

Sport and Tactical Strength and Conditioning**Spring 2024: January 8 to March 3**

Meeting days: M	Instructor: Brent A. Alvar, Ph.D., CSCS*D, TSAC-F*D, FNCSA, FACSM
Meeting times: 6:00pm – 8:30pm	Phone: 619-849-7961
Meeting location: : Zoom	E-mail: balvar@pointloma.edu
Final Exam: N/A	Office location and hours: Balboa T & R; 11:00am – 1:00pm or by appointment

PLNU Mission**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

This course will expose students to various methods and strategies in both sport and tactical strength and conditioning. Students will examine research and practice of different methods currently in use in the field and discussed in the literature on selected topics and demonstrate appropriate implementation of advanced training methods. Additionally, this course will refine the students' ability to construct an advanced training program designed to enhance performance in specific ways. The student will demonstrate the ability to critically analyze and alter a training program using an evidence-based approach.

COURSE ORIENTATION

The growing emergence of the science of tactical sport conditioning, as an exclusive discipline in the field of Exercise Science, stems from the specific needs of competitive athletes and various tactical population. Effective conditioning protocols specific to the nature of tactical population, sport, and sport participants are paramount as scientists, coaches and tactical/sport athletes continue to identify and specify auxiliary elements necessary to not only succeed, but may be related to morbidity and mortality. Exercise prescription for tactical as well as sport conditioning must therefore be a meticulous, systematic process that accounts for various components of program development.

The early part of the course is based on facilitating your learning about the background tenants of the needs analysis as well as testing and assessment battery; components of an evidence-based tactical and sport performance program. This 1st part of the course will require you do a fair amount of reading from one of the *The Essentials* texts, supplemented by readings and forum discussions. The forums are meant to facilitate self-reflection, discussion between peers, as well as be an early opportunity to get some faculty feedback.

COURSE LEARNING OUTCOMES

- Review the scientific basis of methods of programming for strength & conditioning
- Discuss the biomechanical (injury analysis) necessity in tactical and sport performance exercise prescription.
- Discuss the energy system needs relative to different tactical occupation as well as sports and their implications for exercise prescription.
- Discuss the test selection/administration, scoring and interpretation for various tactical occupations and sports
- Analyze and synthesize the components that make up programming strength & conditioning
- Review and discuss the different “styles” of periodization and how to utilize them for differential populations.
- Apply effective evidence-based methods and design principles for strength and conditioning (sport or occupation-specific) programs
- Design an evidence-based sport or occupational specific strength and conditioning program

COURSE SCHEDULE AND ASSIGNMENTS

Course Grading

- Forums = 6 @ 10 pts = 60 pts
- Peer evaluation = 2 @ 10 pts = 20
- Quizzes = 12 @ 10pts = 120pts
- Presentation = 50 pts
- Final paper = 100 pts

Total: 350pts

Educational Opportunities

- **Tactical or Sport Population Presentation:** Student will create a Sport or Tactical Occupation specific strength presentation and include discussion of biomechanics (injury analysis), energy systems and testing. The presentation must be evidence-based and should last between 10 and 15 minutes. The presentation is to include:
 - i. Biomechanical (Injury) Analysis of the Sport or Occupation
 - ii. Energy System Needs for the Sport or Occupation
 - 1. Phosphagen
 - 2. Glycolytic
 - 3. Oxydative
 - iii. Testing
 - 1. Explain the different tests that will be used and why they were chosen
 - 2. Explain how the test will be administered
 - 3. Explain how the tests will be scored
 - 4. Explain the nuances of the interpretation for various sport or occupationally relevant tests
- 50 points

Final Paper – Sport or Tactical Strength and Conditioning Program

Your assignment is to develop a hypothetical physical-conditioning plan that incorporates the foremost variables of tactical - athletic preparation, for a given occupation/sport and individual within that occupation/sport. This plan must consist of

- (1) A thorough “Needs Analysis” where with your training prescriptions will be based upon
 - a. Biomechanical
 - b. Energy System
 - c. Injury Analysis
 - d. Testing (Fitness and Occupational Preparedness)
- (2) A periodized training *model* that is sensitive to seasonal constraints
 - a. A discussion of why this model was chose needs to be include (evidence-based)
 - b. A thorough explanation of the components of the model also needs to be included
 - c. These can be discussed independently or as a component of your literature review.
- (3) A divided collection of literature reviews and practical applications that serve to rationalize your entire plan, as well as each separate health/fitness component, and phases of training
- (4) A comprehensive program prescription, complete with numerous sample training protocols.

