NTRN 200. Case Cooks: Ethnic Eats. 1 Unit.
In a world as connected as ours, it is important to learn about others' cultures; and what better way to learn than through the medium of food? Something as simple as food can be interpreted thousands of ways and can serve as a link from our culture to ethnicities around the world. This half-semester class focuses on exploring cultural diversity in a way that everyone can relate to while also incorporating healthy, simple, budget friendly cooking skills. Course is geared towards the beginner skill level. Each week we will explore a different region of the world including Africa, South America, Europe, Asia, and the Middle East! Note: Please email instructor before registering if you have food allergies.

NTRN 200H. Case Cooks: Healthy Lifestyles. 1 Unit.
Studies say that those who frequently cook meals at home eat healthier, consume fewer calories and are happier than those who eat out. Isn't it time you learn to cook? Join your classmates for a fun, edible education. This half-semester class focuses on healthy, simple, budget friendly cooking skills to increase your confidence in the kitchen. Course is geared towards the beginner skill level. Weekly cooking topics include, Treasures from the earth, Keep it simple & Make it quick, Protein power, Grocery game plans & Mastering Student Meals, Make it lighter. Note: Please email instructor before registering if you have food allergies.

NTRN 201. Nutrition. 3 Units.
The nutrients, their functions, food sources, and factors affecting human needs throughout life.

NTRN 202. Culinary Lab Teaching Kitchen Experience. 1 Unit.
The course provides an experiential "teaching kitchen classroom, for students to learn foundational culinary skills, food safety techniques, and core food & nutrition education strategies to help Case Cooks course students gain competency in the areas identified in the Case Cooks descriptor included below. Additionally, a core course goal is to offer students the opportunity to translate the "science, of their food, nutrition and culinary knowledge into clear and concise instruction and skill development for non-nutrition major Case Cooks students. After successful completion of a boot camp, students will be directly assisting Case Cooks students, under the guidance of a faculty member, during seven 2.25-hour culinary sessions. Students will assist and apply culinary skills, food and nutrition knowledge through assignment to offer guidance during 7 specific Case Cooks classes (labs), offered once weekly during one semester (1/2 semester). Students will be required to plan, set-up, and present one culinary education session to serve community/health populations and for use as professionals. Prereq: (Nutrition major and NTRN 201) or (NTRN 200 and NTRN 201) or (NTRN 200H and NTRN 201).

NTRN 300. Healthy Lifestyles as Preventive Medicine. 3 Units.
Decades of research have shown that a healthy lifestyle will significantly reduce the risk of chronic disease, improve health and quality of life. Because of this research, support has emerged that healthy lifestyles are in fact the "best preventive medicine". This course will focus on learning the key components of these healthy lifestyle principles and developing the skills necessary to practice and advocate a healthy lifestyle. It is designed for any student interested in learning how to practice and promote healthy lifestyles, but it is particularly helpful for all pre-health, public health, and nutrition majors. *A unique feature of this course is the opportunity for enrolled students, (who are interested), to pair with advanced nutrition students throughout the semester for 'healthy eating' guidance. Enrolled students will have healthy eating coaches!

NTRN 310. Understanding Plant-Based Diets in Health and Disease. 3 Units.
This course presents a holistic understanding of plant-based diets in human health, including influence on disease risk, as well as controversies and confusion associated with these plant-based diets. Students will also learn how to plan budget friendly, easy to prepare plant-based diets.

NTRN 328. Child Nutrition, Development and Health. 3 Units.
The relationship between nutrition and physical/cognitive growth and development of the child from the prenatal period through adolescence, including individuality, maturation and biological needs. Nutritional influences (nutrient requirements, food choices, and nutritional/feeding problems) and effects on health are emphasized.

NTRN 337. Nutrition Communication, Counseling and Behavior Change Strategies. 3 Units.
How do we help someone make a dietary behavior change, such as choosing a side salad instead of fries when eating a hamburger? Yes, it is a very challenging task and most often, providing just nutrition education is not sufficient. Therefore, the focus of this course is to prepare students for their future career by providing fundamental knowledge about human decision making and developing communication skills that can help improve others nutritional well-being. In addition, the course will critically evaluate and interpret nutrition information for the consumer. Changes in food marketing and sources of nutrition information for consumers over the past five decades will be analyzed and discussed. Furthermore, the impact of nutrition labeling, the food industry and food marketing on the dietary intake of Americans and various demographic groups in the U.S. will be studied. Offered as NTRN 337 and NTRN 437 Prereq: NTRN 201 or Requisites Not Met permission.

NTRN 338. Dietary Supplements. 3 Units.
An examination of dietary supplements specific to health promotion and disease prevention/treatment throughout the life cycle. Topics and concepts include regulation, controversies, safety, efficacy, and the surrounding scientific evidence for dietary supplement use. For NTRN 338, preference will be given to senior level Nutrition majors. Offered as NTRN 338 and NTRN 438. Prereq: Junior or Senior Standing.

