



CCPI – Chuuk, Micronesia

Chaminade University -

Biology 131L – Human Nutrition Lab

Online | Credits: 1 | Section: 90/91/92 | Term: Fall 2026

Instructor Information

Instructor	Elena P. Gold, PhD MPH Dr. Gold has taught for Chaminade University since 2013, offering courses in physics and biology as an adjunct professor. Her research and academic interests focus on human health and public health. In addition to teaching, she serves full time as a federal government branch chief in Occupational Safety and Health. Dr. Gold has been married for 23 years and has four children and four grandchildren.
Email	elena.gold@chaminade.edu
Office Location	Online
Virtual Office Hours	Upon request

Communication

Contact me via Canvas inbox and email. Please allow 24-48 hours for a response.

School & Department

School	School of Arts and Sciences
Location	Carolina College and Pastoral Institute (CCPI) (Chuuk, Micronesia)
Phone	(808) 735-4711 or (800) 735-3733
Questions?	Contact your instructor or CCPI

Course Description & Materials

Catalog Description

Lecture course description: An introduction to basic concepts and current research in nutrition. The nature and roles of nutrients, nutrient requirements throughout the human life cycle, diseases resulting from over and under nutrition, food safety, and food sources. Fulfills the General Education science requirement for non- science majors when taken with BI 131L. Concurrent registration in BI 131L is required.

Laboratory course description: Survey of methodology and instrumentation involved in the analysis and evaluation of foods, their nutritional value, and diets. Concurrent registration in BI 131 is required.

Course Snapshot

Modality	Online Asynchronous
Time Commitment	This is a one-credit-hour course requiring 45 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 15 weeks of this course, students will spend time in class and out of class completing online and in-person lab exercises and 10 hours researching and composing a final presentation. There will be an additional 8 hours of work required beyond what is listed here (course readings), averaging 0.5 hours each week.
Required Materials	University of Hawai'i at Mānoa Food Science and Human Nutrition Program. Human Nutrition . University of Hawai'i at Mānoa. eBook ISBN: 978-1-948027-01-4 https://pressbooks.oer.hawaii.edu/humannutrition/
Recommended Items (Optional)	Klees, L., & Borkowska, A. (2019). Nutrition 100: Nutritional applications for a healthy lifestyle . The Pennsylvania State University. https://psu.pb.unizin.org/nutr100/
Canvas	This course will be delivered entirely through Canvas (chaminade.instructure.com), our online learning management system. All course materials and information will be available through Canvas, including references, announcements, assignments, submission instructions, and grades . Students are responsible for regularly checking Canvas for course updates, announcements, and important information. All assignments and other required submissions must be submitted through Canvas by the designated due dates. Please do not submit assignments by email unless specifically instructed to do so. Canvas will serve as the primary platform for communication, course materials, assignment submissions, and grades throughout the course.

Learning Outcomes

Course Learning Outcomes (CLOs)

Upon completion of Human Nutrition, the student will be able to:

1. Understand and analyze factors that influence why you eat as you do and propose how to make healthful changes in your diet.
2. Apply the U.S. Dietary Guidelines and ChooseMyPlate.gov to evaluate the nutritional adequacy of multiple diets. Compose an adequate food diet based on recommended guidelines.
3. Analyze and evaluate the components of a food label.
4. Classify what nutrients are and integrate basic information about each of the six categories of nutrients (e.g., functions in the body, risks of excesses/deficiencies, sources etc.) on how it affects the health of individuals
5. Discuss and categorize which nutrients are energy-yielding and which are non-energy yielding.
6. Define malnutrition (as over- or under- nutrition) and discuss its causes, cures, and associated health effects
7. Discuss and evaluate current issues related to food equity, safety and public health.
8. Describe the physiological changes that occur throughout the lifespan and explain the changes in nutrient needs that accompany these changes.
9. Discuss how alcohol and other drugs interact with nutritional processes.
10. Evaluate nutrition information in popular media for its soundness and validity.
11. Understand how nutrition affects physical activity ability.
12. Understand the role of nutrition in primary and secondary disease prevention and treatment and apply models to address disease treatment.
13. Summarize and compare the components of nutritional science and biological sciences.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles, and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