Start early. Be detailed. You might need this someday. Key words and/or Principles that should be incorporated and substantiated:

- Overload
 - Training Specificity
 - Periodization
 - Progression Models
 - Dose-Response relationship
- 100 points
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Tentative Course Schedule

Week 1: Jan 08 - 14. Introduction and Choice of Tactical Population or Sport

Class on Monday January 08

Objective: The purpose of this week is to introduce the course and the idea of tactical or sport performance training.

Tasks: By the end of the week, students should choose a tactical population or individual/team sport that will serve as the medium for their discussion and assignments for the semester.

- **Readings:**
- ***Essentials Chapter 1, 2 or Essentials of Tactical - Chapters 1, 2***
- ***NBA Referee programming document.***

******I would suggest you set up a reading schedule as there is a considerable amount of reading for this course. This is background information necessary for your growth as a scholar. Do not jeopardize your learning by not doing your assigned reading!!***

Forum:

- Forum #1: "Start new thread" with your name (Brent Alvar Forum #1) and Provide a short introduction of yourself, specifically discussing your role of strength and conditioning in your current professional practice/career, and what have you found to be your strengths and limitations in regards to knowledge and application to prescribing and instructing strength and conditioning principles. What expectations do you have of this course? Finally list your tactical population or sport and why you have chosen to use that population for your analysis.
 - Spend a bit of time reading and responding to your peers' posts.
 - **Assignment:** Write the opening segment (introduction) to your individual paper. See example in NBA Referee programming document under the materials tab. This can be used a guide for each segment of the paper. This does not have to be turned in until the end of the semester.
 - Examples: Football, Basketball, Track and Field (thrower), Olympic lifter, structural fire fighter, wildland fire fighter, patrol police officer, SWAT police officer, Marine infantry, Marine Raider, Navy Seal, Air Force Pilot, ARMY Ranger.
 - **Original Post Due: 11:59pm PST Sunday**
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Week 2: Jan 15-21. Needs Analysis and Biomechanics

No Face-To-Face Class on Monday January 15 in observance of MLK day

Objective: The purpose of this week is to review the concept of biomechanics. However, the reading should be done in a way to prepare the student for application to a needs analysis/biomechanical (injury analysis) your tactical population or sport. You will have one chapter to read as well as 4 articles. The chapters should help you in preparation for your paper and the readings are in preparation for the time on site as well as the second half of your paper. I found these articles to be good examples of biomechanical/injury analysis.

Tasks:

- **Readings:**

- ***Essentials – Chapter 2 and 5 or Essentials of Tactical – Chapter 3 and 5***

- **Articles**

- Abel MG, Palmer TG, and Trubee N. (2015). Exercise Program Design for Structural Firefighters. *Strength & Conditioning Journal* 37: 8-19.
- Brown, J., & Waller, M. (2014). Needs Analysis, Physiological Response, and Program Guidelines for Gaelic Football. *Strength & Conditioning Journal*, 36(2), 73-81. doi:10.1519/ssc.0000000000000045
- Conolly M, Elder C, and Dawes J. (2015). Needs Analysis for Mountain Search and Rescue. *Strength & Conditioning Journal* 37: 35-42.
- Rhea MR. Needs Analysis and Program Design for Police Officers. *Strength & Conditioning Journal* 37: 30-34, 2015.

- **Forum:**

Forum #2: "Start a new thread" with your name (Brent Alvar Forum #2) and based on the readings from last week, **Ask one question** that you have of the materials and attempt to answer at least one question of your colleagues. Alternately, share an article or topic that you found specifically interesting to your biomechanical/injury analysis background work.

Please remember: This course is designed to be collaborative. The forums are areas that you can have a free exchange of ideas in a safe non-threatening environment. Don't be shy! I will monitor the forum on a bi-weekly basis and will add my 2cents and questions when I feel it's indicated.