NTRN 340. Global Food Systems: Environmental Issues, Sustainability, and Health. 3 Units.
Environmental changes impact humans worldwide, with an influence lasting many generations into the future. An in-depth understanding of the interplay between food systems - global food production, distribution, and selection - and environment and sustainability issues, as related to human nutrition, health, and well-being has never been more important. This course will provide an in-depth analysis regarding how food systems and the environment are interconnected in a multitude of ways. Additionally, the course will examine how issues of sustainability affect food production, distribution, and quality. Further, how environmental and sustainability issues directly affect the nutritive qualities of foods. Course topics initially include a review of environmental factors impacting food systems, types of sustainable food systems, historical perspectives, and aspects of human nutrition. Once students master the initial concepts, then into more detailed topics related to production approaches, biotechnology, soil/water quality, and food security on a local, national, and global level will be studied.
NTRN 341. Food as Medicine: How what we eat influences how we feel, think, and our health status. 3 Units.
This course will discuss key aspects of the interplay between food and health/wellness and in particular food synergy - interactions among dietary components and the effects on health. What are "whole foods" vs. basic nutrients? What are the most common nutrient deficiencies in men, women and children, including the elderly? Students will learn to interpret dietary recommendations/guidelines and which foods are used to improve digestion, optimize cardiovascular health and immune function, and help prevent cancer. Basic discussion of importance of gut micro-flora. Diet and body weight; also pros and cons of different dieting strategies. Increasing awareness of "culinary medicine" (i.e. how food acts as an integrated therapy). How what we eat influences how we feel, think and our general health status. There is an integrated culinary experience. Prereq: NTRN 201 or requisites not met permission.

NTRN 342. Food Science. 3 Units.
Chemical, physical and biological properties of food constituents and their interactions in food preparation and processing and practical application of processing methods and their effect on nutritional quality and acceptability, including global food biodiversity. Prereq: CHEM 105.

NTRN 342L. Food Science Lab. 2 Units.

NTRN 343. Dietary Patterns. 3 Units.
Examination of the food supply in the United States as it is affected by production, processing, marketing, government programs, regulation, and consumer selection. Nutritional evaluation of dietary patterns of different cultures. Counts for CAS Global & Cultural Diversity Requirement. Prereq: NTRN 201.

NTRN 351. Food Service Systems Management. 3 Units.
The application of organizational theory and skills in the preparation and service of quantity food. Laboratory experience in professional food services are included. Graduate students will analyze one aspect of food service management in depth. Offered as NTRN 351 and NTRN 451. Prereq: Nutrition major or consent of instructor.

NTRN 360. Clinical Assessment and Diagnosis: Nutritional, Functional, Physical. 3 Units.
Methods for the provision of nutrition services to individuals and groups. Principles of professional practice including ethics, standards, and regulatory issues. Prereq: NTRN 201 and NTRN 363 or MS in Nutrition or MS in Public Health Nutrition.

NTRN 361. Metabolic Dysregulation of Energy from Obesity to Anorexia. 3 Units.
Energy imbalance and the implications on health will be explored in this course. Key concepts covered in this class include: 1. Energy imbalance refers to positive and negative states of energy balance and occurs when energy intake does not match energy expended in metabolic processes, daily living activities, and physical activity; 2. Obesity is a result of chronic positive energy balance whereas anorexia nervosa is a condition of chronic negative energy balance; 3. Energy metabolism is controlled by a complex array of neural and hormonal signaling; 4. Energy imbalance disrupts the neural and hormonal signaling pathways of energy metabolism resulting in unfavorable health consequences such as pro-inflammatory state, oxidative stress, immune dysregulation, menstrual dysfunction, sarcopenia, and low bone mineral density; and 5. Exercise training can impact energy imbalance health-related outcomes. Learning Outcomes: Students will be able to 1. define energy balance and explain the components of energy expenditure; 2. define disordered eating, female athlete triad, and disordered eating; 3. explain the relationship among energy intake, energy expenditure, and body composition in energy imbalance; 4. describe alterations in skeletal muscle and adipose physiology in energy imbalance; 5. diagram neural control of feeding and energy homeostasis and hormonal control of energy metabolism; 6. explain the neural and hormonal changes that occur in chronic energy imbalance and describe current theories in how it results in menstrual dysfunction, inflammatory response, oxidative stress, immune dysregulation, sarcopenia, and low bone mineral density; and 7. explain how exercise training can influence inflammatory response, oxidative stress, immune function, and musculoskeletal health in energy imbalance. Offered as NTRN 361 and NTRN 461. Prereq: NTRN 201 or requisites not met permission.

NTRN 362. Exercise Physiology and Macronutrient Metabolism. 3 Units.
The purpose of this course is to provide students with the knowledge of theoretical and applied concepts of exercise physiology. Students will gain an understanding of the acute and chronic physiological responses and adaptations of the cardiovascular, metabolic, hormonal, and neuromuscular systems in response to exercise. Additional topics include factors effecting performance, assessing cardiorespiratory and muscular fitness, designing exercise programs for health and wellness, special populations, and athletes, environmental considerations and nutrition’s role in sport and exercise performance. Offered as NTRN 362 and NTRN 462. Prereq: NTRN 201 and BIOL 216.

