POINT 1902 LOMA
NAZARENE UNIVERSITY

Department of Biology

Bio6063; Graduate Cell Biology

3 units

Spring 2025

Meeting days/times: Wednesdays 6:00 – 9:00 PM
Meeting location; Sator 108

INFORMATION	SPECIFICS FOR THE COURSE
Instructor title and name:	Dr. Mike Dorrell
Phone:	619-849-2962
Email:	mdorrell@pointloma.edu
Office location and hours:	Rohr Science 158

Office Hours: M,W 8:30 – 9:30 and Thurs 1:30 – 4:30. I love to meet with (and help) students. If the "office hour" times don't work for you, please contact me and I am more than happy to find a time that will work. I have an open door policy so if I am in my office, feel free to stop in. I am also available via email for questions most of the time throughout the week and will get back to you ASAP to answer your inquiries.

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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description✪

Catalog description: Concepts in cell biology, including the chemical basis of life, the structure and function of organelles, basic metabolic pathways, models for the origin of cells are addressed from the perspective of teaching for conceptual understanding.

Full description: Graduate Cell Biology is a semester long course about the inner functions of cells. The cell is the basic building block of all living organisms, but yet is extremely complex. Every cell in your body must at one time undergo differentiation, must consistently coordinate and regulate division, movement, gene expression, and protein synthesis, must constantly create and recycle various organelles, and must be able to communicate with other cells, both near and far. Other courses are dedicated to specific aspects such as metabolism (biochemistry) and gene expression (molecular biology) so we will not focus on all of these topics. However, as we study the processes that facilitate cell function, I hope that you will gain a thorough appreciation of the inherent beauty and complexity that is innate to even the most basic building block of life, the cell. Our goal is that by the end of this course, you will be able to relate and apply your detailed knowledge of cell function to biological properties and medical issues that arise from problems with these cellular functions. Along the way, we hope that you will grow in your own appreciation of the creative brilliance of our God and Creator at work through evolution.

Learning Outcomes: Besides these ultimate objectives, students will be able to:

- Describe common techniques used to study cell biology such as tissue culture, western blots
- Understand and explain major principles of cellular life including the roles of cell membranes, cell transport, cytoskeleton remodeling, cell signaling, cell adhesion, and cell division.
- Comprehend, critically evaluate, and present current research from the primary literature in the topics of cell biology.
- Utilize self-learning techniques to help yourself and others understand how to obtain, understand, and apply information about cell biology.
- Apply knowledge of cell properties to clinical diseases by describing how alterations in normal cell function can lead to detrimental phenotypes.

Required Texts and Recommended Study Resources*

1. **Lab Manual (<u>required</u>):** *None (readings will be provided on canvas)*
2. **Text (required)**: Alberts et. al., <u>Molecular Biology of the Cell</u>, 7th Ed., (big pink book) Garland Science, New York, 2022 ISBN: 9780393884821

EVALUATION AND GRADING

<u>Summary:</u> The activities described above will contribute to your total course grade based on the following percentages (these are subject to change slightly):

Laboratory participation and information video	5%
Individual worksheets / EdPuzzles / crosswords / primary article analyses	25%
Primary literature presentation	10%
Mixed group problems	10%
Class participation and contribution	10%
Take home exams	40%
Total	**100%**

A = 93-100	B- = 80-83	D+ = 67-70
A- = 90-93	C+ = 77-80	D = 63-67
B+ = 87-90	C = 73-77	D- = 60-63
B = 83-87	C- = 70-73	F = 0 - 60

COURSE FORMAT:
The Course Format is based on 6 Units or Topics. These are some of the most important overall concepts needed to understand cell function. We will utilize lecture, lab, peer teaching, and much discussion for concept clarification of each Unit.