- **Assignment:** Begin working on the needs analysis - biomechanics and injury analysis section for your individual paper (this will guide your class presentation)

Original Post Due: 11:59pm PST Wednesday

Peer Response Post Due: 11:59 PST Sunday

Week 3: Jan 22 – Jan 28. Energy Systems

Face-To-Face Class on Monday

Objective: The purpose of this week is to continue formulating the rationale behind an evidence-based strength and conditioning program. The second component of the needs analysis is an evaluation of the energy system needs for the tactical population or sport. You will be exploring readings that discuss the three different energy systems and you will utilize this information to formulate the rationale behind how and why you will train your athletes. You will have three chapters and 4 “classic” articles on energy systems research. I hope you enjoy them as much as I did the first time I read them.

Tasks:

- **Readings on Energy Systems:**
- ***Essentials – Chapters 3 and 6 or Essentials of Tactical - Chapters 4 and 6***
- **Articles**
 - Coyle, E. F., Coggan, A. R., Hemmert, M. K., & Ivy, J. L. (1986). Muscle glycogen utilization during prolonged strenuous exercise when fed carbohydrate. *J Appl Physiol* (1985), 61(1), 165-172.
 - Economos, C. D., Bortz, S. S., & Nelson, M. E. (1993). Nutritional practices of elite athletes. Practical recommendations. *Sports Med*, 16(6), 381-399.
 - Romijn, J. A., Coyle, E. F., Sidossis, L. S., Gastaldelli, A., Horowitz, J. F., Endert, E., & Wolfe, R. R. (1993). Regulation of endogenous fat and carbohydrate metabolism in relation to exercise intensity and duration. *Am J Physiol*, 265(3 Pt 1), E380-391.
 - Sherman, W. M., Costill, D. L., Fink, W. J., & Miller, J. M. (1981). Effect of exercise-diet manipulation on muscle glycogen and its subsequent utilization during performance. *Int J Sports Med*, 2(2), 114-118. doi:10.1055/s-2008-103459
- **Forum:**

Forum #3: “Start a new thread” with your name (Brent Alvar Forum #3) and based on the readings from last week, **Ask one question** that you have of the materials. Alternately, share information from an article or topic that you found specifically interesting to your energy system analysis background work and pose a question to your peers based on the reading. In addition to your original post, you will attempt to answer at least one question posed by your colleagues. You will also participate in the discussion of at least two other forums.
- **Assignment:** Begin working on the Energy System section for your individual paper (this will guide your class presentation)

Original Post Due: 11:59pm PST Wednesday

Peer Response Post Due: 11:59 MT Sunday

Week 4: Jan 29 – Feb 4. Testing

Face-To-Face Class on Monday

Objective: The purpose of this week is to explore the rationale sport/population based testing as well as legal defensibility of tactical strength and conditioning testing. There are various types of testing that should be considered. This includes baseline fitness (for program design and evaluation) and performance tests (related to sport or occupation specificity) as well as occupationally specific testing (for employment and continued employment) for the tactical populations. As such, you will need to incorporate this discussion into your paper.

Tasks:

- **Readings on Testing:**

- ***Essentials – Chapter 12 & 13 or Essentials of Tactical – Chapter 8***

- **Articles**

- Cone, J. R. (2012). Soccer-Specific Performance Testing of Fitness and Athleticism: The Development of a Comprehensive Player Profile. *Strength & Conditioning Journal*, 34(5), 11-19. doi:10.1519/SSC.0b013e3182575e8c
- Crowder TA, Ferrara AL, and Levinbook MD. (2013). Creation of a criterion-referenced Military Optimal Performance Challenge. *Military Medicine* 178: 1085-1101.
- Gutowski, A. E., & Rosene, J. M. (2011). Preseason Performance Testing Battery for Men's Lacrosse. *Strength & Conditioning Journal*, 33(2), 16-22. doi:10.1519/SSC.0b013e318208cb04
- Nindl BC, Alvar BA, J RD, Favre MW, Martin GJ, Sharp MA, Warr BJ, Stephenson MD, and Kraemer WJ. (2015). Executive Summary From the National Strength and Conditioning Association's Second Blue Ribbon Panel on Military Physical Readiness: Military Physical Performance Testing. *Journal of Strength and Conditioning Research* 29 Suppl 11: S216 220.
- Payne W and Harvey J. (2010). A framework for the design and development of physical employment tests and standards. *Ergonomics* 53: 858-871.
- Petersen D, Wagner K, and Greener, T. (2011). Testing. *Strength & Conditioning Journal*. 33(2): 36-38.