NTRN 363. Human Nutrition I: Energy, Protein, Minerals. 3 Units.
Chemical and physiological properties of specific nutrients, including interrelationships and multiple factors, in meeting nutritional needs throughout the life cycle. Prereq: BIOL 216 and (Junior or Senior status).

NTRN 364. Human Nutrition II: Vitamins. 3 Units.
Chemical and physiological properties of vitamins, including interrelationships and multiple factors, in meeting nutritional needs throughout the life cycle. Prereq: NTRN 363.

NTRN 365. Nutrition for the Prevention and Management of Disease: Pathophysiology. 4 Units.
Interplay among etiology, metabolic perturbations, pathophysiology, clinical signs and symptoms, and nutrition principles for the prevention and management of disease. Prereq: NTRN 363 and BIOL 307 or equivalent or consent of instructor.
NTRN 366. Nutrition for the Prevention and Management of Disease: Clinical Applications. 3 Units.
Application of nutrition principles and knowledge for the prevention and management of disease. Case studies and other educational approaches and techniques will be used. Course includes evidence-based assessments and interpretation of key data (biochemical, dietary, physical) to develop nutritional interventions. Coreq: NTRN 365.

NTRN 367. Nutrition Strategies and Wellness Programming. 3 Units.
Wellness and its implication on nutritional choices will be explored in this class. Key concepts covered in this class include: 1. Overall well-being extends beyond smart dietary choices including social, emotional, spiritual, occupational, intellectual, and physical wellness. 2. The interrelationship among the wellness areas can alter adherence to a healthy diet. 3. Cultural differences in wellness exist and have an impact on nutritional choices. 4. Nutritional strategies must be individualized taking into account all aspects of wellness and cultural differences. 5. Interprofessional teams that include experts from each area of wellness are essential to provide optimal health care to individuals. Prereq: NTRN 201.

NTRN 368. THE BEST OF THE BEST: Nobel Prizes in Biomedical Research. 3 Units.
According to the will of Alfred Nobel, the prize that bears his name should be awarded "to the person(s) who shall have made the most important discovery within the domain of physiology or medicine (or chemistry)" that year. The Nobel awards are well known and highly publicized: they signify the "absolute best" - a concept close to the hearts of all, especially young students. Yet, the body of scientific work that has been carried out by the award recipient(s), and the criteria used to justify that particular choice are not trivial. Often, thorough understanding of complicated biological processes and experimental systems is required in order to fully appreciate why a particular discovery was chosen by the Nobel committee. In addition to covering in depth critical issues in biomedical research, the course will also address general questions: what is "best" or "most important"? How were the criteria developed and how applied? How do the criteria and findings endure the test of time? Offered as NTRN 368 and NTRN 468. Prereq: BIOC 307 and BIOC 308 and Senior standing.

NTRN 371. Special Problems. 1 - 3 Units.
Independent reading, research, or special projects supervised by a member of the nutrition faculty. Prereq: Junior or senior standing.

NTRN 388. Seminar in Sports Nutrition. 3 Units.
Study of energy and nutrient needs to support recreational exercise and competitive athletics, dietary supplements and specific foods and beverages that are marketed to athletes, and how nutrition can provide optimal muscle development, recovery and sports performance. Prereq: Junior or senior standing.

NTRN 390. Undergraduate Research. 3 - 9 Units.
Guided laboratory research in nutritional biochemistry or molecular nutrition under the sponsorship of a nutrition faculty member.

NTRN 397. SAGES Capstone Proposal Seminar. 3 Units.
In this departmental seminar course, students will conceptualize, develop and prepare a written plan, known as the "Capstone Proposal," for their senior Capstone project (NTRN 398: Senior Capstone Experience). Discussion will include, but not be limited to basic research principles, different types of research, ethics and IRB procedures. The Capstone Proposal shall include the project design, aims, methodology, budget, data analysis and presentation. Upon completion of this course, students will have confirmed student/Capstone advisor and, if applicable, mentor relationships, written a Capstone proposal and given an oral presentation of their proposal at a departmental colloquium. Counts as SAGES Departmental Seminar. Prereq: Declared Nutrition or Nutritional Biochemistry and Metabolism major and junior standing.

NTRN 397C. SAGES Capstone Proposal Seminar: Community. 3 Units.
This course fulfills the SAGES Department Seminar requirement. As such, it focuses on developing writing and discussion skills in your major area. This course will guide you through the process of selecting and planning your SAGES Capstone Experience (Community) to be completed in NTRN 398. Students will be matched to existing faculty projects in the Greater Cleveland community. Concurrent enrollment with any other SAGES requirement is not permitted. Counts as SAGES Departmental Seminar. Prereq: Nutrition major with Junior standing. Completed SAGES First Seminar and both SAGES University Seminars.