Classroom participation / Jigsaw learning / Peer teaching:
Students will be in charge of learning a portion of each unit on their own and then teaching that portion to the other members of a group who were assigned different portions of the unit content. The information obtained by the group as a whole will be used to answer questions and solve different problems both in and out of class. The goals of this type of learning process include:

1) Learning how to access and understand biological information
2) Gaining foundational knowledge about cell biology
3) Learning to effectively work, learn, and teach within a group setting amongst scientists
4) Integrating different topics, knowledge, and ideas to solve single goals
5) Applying knowledge to similar, but distinct tasks related to learned content

Active Learning with Jigsaw / Peer teaching format:
Students will be assigned to one of 4 different groups. For each unit, different groups will be assigned portions of the content (rotating throughout the course). The groups will be responsible for the content of their Unit and will lead group and class discussions.

Theory behind active learning:
Extensive data has effectively demonstrated that students learn better by taking part in the learning process, a process called 'active learning'. "Active learning involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject." (Meyers and Jones, *Promoting active learning; strategies for the college classroom*. San Franscisco: Jossey-Bass). In addition, with the technology available today, science is becoming less and less about memorizing certain facts, and more and more about learning to think, analyze, and evaluate information scientifically. Although content and memorization will always be an important aspect of science, it is becoming more important to know what information you need, and how to find and use that information. To this end, this course will incorporate several active learning techniques, including 'Jigsaw' and 'peer teaching'.

***General timetable for units 2, 3, 5, and 6 (Units 1 and 4 will be led by the instructor)*:**

Individual readings and worksheets

- Come to class having completed the individual unit worksheet.
    - Submit a copy to Canvas for grading **PRIOR** to class on that day.
- Come to class prepared to teach your mixed groups your content based on your worksheets and the assigned text / figures
- Discuss the assigned topic with peers assigned the same content (discussion board)
    - Revise misconceptions and clear up confusing aspects
    - Plan for primary article presentation (group with the primary literature article for that unit)

Mixed group work.

- Students will assemble in assigned mixed groups
    - Groups of 4-5; 1 person from each of the content groups
    - Mixed groups will rotate for each unit such that you will be with a different mix of students for each unit.
- Students will teach each other their own assigned content (~20 – 30 minutes each)
- With extra time, begin to work together to answer the mixed group questions.
- Throughout the group work, the professor will be helping clear up misconceptions and confusion. Feel free to flag down the instructor for help as needed.

Concept clarification and group problem work

- Instructor led discussions / lectures about different topics within the unit
- These discussions will be focused on:
    - Learning (together) the higher level concepts / info from the mixed groups
    - Clarifications of commonly misunderstood concepts
    - Further implementation and application of the learned concepts such as how these relate to disease, normal cellular life and function, etc.
    - Applying content (together) to more difficult aspects of cell biology.
- Periodically during discussion, we will introduce a problem from the mixed group questions that you are to work on together in class with your mixed group.
- You should be working with your mixed group some outside of class to complete the other mixed group problems. ***Note: We take group participation and evaluations very seriously so you should be sure to be pulling your own weight when questions require some time and effort outside of class to complete.***

Major projects and assignments:

Worksheets:

In order to help you focus your thoughts while reading about and studying your particular assigned content, you will be given a worksheet to complete. These will be due before you meet in same groups so that you can bring the completed worksheet to class and use it to confer with students who were assigned the same content. Your individual worksheet is to be submitted to canvas prior to class on Monday (**NO LATE SUBMISSIONS WILL BE ACCEPTED**). These are due Monday to give me time to grade and provide feedback on Tuesday so that you have the feedback to prepare for your peer teaching in class. The worksheets consist of 15% of your grade, AND they are a big step in your understanding of the material that you will in turn teach to your peers. Thus, they should be taken very seriously.

Mixed group problems

Groups of 4 - 5, with one person from each content area, will assemble and help teach each other the various content that everyone is ultimately responsible for in each unit. To help you assemble the information from each member of the group, the groups will work on, and turn in, various problem sets. These should be uploaded to Canvas by a single member of each group. We will be working on some (approximately ½) of the group problems together in class. However, some of the questions will require effort outside of class. Be sure to work together and pull your own weight. I suggest designing a Google document that everyone can add to and revise. You will be grading each other on participation and effort, with your preparation and participation worth 10% of your grade!

