

REQUIRED TEXTBOOK: M Dunford & JA Doyle.
2022; select readings from periodicals including, but not limited to,

(5th ed),

Note: You are not required to purchase the text but you are required to read the assigned chapters; 4th edition is acceptable, although some new information is not included. All required readings will be posted on OWL.

COURSE CONTENT

Topic	Text
1. Introduction (Exercise Metabolism, Energy Demands, Assessing Nutritional Status, Importance of Research, Basic Nutrition)	Chapt 1,2,3
2. Fuel Use During Exercise - Carbohydrates	Chapt 4
- Fats	Chapt 6
3. Protein/Amino Acid Needs of Athletes	Chapt 5
4. Micronutrient (Vitamin, Mineral) Needs of Athletes	Chapt 8,9
5. Fluid/Electrolyte Needs of Athletes	Chapt 7
6. Dietary Supplements for Health & Athletic Performance	Chapt 10
7. Changing Body Size/Composition	Chapt 11
8. Summary/Review	

Course Evaluation: 3 quizzes and a final exam (see below) will determine the final course grade. All quizzes will be in class and it is assumed that students will make every effort to attend these scheduled quizzes.

Final Exam (comprehensive exam period)

50%

are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic counsellors in their home units, at their earliest opportunity. Academic counsellors may refer students to [Accessible Education](#) for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic counsellors within five (5) business days of their return to academic responsibilities. Any such documents will be retained in the student's file, and will be held in confidence in accordance with the University's [Official Student Record Information Privacy Policy](#). Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic counseling, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”).

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

Examination Conflicts

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request academic considerations with their academic counselling unit prior to the deadline to drop a course without academic penalty.

In the case of online tests and examinations, use of a “Conflict Room,” wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

5. Contingency Plan for an In-Person Class Pivoting to 100% Online Learning
In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for

students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

Note that disruptive behaviour of any type during online classes, including inappropriate use of the

2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student's Home Department and Faculty.

A request