NTRN 397R. SAGES Capstone Proposal Seminar: Research. 3 Units.
This course fulfills the SAGES Department Seminar requirement. As such, it focuses on developing writing and discussion skills in your major area. This course will guide you through the process of selecting and planning your SAGES Capstone Experience to be completed in NTRN 398. Students will be matched to existing faculty nutrition research projects for their capstone experience. Concurrent enrollment with any other SAGES requirement is not permitted. Counts as SAGES Departmental Seminar. Prereq: Nutrition major with Junior standing. Completed SAGES First Seminar and both SAGES University Seminars.

NTRN 398. SAGES Senior Capstone Experience. 3 Units.
Students will implement their "Capstone Proposal" projects as designed in NTRN 397: Capstone Proposal Seminar. Pertinent research activities will depend on the nature of the student's "Capstone Proposal" project. The student will meet regularly with their Capstone advisor, at least twice monthly, to provide progress reports, discuss the project, and work for critique and guidance. By the end of this course, the student will have completed their SAGES Senior Capstone research project and presented their project results/findings orally at the Senior Capstone Fair and at a departmental colloquium. Counts as SAGES Senior Capstone. Prereq: NTRN 397.

NTRN 399. Senior Project. 3 Units.
NTRN 399G. Nutrition Study Abroad: Greece and the Mediterranean Diet. 3 Units.

Mediterranean Diet is a generic term used to describe the typical eating habits in the countries surrounding the Mediterranean Sea. While there is some regional variability, the Mediterranean diet is a primarily plant-based eating plan that is rich in whole grains, olive oil, fruits, vegetables, legumes, nuts, fish, seafood, herbs, and spices. Interestingly, despite endless diets being touted for their ability to reduce risk of cardiovascular disease and overall mortality, the Mediterranean Diet is just one of two diets shown in the literature to consistently reduce risk of cardiovascular disease and overall mortality. Given its important role in disease prevention and overall wellness, this course will enable you to become an expert on the Mediterranean Diet through an experiential learning excursion to Ikaria, Greece. Enrollment permission is given to students majoring in Nutrition. Offered as NTRN 399G and NTRN 499G. Counts for CAS Global & Cultural Diversity Requirement.

NTRN 401. Nutrition for Community and Health Care Professionals. 2 - 3 Units.

This course will focus on understanding how diet and nutrition impact health and wellness throughout the life cycle. There are core concepts in human nutrition that all health care providers should understand to optimize their care of individuals, themselves, and the community. These core concepts are the focus of this course. Students who complete all course modules and assignments with a passing grade will earn 2 credits. In order to earn 3 credits, students must complete all course modules and assignments with a passing grade and complete an additional 20 page paper on a nutrition topic approved by the instructor.

NTRN 402. Culinary and Lifestyle Medicine Coaching I. 3 Units.

This course will focus on learning the key components of healthy lifestyle principles* and develop the counseling and behavior change skills necessary to promote these competencies to advocate a healthy lifestyle. Participation in culinary medicine food labs, (which is the blending of the science of nutrition with skills in fundamental cooking and food education) is also a key component of this class. Culinary medicine is designed to foster a greater understanding of the core principles in medical nutrition therapy and foundational food and nutrition education, which is critical to overall well-being. Students will also have the elective opportunity to participate in the first core online tele-class module towards certification as a health coach by Wellcoaches®. Module 1 is the required first step towards a Wellcoaches® health coaching certification, with two additional online/hybrid modules required to participate in the certification exam, (modules 2 and 3 not provided by the University). These remaining modules and accompanying oral and written skill assessments must be completed within an 18 month period of time after completion of Module 1 to be fully eligible for the Wellcoach® Health Coach certificate. Certification as a Health and Wellness Coach is available for health care professionals. Certified Personal Coach is available for the non-health care professional. See Wellcoaches website link for more program details, (found under student outcomes).

NTRN 403. Evidence-Based Practice for Healthcare Professionals. 1 Unit.

In this course, students will learn how to use the evidence-based practice process to make decisions and answer questions in a clinical setting. This course may be appropriate for any student pursuing a career in healthcare, however the examples and cases used in class focus on nutrition-related issues. Prereq: Graduate student standing.

NTRN 410. Basic Oxygen & Physiological Function. 3 Units.

On-line lecture only course which explores the significance and consequences of oxygen and oxygen metabolism in living organisms. Topics to be covered include transport by blood tissues, oxygen toxicity, and mitochondrial metabolism. Emphasis will be placed on mammalian physiology with special reference to brain oxidative metabolism and blood flow as well as whole body energy expenditure and oxidative stress related to disease. The course will cover additional spans of physiology, nutrition and anatomy. Offered as NTRN 410 and PHOL 410.

NTRN 433. Advanced Human Nutrition I. 4 Units.

Emphasis on reading original research literature in energy, protein and minerals with development of critical evaluation and thinking skills. Recommended preparation: NTRN 201 and CHEM 223 and BIOL 348 or equivalent.