- **Forum:**

Forum #4: "Start a new thread" with your name (Brent Alvar Forum #4) and based on the readings from last week, **Ask one question** that you have of the materials. Alternately, share information from an article or topic that you found specifically interesting to your testing analysis background work and pose a question to your peers based on the reading. In addition to your original post, you will attempt to answer at least one question posed by your colleagues. You will also participate in the discussion of at least two other forums.

- **Assignment:** Begin working on the Testing section for your individual paper (this will guide your class presentation)

Original Post Due: 11:59pm PST Wednesday

Peer Response Post Due: 11:59 PST Sunday

Week 5: Feb 5 – 11. Dose-Response to Resistance Training, Speed, Agility and Plyometrics

Face-To-Face Class on Monday February 5

Objective: The purpose of this week is begin looking at advanced programming. This week will focus on some alternative styles of training and exercise prescription. This is quite a bit of reading, but well worth the time and effort. Enjoy! There are 4 articles for your reading pleasure.

Tasks:

- **Readings on Dose-Response and Programming: *Essentials – Chapter 17, 18 and 19 or Essentials of Tactical – Chapter 9 and 13***
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- **Articles:**
 - Krieger, J. W. (2010). Single vs. multiple sets of resistance exercise for muscle hypertrophy: a meta-analysis. *J Strength Cond Res*, 24(4), 1150-1159. doi:10.1519/JSC.0b013e3181d4d436
 - Peterson, M. D., Rhea, M. R., & Alvar, B. A. (2005). Applications of the dose-response for muscular strength development: a review of meta-analytic efficacy and reliability for designing training prescription. *J Strength Cond Res*, 19(4), 950-958. doi:10.1519/r-16874.1
 - Ratamess, N.A., Alvar, B.A., Evetovich, T.K., Housh, T.J. Kibler, W.B., Kraemer, W.M., & Triplett, N.T. (2009). American College of Sports Medicine position stand. Progression models in resistance training for healthy adults. *Med Sci Sports Exerc*, 41(3), 687-708. doi: 10.1249/MSS.0b013e3181915670
 - Saez De Villarreal E, Requena B and Cronin JB. (2012). The effect of plyometric training on sprint performance: A meta-analysis. *J Strength Cond Res*, 26(2);575-584.
- **Assignment:** Begin working on the programming section for your individual paper.
- **Forum:**
- Forum #5: "Start a new thread" with your name (Brent Alvar Forum #5) and based on the readings from the week, **Ask one question** that you have of the materials and attempt to answer at least one question of your colleagues. Alternately, share information from an article or topic that you found specifically interesting to your programming and pose a question to your peers based on the reading.

Original Post Due: 11:59pm PST Wednesday

Peer Response Post Due: 11:59 PST

Week 6: Feb 12 - 18. Putting it All Together - Periodization

Face-To-Face Class on Monday February 12

Objective: The purpose of this week is to begin taking a look at advanced training philosophies and models. This week will focus on periodization. You will have one chapter and 6 articles on periodization. Again, quite a bit of reading, but well worth the time and effort.

Tasks:

- **Readings on Periodization:**
- ***Essentials – Chapter 21 or Essentials of Tactical - Chapter 10***
- **Articles**
 - Bartolomei, S., Hoffman, J. R., Merni, F., & Stout, J. R. (2014). A comparison of traditional and block periodized strength training programs in trained athletes. *J Strength Cond Res*, 28(4), 990-997. doi:10.1519/jsc.0000000000000366
 - Bompa, T. O. (1996). Variations of Periodization of Strength. *Strength & Conditioning Journal*, 18(3), 58-61.
 - Issurin, V. B. (2016). Benefits and Limitations of Block Periodized Training Approaches to Athletes' Preparation: A Review. *Sports Med*, 46(3), 329-338. doi:10.1007/s40279-015-0425-5
 - Stone, M. H., O'Bryant, H., Garhammer, J., McMillan, J., & Rozenek, R. (1982). A Theoretical Model of Strength Training. *Strength & Conditioning Journal*, 4(4), 36-39.
 - Kraemer, W.J., Torien, J.C., Dudley, J. Gerard, J. (2015). Nonlinear Periodization: Insights for Use in Collegiate and Professional American Football Resistacne Training Programs. *Strength & Conditioning Journal*, 37(6), 17-36.
 - Rhea, M. R., Phillips, W. T., Burkett, L. N., Stone, W. J., Ball, S. D., Alvar, B. A., & Thomas, A. B. (2003). A comparison of linear and daily undulating periodized programs with equated volume and intensity for local muscular endurance. *J Strength Cond Res*, 17(1), 82-87.
- **Assignment:** Continue working on the Programming section for your individual paper.
- **Forum:**
- **Forum #6:** "Start a new thread" with your name and style of programming (Brent Alvar Forum #6 – Reverse Linear Periodization). In the module you will see a list of different programming styles. You can choose a style and start your forum as soon as possible. Once a style of programming is chosen, no one can choose the same style of programming. You job is to explain the design of this type of programming as well as how it "works". You can then go on to discern what type of population and situation might best respond to this type of programming. Please provide several references to allow your peers to further explore what you have found. Peers will respond to no less that two posts with questions about the style of programming. The expectation is that responses to the inquiries will be thoughtful and substantive.

Original Post Due: 11:59pm PST Wednesday

Peer Response Post Due: 11:59 PST Sunday

Face-To-Face Class on Monday February 19

February 23

The purpose of this week is to finalize your paper draft and prepare your PowerPoint (or other medium) presentation to be given in class. The presentation should give an overview of your sport or tactical population and include discussion of biomechanics (injury analysis), energy systems and testing. The presentation must be evidence-based and should last between 10 and 15 minutes.

- **Forum:**

Forum #7: "Start a new thread" with your name (Brent Alvar Forum #7) and post the draft of your tactical or sport performance paper. I will assign the two papers to review via Canvas.

Provide Peer Review (via Forum): We learn by critiquing others work. Effective researchers need to be able to critically analyze the work of themselves and others. Science is founded on the concept of peer review. This is not a punitive process, rather it is a process designed to improve the final product by insure that threats to validity are accounted for.

Provide substantive feedback to the assigned 2 colleagues. Is the needs analysis (Bomechanical/Injury Analysis, Energy Systems and Testing) well written, developed and logical. Are the decisions made about the program supported by what you have learned from their needs analysis? What are the strengths and weaknesses of the draft program? What suggestions do you have to correct any flaws that you see? Are there grammar issues?

Initial post Due Wednesday and Feedback Post to 2 Draft Papers Due by Sunday

Feel free to post commentary on other student's forums. All feedback is welcome!!

Original Post Due: 11:59pm PST Wednesday

Peer Response Post Due: 11:59 PST Sunday

Week 8: February 26 – March 3. Final Presentation and Paper Preparations

Face-To-Face Class on Monday February 26

Objective: The purpose of this week is to present your needs analysis and complete the writing of your final paper. These are considered the capstone projects for the class. Please make sure to read the description of the presentation and paper and grading rubric below.

Assignment:

Finalize your PowerPoint (or other medium) Presentation.

- **Tactical or Sport Population Presentation:** Student will create a Sport or Tactical Occupation specific strength presentation and include discussion of biomechanics (injury analysis), energy systems and testing. The presentation must be evidence-based and should last between 10 and 15 minutes The presentation is to include:
 - i. Biomechanical (Injury) Analysis of the Sport or Occupation
 - ii. Energy System Needs for the Sport or Occupation
 - 1. Phosphagen
 - 2. Glycolytic
 - 3. Oxydative
 - iii. Testing
 - 1. Explain the different tests that will be used and why they were chosen
 - 2. Explain how the test will be administered
 - 3. Explain how the tests will be scored
 - 4. Explain the nuances of the interpretation for various sport or occupationally relevant tests

Tasks:

- **Write, write and more write!!!**

Due: 11:59 PST Friday March 1

Final Paper – Sport or Tactical Strength and Conditioning Program

Your assignment is to develop a hypothetical physical-conditioning plan that incorporates the foremost variables of tactical - athletic preparation, for a given occupation/sport and individual within that occupation/sport. This plan must consist of

- (1) A thorough “Needs Analysis” where with your training prescriptions will be based upon
 - a. Biomechanical
 - b. Energy System
 - c. Injury Analysis
 - d. Testing (Fitness and Occupational Preparedness)
- (2) A periodized training *model* that is sensitive to seasonal constraints
 - a. A discussion of why this model was chose needs to be include (evidence-based)
 - b. A thorough explanation of the components of the model also needs to be included
 - c. These can be discussed independently or as a component of your literature review.
- (3) A divided collection of literature reviews and practical applications that serve to rationalize your entire plan, as well as each separate health/fitness component, and phases of training
- (4) A comprehensive program prescription, complete with numerous sample training protocols.