Human Nutrition supports the Marianist values of providing an integral, quality education; educating in family spirit; educating for service, justice, and peace; and educating for adaptation and change. Through the study of nutrition, students develop knowledge and practical skills that can be applied to personal health, family and community well-being, and disease prevention. Students will evaluate dietary patterns, food labels, nutrition information, food safety, and current nutrition issues while learning to make informed and evidence-based decisions about health. The course also encourages students to consider how access to nutritious food, health education, and environmental and social factors influence the well-being of individuals and communities. By connecting nutritional science with physical activity, disease prevention, the lifespan, and everyday decision-making, students are prepared to adapt to changing health information and apply their knowledge in ways that promote health, service, integrity, and the well-being of others.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No‘eau (Hawaiian proverbs) below:

1. **Educate for Formation in Faith (Mana):** E ola au i ke akua (‘Ōlelo No‘eau 364) — May I live by God.
2. **Provide an Integral, Quality Education (Na‘auao):** Lawe i ka ma‘alea a kū‘ono‘ono (‘Ōlelo No‘eau 1957) — Acquire skill and make it deep.
3. **Educate in Family Spirit (‘Ohana):** ‘Ike aku, ‘ike mai, kōkua aku kōkua mai (‘Ōlelo No‘eau 1200) — Recognize others, be recognized, help others, be helped.
4. **Educate for Service, Justice and Peace (Aloha):** Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430) — Education is the standing torch of wisdom.
5. **Educate for Adaptation and Change (Aina):** ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	CLO 7	CLO 8	CLO 9	CLO 10	CLO 11	CLO 12	CLO 13
Marianist Values	x	x	x	x	x	x	x	x	x	x	x	x	x
Native Hawaiian Values	x	x	x	x	x	x	x	x	x	x	x	x	x

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor each week. Logging in without completing activities does not count as participation.

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions — post original responses and engage thoughtfully with peers within the required window.
- Demonstrate preparation, reflection, and critical thinking in all interactive components.
- Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
 - Email inquiries: response by 2 school days (see Communication policy above)
 - Weekly graded work (discussions, assignments): within 3 school days of the due date
 - Major assessments/projects: within 5 school days of the due date
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Policies

Late Work	If extenuating circumstances require an extension, contact your instructor by email. Work submitted more than one week late will receive a 50% deduction from the final score.
Extra Credit	No extra credit is available in this course
Incomplete Grade	In rare instances, a student may be granted an incomplete. However, the terms of incomplete must be completed prior to established course completion deadlines. An Incomplete (I) will not be granted when students do not attend class regularly and do not have an extenuating circumstance which prohibited completion of the course in the normal term.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, verbal discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-

based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). *On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).*

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Student with Disabilities Statement

Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability.

Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>.

Learn more at <https://chaminade.edu/career-services>.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations Accessibility Services Sign up
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	https://chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
Campus Safety/ SafeSwords	A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events	SafeSwords Webpage

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be communicated through Canvas announcements.

Timeline	Activities	Percentage of Grade
Week 1/2 (8/17 – 8/28)	Welcome and Introductions Lab rules and regulations The Scientific Method Lab Assignment: What is a good source of information?	5% 5% 5%
Week 3/4 (8/31 – 9/11)	MyPlate.gov Quiz and Assignment	10%
Week 5/6 (9/14 – 9/25)	Case Study 1 Lab 1: Reading food labels	5% 5%
Week 7/8 (9/28 - 10/9)	Lab 2: What's on your plate? Assignment: Food Calculations	5% 10%
Week 9/10 (10/12 – 10/23)	Case Study 2 Lab 3: CHO-modified foods	5% 5%
Week 11/12 (10/26 – 11/6)	Lab 4: FAT-modified foods Lab 5: Recipe Makeover	5% 10%
Week 13/14 (11/9 – 11/20)	Disease and Obesity Group PowerPoint	25%
	Total	100%