NTRN 434. Advanced Human Nutrition II. 3 Units.

Emphasis on reading original research literature on vitamins with development of critical evaluation and thinking skills. Recommended preparation: NTRN 433 or consent.

NTRN 435. Nutrition during Pregnancy and Lactation. 3 Units.

Study of current research literature on nutrition for pregnancy and lactation including nutrient requirements, nutrition assessment, and nutrition intervention. Prereq: Graduate Student in Nutrition or Public Health Nutrition or (NTRN 363 and NTRN 364) or requisites not met permission.

NTRN 436. Pediatric Nutrition. 3 Units.

This course will focus on understanding the nutritional needs of infants, children and adolescents. Evidence based guidelines will be used as we discuss best clinical practice for the management of pediatric nutrition issues. Anthropometric measurements used in growth assessment will be reviewed. Nutrient requirements for each stage of development will be explored with a specific focus on micronutrients relevant to pediatrics such as fluoride, iron, calcium and vitamin D. Abnormal growth resulting in malnutrition and obesity will be examined with a focus on prevention, diagnosis and treatment. Skills necessary to complete a pediatric nutrition assessment will be reviewed with opportunities to practice and demonstrate competency. Prereq: NTRN 435.

NTRN 437. Nutrition Communication, Counseling and Behavior Change Strategies. 3 Units.

How do we help someone make a dietary behavior change, such as choosing a side salad instead of fries when eating a hamburger? Yes, it is a very challenging task and most often, providing just nutrition education is not sufficient. Therefore, the focus of this course is to prepare students for their future career by providing fundamental knowledge about human decision making and developing communication skills that can help improve others nutritional well-being. In addition, the course will critically evaluate and interpret nutrition information for the consumer. Changes in food marketing and sources of nutrition information for consumers over the past five decades will be analyzed and discussed. Furthermore, the impact of nutrition labeling, the food industry and food marketing on the dietary intake of Americans and various demographic groups in the U.S. will be studied. Offered as NTRN 337 and NTRN 437 Prereq: NTRN 201 or Requisites Not Met permission.
NTRN 438. Dietary Supplements. 3 Units.
An examination of dietary supplements specific to health promotion and disease prevention/treatment throughout the life cycle. Topics and concepts include regulation, controversies, safety, efficacy, and the surrounding scientific evidence for dietary supplement use. For NTRN 338, preference will be given to senior level Nutrition majors. Offered as NTRN 338 and NTRN 438. Prereq: NTRN 364 or requisites not met permission.

NTRN 439. Food Behavior: Physiological, Psychological and Environmental Determinants. 3 Units.
Good dietary habits are associated with improved population health. Despite this, a large proportion of individuals do not meet current dietary recommendations and there are significant disparities between groups based on sociodemographic characteristics. Why is this? Traditional views on this question focused solely on individual decision making without taking into account the complex influence of biology, social forces, and environment on dietary behavior. This course will introduce students to the major influences on dietary behavior and their interactions and modifying factors in the context of the socioecological model.

NTRN 440. Nutrition for the Aging and Aged. 3 Units.
Consideration of the processes of aging and needs which continue throughout life. The influences of food availability, intake, economics, culture, physical and social conditions and chronic disease as they affect the ability of the aged to cope with living situations. Recommended preparation: Nutrition major or consent of instructor.

NTRN 441. Human Lactation. 3 Units.
This course explores the complexities and importance of human milk and breastfeeding. Using lectures, group discussion, and experiential learning we will explore the following topics: nutrition and development in the breastfeeding infant/mother dyad; the physiology of breastfeeding; maternal and infant disease states and their effects on breastfeeding; common pathologies in breastfeeding; pharmacology and breastfeeding; psychological, social, and cultural issues and breastfeeding; clinical skills and techniques in advising the breastfeeding mother; public health, ethical, and legal issues in breastfeeding and breastfeeding advocacy; current research topics in breast milk and breastfeeding; and options for certification in lactation education. Prereq: NTRN 363 or NTRN 433 or NTRN 401 or Requisites Not Met permission.

NTRN 446. Advanced Maternal Nutrition: Special Topics. 3 Units.
Analysis of the problems commonly associated with high-risk pregnancies and fetal outcome. Discussion of causes, mechanisms, management and current research. Recommended preparation: NTRN 435 or consent.

NTRN 448. Integrative and Functional Nutrition. 3 Units.
An examination of the core concepts and principles surrounding integrative and functional medical nutrition therapy (IFMNT). The course will emphasize a whole systems approach to addressing clinical imbalances and creating personalized therapeutic interventions based upon an individual’s genetics, environment and lifestyle. Topics include precision medicine, IFMNT nutrition care plan processes, IFMNT laboratory tests and interpretation, dietary supplementation, and discussion of the evidence for integrative therapeutic nutrition/diet plans related to the gut microbiome/gastrointestinal disorders, food sensitivity/intolerance, methylation, immune function, detoxification, cardiometabolic intervention, energy, hormones, and wellness.

