online form of this book (ebook and Learnsmart through Blackboard). Please plan on using that form and if needed purchase a paperback additional to online format.

XI. BIBLIOGRAPHY


XII. GRADE APPEALS
As stated in University Rule 13.02.99.C2, Student Grade Appeals, 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 Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Academic Honesty 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, forgery, 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:
A. Written reprimand;
B. Requirement to re-do work in question;
C. Requirement to submit additional work;
D. Lowering of grade on work in question;
E. Assigning grade of “F” to work in question;
F. Assigning grade of “F” for course;
G. Recommendation for more severe punishment.

If the faculty member determines that assigning a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question. The faculty member may file a record of cases of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean and the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of not more than two years. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed (See XII above).

What is also considered dishonest with reference to this class?
A. using an assignment from a previous semester, no matter where it came from, to produce your own (my electronic checker will catch this)
B. file swapping with a partner to produce your work, loaning your work to another person to "model" as the borrower may take more than you think putting you both in trouble
C. changing a few words on someone else’s assignment and submitting it as your own
D. failure to properly cite resources in your lab report or assignments
E. using any form of outside help other than your mind on any test or quiz, calculators without Internet or note-taking capabilities might be allowed at the professor’s discretion.
F. unethically obtaining copies of exams etc.
G. photographing or copying ANY quiz or test materials for any purpose with ANY device
H. anything else that falls under the umbrella of dishonest conduct that common sense would dictate as unethical

XIII. DISABILITIES AND ACCOMMODATIONS
Americans with Disabilities Act (ADA) - The 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 disability. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.
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.

XIV. COURSE SCHEDULE
A. This schedule is tentative (next page) and may change due to the needs of the class or other uncontrolled reasons such as inclement weather.
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**Finals**