Start early. Be detailed. You might need this someday. Key words and/or Principles that should be incorporated and substantiated:

- Overload
- Training Specificity
- Periodization
- Progression Models
- Dose-Response relationship

- **100 points**
-

Class Presentation on Need Analysis

Class Presentation

Student's Name _____ Final Score _____

Components	Dimension	Needs Work	Competent	Meritorious
<i>Overview of the Sport or Tactical Population</i> 5pts	Student give a brief background of the sport or tactical population to be examined			
Biomechanics (injury analysis) 15 pts	Briefly describes the biomechanical (injury analysis needs of the population			
Energy Systems 15 pts	Briefly describes the energy systems needs for the given population. Specifies the differential energy systems and explains why the population does or does not fit within each of the different energy systems.			
Testing 15 pts	Describes the rationale for the sport/population based testing. If this is a tactical environment, explains the legal defensibility of the testing.			
Final Judgement				

Sport Specific Strength and Conditioning Program *Rubric*

Final Paper

Student's Name _____ Final Score _____

Components	Dimension	Needs Work	Competent	Meritorious
Preparation and Organization (10 pts)	Are the mechanics of good writing employed? Is the material presented in a clear and logical order?			
Knowledge and Comprehension (20 pts)	Has the writer sufficiently gathered the information available on the topic? E.g. bibliography Does the writer give evidence of fully understanding the material?			
Application and Analysis (30 pts)	Is the student able to apply the evidence to the appropriate situations? Is the student able to discern varying aspects of the problem			
Synthesis and evaluation (40 pts)	Is the student able to unify the various aspects of the problem? Does the student draw conclusions on the basis of a critical view of the evidence?			
Final Judgement				

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Alvar, B.A., Sell, K., Deuster, P.A. (2017). *Essentials of Tactical Strength Training and Conditioning*. Champaign, IL: Human Kinetics.

Or

Haff, G.G., & Triplett, N.T. (2015). *Essentials of Strength Training and Conditioning (4th ed.)*. Champaign, IL: Human Kinetics.

ASSESSMENT AND GRADING

Grade scale:

A=93-100	C=73-76
A-=92-90	C-=70-72
B+=87-89	D+=67-69
B=83-86	D=63-66
B-=80-82	D-=60-62
C+=77-79	F=0-59

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by their assigned dates (midnight). Incompletes will only be assigned under extremely unusual circumstances.

A 20% reduction in grade will be assessed for all late assignments.

SPIRITUAL CARE:

PLNU Balboa Campus: PLNU strives to be a place where you grow as whole persons. To this end we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Balboa campus we have an onsite chaplain, Rev. Kevin Portillo who is available during class break times across the week. If you have questions, desire to meet with Rev. Portillo or prayer requests you can contact him directly at KevinPortillo@pointloma.edu.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or

examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies in the Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that course and/or if they do not wish to utilize some or all the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional detail.

Synchronous Attendance/Participation Definition

For synchronous courses which have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

ACADEMIC STANDING

Graduate students at Point Loma must obtain a 3.0 GPA to remain in good standing in the MS Kinesiology program:

http://catalog.pointloma.edu/content.php?catoid=20&navoid=1403#Academic_Standing.

Additionally, all graduate students need to earn a C or higher in all graduate courses according to the catalog grading policy:

Grading System

Traditional letter grades (A, B, C, D, F) including plus and minus grades are used to indicate the level of scholarship earned for each course. Except for the correction of an error, all traditional letter grades are final at the conclusion of the academic term. Once the degree has been posted on the student's official transcript, no change of grade action is allowed for courses leading to the degree. The grade of C is the lowest grade acceptable for graduate credit.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language,

or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the Bias Incident Reporting [Form](#).

SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at the [Title IX Office | Get Help Now](#)

USE OF TECHNOLOGY

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.