NTRN 451. Food Service Systems Management. 3 Units.
The application of organizational theory and skills in the preparation and service of quantity food. Laboratory experience in professional food services are included. Graduate students will analyze one aspect of food service management in depth. Offered as NTRN 351 and NTRN 451. Prereq: Nutrition major.

NTRN 452. Nutritional Biochemistry and Metabolism. 3 Units.
Mechanisms of regulation of pathways of intermediary metabolism; amplification of biochemical signals; substrate cycling and use of radioactive and stable isotopes to measure metabolic rates. Recommended preparation: BIOC 307 or equivalent. Offered as BIOC 452 and NTRN 452.

NTRN 454. Advanced Nutrition and Metabolism: Investigative Methods. 3 Units.
Lecture/discussion course on the use of analytical techniques in metabolic research on whole body metabolism, energy balance, and disease (diabetes, obesity, and neuropathologies); discussions include the design of in-vitro and in-vivo investigative protocols in humans and animals using stable isotope tracer and mass spectrometric analysis; critical interpretation of data from the literature with emphasis on metabolic pathway identification, regulation and kinetics. Recommended preparation: BIOC 407.

NTRN 455. Molecular Nutrition. 3 Units.
Students will gain in-depth understanding of the basic science and translational aspects of ‘hot topics’ in current molecular nutrition. Class will be conducted by interactive discussion of assigned primary research articles. Prereq: BIOC 407 or Requisites Not Met permission.

NTRN 456. Pediatric Obesity. 3 Units.
This is an upper-level, discussion- and case-based course. This course will examine the epidemiology, potential causes, assessment, and treatment of pediatric obesity. Special topics from the current pediatric obesity literature will also be covered. This course has a large discussion component and incorporates weekly readings from the scientific literature. Class sessions take place via synchronous, web-based video conferencing with additional asynchronous video lectures and course work each week. Prereq: MS student in Nutrition or Requisites Not Met permission.

NTRN 459. Diabetes Prevention and Management. 3 Units.
In this course, we will explore the diabetes epidemic, its effects on the healthcare system, and strategies for prevention. The pathophysiology of the disease will be examined as well as environmental factors leading to the increase in diagnoses. Comorbid conditions and acute and chronic complications of diabetes and hyperglycemia will be addressed. Rationale for current therapeutic strategies will be explored, including the use of blood glucose monitoring, physical activity, nutrition counseling, oral medications, and insulin therapy. Patient education and health literacy will be studied in the context of patient centered goal setting. Requirements for developing a Diabetes Self-Management Education Program will be discussed. Community program development will be examined in the context of population-based prevention strategies. Prereq: Graduate Standing.

NTRN 460. Sports Nutrition. 3 Units.
Study of the relationships of nutrition and food intake to body composition and human performance. Laboratory sessions include demonstrations of body composition and fitness measurements and participation in a research project. Recommended preparation: NTRN 363 or NTRN 433 or consent.
NTRN 461. Metabolic Dysregulation of Energy from Obesity to Anorexia. 3 Units.
Energy imbalance and the implications on health will be explored in this course. Key concepts covered in this class include: 1. Energy imbalance refers to positive and negative states of energy balance and occurs when energy intake does not match energy expended in metabolic processes, daily living activities, and physical activity; 2. Obesity is a result of chronic positive energy balance whereas anorexia nervosa is a condition of chronic negative energy balance; 3. Energy metabolism is controlled by a complex array of neural and hormonal signaling; 4. Energy imbalance disrupts the neural and hormonal signaling pathways of energy metabolism resulting in unfavorable health consequences such as pro-inflammatory state, oxidative stress, immune dysregulation, menstrual dysfunction, sarcopenia, and low bone mineral density; and 5. Exercise training can impact energy imbalance health-related outcomes. Learning Outcomes: Students will be able to 1. define energy balance and explain the components of energy expenditure; 2. define disordered eating, female athlete triad, and disordered eating; 3. explain the relationship among energy intake, energy expenditure, and body composition in energy balance; 4. describe alterations in skeletal muscle and adipose physiology in energy imbalance; 5. diagram neural control of feeding and energy homeostasis and hormonal control of energy metabolism; 6. explain the neural and hormonal changes that occur in chronic energy imbalance and describe current theories in how it results in menstrual dysfunction, inflammatory response, oxidative stress, immune dysregulation, sarcopenia, and low bone mineral density; and 7. explain how exercise training can influence inflammatory response, oxidative stress, immune function, and musculoskeletal health in energy imbalance. Offered as NTRN 361 and NTRN 461. Prereq: NTRN 201 or requisites not met permission.

NTRN 462. Exercise Physiology and Macronutrient Metabolism. 3 Units.
The purpose of this course is to provide students with the knowledge of theoretical and applied concepts of exercise physiology. Students will gain an understanding of the acute and chronic physiological responses and adaptations of the cardiovascular, metabolic, hormonal, and neuromuscular systems in response to exercise. Additional topics include factors effecting performance, assessing cardiorespiratory and muscular fitness, designing exercise programs for health and wellness, special populations, and athletes, environmental considerations and nutrition’s role in sport and exercise performance. Offered as NTRN 362 and NTRN 462. Prereq: Nutrition Major.

