



College of Nursing and Health Professions
Nutrition Program

NTR 403: Sports Nutrition

Online Asynchronous | Credits: 3 | Section: 90 | Term: Fall 2026

Instructor Information

Instructor	Melissa Cline DrPH MPH, RDN, CSSD Director of Nutrition at Chaminade University; Registered Dietitian Nutritionist (RDN) and Certified Specialist in Sports Dietetics (CSSD).
	
Email	melissa.cline@chaminade.edu
Phone	808.739.7438
Office Location	Nursing Administration / Student Services Building, Room 106
Virtual Office	By appointment — Google Meet link posted in Canvas
Virtual Office Hours	Mondays 10-11a; optional online support opportunities will be announced in Canvas

Communication

Canvas Inbox or email (melissa.cline@chaminade.edu); include “NTR 403” in the subject line. Normal response time is within 24–48 hours on university business days.

School & Department

School	School of Nursing and Health Professions
Location	Nursing Administration / Student Services Building, Room 106. Can be found on each Academic Schools' website
Phone	(808) 739-7438 (College of Nursing and Health Professions)
Questions?	Contact your instructor or the College of Nursing and Health Professions

Course Description & Materials

Catalog Description

This course explores the relationship between nutrition and athletic performance. Topics include energy metabolism; macronutrient and micronutrient needs; hydration and electrolyte strategies; body composition; aerobic and anaerobic exercise; dietary supplements and clean sport; weight change; and the needs of special athletic populations. Students evaluate scientific evidence and develop practical nutrition strategies that support health, training, recovery, and performance.

See the full listing in the [online course catalog](#).

Co-requisites/Pre-Requisites: NTR 202, BI 131, or NUR 304

Course Snapshot

Modality	Online Asynchronous
Time Commitment	This three-credit course requires approximately 135 hours of student engagement across the term (Fall 2026: August 17–December 11), or about 8–9 hours in a typical week. Workload varies near project deadlines. Estimated hours: weekly readings/lectures/module activities – 42; discussions and peer engagement – 28; quizzes and knowledge checks – 25; case studies and applied assignments – 20; projects, research translation, and reflection – 20. Total: 135 hours.
Required Materials	Spano, M. A., Kruskall, L. J., & Thomas, D. T. (2018). Nutrition for Sport, Exercise, and Health. Human Kinetics. Supplemental research articles, videos, government resources, and clean-sport materials are posted in Canvas. Students need reliable internet access and a device capable of using Canvas, viewing PDFs and media, and creating common document formats.
Recommended Items	None specified for this course.
Canvas	This course is delivered through Canvas (chaminade.instructure.com). Canvas houses course announcements, weekly roadmaps, learning materials, assignments, feedback, and grades. Students should log in several times each week and keep Canvas notifications active.

Learning Outcomes

Program Learning Outcomes (PLOs)

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

1. Apply principles of nutrition science to promote individual and community health.
2. Evaluate scientific literature to make evidence-based nutrition recommendations.
3. Analyze relationships among diet, health, physical activity, and disease prevention.
4. Demonstrate cultural responsiveness in nutrition education and counseling.
5. Practice professional and ethical behavior in nutrition-related fields.

Course Learning Outcomes (CLOs)

Upon completion of NTR 403 Sports Nutrition, the student will be able to:

1. Explain how energy systems and macro- and micronutrients contribute to training, recovery, health, and athletic performance.
2. Apply evidence-informed carbohydrate, protein, fat, hydration, and electrolyte recommendations to varied sport and exercise demands.
3. Assess dietary intake, body composition information, training demands, and athlete context to identify nutrition priorities.
4. Evaluate the efficacy, safety, regulation, contamination risk, and clean-sport implications of performance supplements.
5. Develop individualized, food-first nutrition strategies for aerobic and anaerobic activity, weight or body-composition goals, and special populations.

6. Interpret and translate sports-nutrition research into accurate, practical, athlete-centered communication.

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.

A Chaminade education in the Marianist tradition emphasizes formation in faith; an integral, quality education; family spirit; service, justice, peace, and integrity of creation; and adaptation and change. NTR 403 supports these commitments by asking students to use science responsibly, attend to the whole person, recognize inequities and pressures affecting athletes, and communicate in ways that protect health and dignity.

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.