NTRN 464. Human Nutrition II. 3 Units.
The focus of this class is on vitamins including metabolism, food sources, status assessment, primary and secondary deficiencies, and toxicity. Current knowledge and research gaps will be discussed for each vitamin. Prereq: NTRN 433.

NTRN 468. THE BEST OF THE BEST: Nobel Prizes in Biomedical Research. 3 Units.
According to the will of Alfred Nobel, the prize that bears his name should be awarded "to the person(s) who shall have made the most important discovery within the domain of physiology or medicine (or chemistry)" that year. The Nobel awards are well known and highly publicized: they signify the "absolute best" - a concept close to the hearts of all, especially young students. Yet, the body of scientific work that has been carried out by the award recipient(s), and the criteria used to justify that particular choice are not trivial. Often, thorough understanding of complicated biological processes and experimental systems is required in order to fully appreciate why a particular discovery was chosen by the Nobel committee. In addition to covering in depth critical issues in biomedical research, the course will also address general questions: what is "best" or "most important"? How were the criteria developed and how applied? How do the criteria and findings endure the test of time? Offered as NTRN 368 and NTRN 468.

NTRN 470A. Nutrient Drug Interactions: Introduction. 1 Unit.
We rely on the gastrointestinal system for processing not only food and beverages but also drugs. The mass of ingested food (100's of grams) exceeds that of most drugs (a few mg) by 10,000-fold or more. Nutrients and drugs follow similar processes through absorption, distribution, metabolism and excretion. Nutritional status is also a powerful determinant of drug action. Drugs have potent effects on nutritional status. Conversely, nutrition modifies the action of drugs. Herbal supplements and functional foods have properties of both foods and drugs, but are regulated by the FDA as foods. Flavonoids from foods have mild medicinal properties and interact with multiple drug metabolizing pathways. Current teaching around nutrient-drug interactions consists almost entirely of listings of potential interactions, or interactions that have been reported in humans as seldom as a single instance. Fortunately, most nutrient drug interactions are not dangerous and have a low potential for seriousness. Clinical impact is great only for those drugs with a low therapeutic index, meaning that the threshold concentration for toxicity is close to the concentration needed for therapeutic efficacy. To identify these potentially life-threatening interactions, health care professionals should learn more about the principles of pharmacology. Electrolyte imbalances such as high or low plasma levels of potassium, magnesium and calcium are a common side effect of frequently prescribed medications. The role of nutrition habits and preferences in the incidence and severity of these side effects is not known. NTRN 452 is recommended but not required. Prereq: Graduate standing.

NTRN 470B. Nutrient Drug Interactions: Pharmacology. 1 Unit.
Foods affect every stage of drug kinetics from dissolution of tablets and capsules, through absorption, distribution, metabolism and excretion. Nutritional status is also a powerful determinant of drug action. Herbal supplements and functional foods have properties of both foods and drugs, but are regulated by the FDA as foods. Flavonoids from foods have mild medicinal properties and interact with multiple drug metabolizing pathways. Current teaching around nutrient-drug interactions consists almost entirely of listings of potential interactions, or interactions that have been reported in humans as seldom as a single instance. Fortunately, most nutrient drug interactions are not dangerous and have a low potential for seriousness. Clinical impact is great only for those drugs with a low therapeutic index, meaning that the threshold concentration for toxicity is close to the concentration needed for therapeutic efficacy. To identify these potentially life-threatening interactions, dieticians and other health care professionals should learn more about the principles of pharmacology. Prereq: Graduate standing and NTRN 470A.
NTRN 470C. Nutrient Drug Interactions: Clinical Applications. 1 Unit. The clinical management of patients and clients must integrate pharmacotherapeutics with nutrition based care plans. Drugs can affect nutritional needs and conversely nutrition can modify the efficacy of drugs. Disease states modify the actions of both nutrients and drugs as well as their interactions. Distinct nutrient-drug interactions are prominent in different patient populations. NTRN 452 is recommended but not required. Prereq: Graduate standing and NTRN 470A.

NTRN 499G. Nutrition Study Abroad: Greece and the Mediterranean Diet. 3 Units. Mediterranean Diet is a generic term used to describe the typical eating habits in the countries surrounding the Mediterranean Sea. While there is some regional variability, the Mediterranean diet is a primarily plant-based eating plan that is rich in whole grains, olive oil, fruits, vegetables, legumes, nuts, fish, seafood, herbs, and spices. Interestingly, despite endless diets being touted for their ability to reduce risk of cardiovascular disease and overall mortality, the Mediterranean Diet is just one of two diets shown in the literature to consistently reduce risk of cardiovascular disease and overall mortality. Given its important role in disease prevention and overall wellness, this course will enable you to become an expert on the Mediterranean Diet through an experiential learning excursion to Ikaria, Greece. Enrollment preference is given to students majoring in Nutrition. Offered as NTRN 399G and NTRN 499G. Counts for CAS Global & Cultural Diversity Requirement.