Native Hawaiian values are reflected through na‘auao (deep learning), aloha (compassionate and responsible practice), ‘ohana (reciprocity and belonging), mana (ethical strength), and ‘āina (connection and learning across contexts). Students are invited to bring their own mana‘o while grounding conclusions in credible evidence and respecting the lived experience of athletes and classmates.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6
Marianist Values	Integral, quality education	Integral, quality education	Family spirit	Service, justice, peace, and integrity of creation	Family spirit; service and justice	Adaptation and change; integral education
PLOs	1, 3	1, 3	1, 3, 4	2, 5	1, 3, 4, 5	2, 4, 5
Native Hawaiian Values	Na‘auao	Na‘auao; ‘Āina	‘Ohana	Mana	Aloha; ‘Ohana	Na‘auao; Aloha

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6
Gen Ed Outcomes(if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

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 24–48 hours (see Communication policy above)
 - Weekly graded work (discussions, assignments): within 5 school days of the due date
 - Major assessments/projects: within 7–10 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	Assignments remain available after the deadline when feasible. Canvas applies a 10% deduction per day late. A good-faith submitted assignment will not receive less than 50% solely because of lateness. Quizzes must be completed by the posted deadline; late quiz submissions are not accepted unless an accommodation or instructor-approved exception applies.
Extra Credit	An optional course survey and any additional opportunities will be announced in Canvas.
Incomplete Grade	An Incomplete (I) grade may be requested when unforeseen circumstances prevent completion of remaining coursework and the student is otherwise passing. Contact the instructor before the end of

	the term to discuss eligibility and required documentation, per Chaminade University's Incomplete Grade Policy.
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	90–100%
B	80–89.9%
C	70–79.9%
D	60–69.9%
F	Below 60%

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, oral 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,	chaminade.edu/career-services

Resource	Description	Contact / Website
	and access to career-related resources and opportunities.	
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.

Wk of	Theme	Info / Activities	Due Dates
8/17	Overview of Nutrition	Healthful eating, dietary assessment, food labels, food quality and safety, sport recommendations, ergogenic aids, evaluating research	Discussion 1: Separating the Wheat from the Chaff; Quiz: Optimizing Health and Well-Being
8/24	Energy Systems	Energy balance, metabolism, ATP production, exercise intensity and duration, fatigue and overtraining	Discussion 2: Energy Systems in Action; Case Study: Translating Overtraining Research for an Athlete
8/31	Carbohydrates	Carbohydrate digestion and metabolism, glycogen, timing, recovery, training and competition fueling	Discussion: Carbohydrate Fueling for Performance;

Wk of	Theme	Info / Activities	Due Dates
			Case Study: Should an Athlete Replace Carbohydrate After Exercise?
9/7	Lipids	Fat structure and function, digestion, transport, health, fat oxidation, athlete recommendations	Discussion 4: Myths and Misconceptions About Dietary Fat; Quiz: Lipids
9/14	Proteins	Protein turnover, amino acids, training adaptation, amounts and timing, food-first strategies	Discussion 5: Helping an Athlete Meet Their Protein Needs; Case Study: Talking Protein with an Athlete
9/21	Vitamins	Fat- and water-soluble vitamins, energy metabolism, antioxidant roles, deficiency and toxicity risk	Discussion 6: Vitamin Gaps in Athletes—From Risk to Realistic Action; Case Study: Vitamin Status in an Endurance Athlete
9/28	Minerals + Personal Nutrition Assessment	Major and trace minerals, bone health, iron, sodium, athlete risk groups; integrating dietary assessment	Quiz: Vitamins and Minerals; Project 1 work
10/5	Water and Electrolytes	Fluid balance, sweat loss, dehydration, hyponatremia, heat, hydration assessment and planning	Case Study 3: When Dehydration Changes the Game; Project 1: Personal Nutrition Assessment due
10/12	Supplements and Other Substances	Evidence, safety, post-market regulation, contamination, third-party certification, strict liability, clean sport	Discussion 7: Would You Recommend It? Evidence, Safety, and Clean Sport; Quiz: Performance Supplements and Clean Sport
10/19	Body Composition and Assessment	Assessment methods, interpretation limits, body ideals, athlete health, RED-S and performance	Discussion 8: Is There a “Perfect” Athlete Body?;

Wk of	Theme	Info / Activities	Due Dates
			Case Study: When Leaner Isn't Better
10/26	Aerobic Exercise	Endurance physiology, substrate use, training adaptation, before/during/after fueling	Discussion 11: Fueling the Endurance Athlete
11/2	Anaerobic Exercise	Strength, power, repeated high-intensity work, resistance training nutrition and recovery	Discussion 12: Do Athletes Really Need Protein Supplements?
11/9	Changing Weight and Body Composition (planned)	Physical-activity assessment, behavior change, non-diet approaches, weight change, eating disorders, medical and commercial approaches	Planned quiz; planned applied discussion on labels, weight- control practices, or athlete decision-making
11/16	Special Populations (planned)	Youth and adolescent athletes, masters athletes, developmental and life-stage considerations	Planned discussion and case study
11/23	Integration and Research Translation (planned)	Translating evidence for athletes; ethical, practical, and culturally responsive recommendations	Research Translation for the Athlete; Sports Nutrition Reflection; Project 2 development
11/30	Athletic Meal Consulting and Course Completion (planned)	Integrating sport demands, assessment, fueling, hydration, recovery, and communication	Project 2: Athletic Meal Consulting and Plan; optional Extra Credit Course Survey
12/7	Finals Week / Course Wrap-Up	No new module content this week.	Course closes December 11; final grades submitted to Self-Service