NTRN 516. Seminar in Dietetics I. 4 Units. Study of evidence-based guidelines for dietetic practice in medical nutrition therapy. Emphasis on life cycle stages and common disease states that require specialized nutrition care. Enrollment restricted to those accepted into Case Coordinated Dietetic Internship/Master Degree Program.

NTRN 517. Seminar in Dietetics II. 3 Units. Study of scientific basis for clinical and community nutrition practice and developments in food service systems management. Recommended preparation: Dietetic internship.

NTRN 528. Introduction to Public Health Nutrition. 3 Units. An introduction to the field of public health/community nutrition with a focus on three key themes: (1) The role of nutrition in population based health, (2) the multilevel nature of key influences on dietary behavior, and (3) skills needed to be a successful public health practitioner. Prereq: Graduate Student in Nutrition or Public Health Nutrition or Requisites Not Met permission.

NTRN 529. Nutritional Epidemiology for Evidence Based Health Practice. 3 Units. This course is designed to establish the foundation in evidence based practice (EBP), which requires you to understand clinical and epidemiological study design and statistical interpretation. It also establishes basic scientific writing skills to ensure students are well prepared for future graduate courses and a career in the medical sciences. The course is based on the core competencies in evidence-based practice for health professionals (Albarqouni et al, JAMA Network Open 2018). In this consensus statement, the authors divide EBP into five steps: (1) Ask, (2) Acquire, (3) Appraise and Interpret, (4) Apply and (5) Evaluate, all of the skills which are developed in this course. Students will work together online to understand how to apply these 5 steps to understand the current research literature to answer questions that might arise in health sciences practice and to identify gaps in the literature that require developing their own research questions.

NTRN 530. Public Health Nutrition. 3 Units. Exploration of the professional role of the Public Health Dietitian/Nutritionist with a focus on three key themes: (1) The conduct of research and interpretation of research findings related to public health nutrition; (2) development of skills in the domains of public health management, program design and implementation, and communications and marketing; and (3) approaches to thinking about public health more broadly through the use of entrepreneurship and community building. Prereq: Graduate Student in Nutrition or Public Health Nutrition or Requisites Not Met permission.

NTRN 531. Public Health Nutrition Field Experience. 1 - 6 Units. Individually planned public health experience. May be concurrent with course work in local agencies or in blocks of full-time work with a city, county, or state health agency. Prereq: Open to public health nutrition students only. Consent of instructor.


NTRN 533. Nutritional Care of Neonate. 3 Units. Nutritional assessment and management of high-risk newborns with emphasis on prematurity and low birth weight. Review of current literature coordinated with clinical experience in the neonatal intensive care unit. Issues on follow-up included. Recommended preparation: NTRN 435 or consent.

NTRN 534. Advanced Public Health Nutrition Field Experience. 1 - 6 Units. Individually planned advanced public health experience. Prereq: Open to public health nutrition students only.

NTRN 550A. Advanced Community Nutrition. 3 Units. An introduction to the field of public health/community nutrition with a focus on three key themes: (1) The role of nutrition in population based health, (2) the multilevel nature of key influences on dietary behavior, and (3) skills needed to be a successful public health practitioner. Prereq: Senior Nutrition major or Requisites Not Met permission.

NTRN 551. Seminar in Advanced Nutrition. 1 Unit. Ph.D. students meet weekly to discuss topical journal articles. Students gain experience in critical evaluation of research and develop presentation/communication skills. Discussion of research integrity and ethics. Students participate in departmental seminars with invited speakers.


NTRN 562. Research Practicum. 1 - 4 Units. Students will participate in nutrition-related research activities that employ a variety of research methodologies (clinical research, bench science, surveys, systematic reviews, etc.). Students will be engaged in the acquisition of scientific data, and data entry, analysis and interpretation.

NTRN 601. Special Problems. 1 - 18 Units.

NTRN 602. Special Project in Nutrition. 1 - 3 Units. Under the supervision of the instructor, the student will develop and/or implement an individual or group special project in global nutrition, community nutrition, wellness, or other area of food and nutrition practice. Prereq: Graduate Standing.
NTRN 610. Oxygen and Physiological Function. 1 Unit.
Lecture/discussion course which explores the significance and consequences of oxygen and oxygen metabolism in living organisms. Topics to be covered include oxygen transport by blood tissues, oxygen toxicity, and mitochondrial metabolism. Emphasis will be placed on mammalian physiology with special reference to brain oxidative metabolism and blood flow as well as whole body energy expenditure and oxidative stress related to disease. The course will cover additional spans of physiology, nutrition and anatomy. Offered as ANAT 610, NTRN 610, and PHOL 610.

NTRN 651. Thesis M.S.. 1 - 18 Units.
(Credit as arranged.)

NTRN 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.