Crossword puzzles:
I have created some crossword puzzles using key terms from the chapter. You are to complete these individually. Although we like to focus more on concepts, knowing and understanding terms is key to cell biology. Hopefully, this will be a 'fun' activity that will help you study and recognize terms throughout the book. While completing the puzzles, make sure you understand the terms and their importance to the topic.

Group participation / evaluation
As this course is largely designed based on group work, a significant portion of your overall grade (20%) will be based on your preparation, participation, and contribution to class. This is broken down to 10% for lab participation and accomplishment, based largely on your presence in lab (both physical and learning presence), successfully completing the laboratory tasks (including maintaining your cells in culture for 3 weeks), and pulling your weight in the laboratory experiments (including when some time is needed to care for your cells outside of class).
The other 10% is from the group activities, peer teaching, and class lecture discussions. There will be opportunities for students to evaluate their fellow group members for preparation, contribution to group problems, and ability to convey their content to the rest of the group.

Take home exams
There will be four take-home exams, These will cover the recent material. However, since all of science is cumulative, you will still be responsible for material covered earlier in the sense that comprehension of this material may be key to answering questions on new material. These should take between 2 and 3 hours, but you are able to take up to 4 hours. They are open book, but the idea is that you shouldn't have to look up everything as you go along. These are intended for both the purpose of assessment and learning.

Primary literature presentation
During each jigsaw unit, one of the groups will be assigned to cover a primary literature article on the topic material. Your group will be presenting the article in a ~30 minute, journal club-style presentation during the lab period. See the guidelines for article presentation for helpful hints, presentation formatting, and the grading rubric on this particular project. Everyone will be required to read and analyze the article for each unit (2, 3, 5, and 6) since reading and understanding the primary literature is a key learning objective of this graduate program.

Laboratory work
We will be learning a few key techniques associated with cell biology research. While we will not have enough time to really perform a lot of these techniques, we will learn the concepts, have some minor hands-on experience, and learn how to analyze data. If you would like to really learn how to perform the techniques, you are encouraged to take the cell biology lab (cross-listed with the undergraduate course). Everyone will be assigned to create one short 5 – 10 minute overview video of one of the techniques we will cover for that week to help aid everyone's learning.

COURSE CONTENT: The course will be divided into 6 basic units. Although it is necessary to divide the course into these units for the purpose of assigning content and activities, you should gain an overall appreciation of how these systems interact to make cellular life possible.

Unit 1*: How can the cell rapidly and efficiently adapt to the changing needs? What are the techniques for analyzing cells?* I will present the first unit in a standard lecture style format, although there will be several discussions and activities within this.

Content:

- Review of cell features and functions (Ch. 1;)
- Preview of common cell biology techniques: Working with and visualizing cells (Ch. 8 and Ch. 9, and lab work [in lab])
- Understanding the role, and importance of post-translational modifications to cellular regulation and function.

General objectives:

- Understand the various types of microscopy and what each is used for in the study of cells
- Understand the main types of protein post-translational regulation, and why post-translational modification is used to regulate cell activity
- Know the general aspects of cell biology, including the organelles, cell organization, etc.

Unit 2: ***Just as you must remain organized to function effectively, cells must maintain compartmentalization and regulate what molecular products are stored within or moved to different parts of the cell. How does the lipid bilayer facilitate this compartmentalization?***

Content:

- Composition and structure of cell membranes (Ch. 10)
- Selective transport across membranes (Ch. 11)

General objectives:

- Describe the major components of cellular membranes and the functions of each.
- Explain how hydrophobicity, hydrophillicity, and the amphipathic nature of phospholipids make compartmentalization and cellular transport possible.
- Understand how particle movement across the membrane is accomplished and regulated.
- Design a membrane transport protein that can regulate movement of specific particles across the cellular membrane.
- Explain membrane transport in relation to specific functions such as neuronal signaling.

Unit 3: ***Having spaces for different things only matters if you can get, and keep, the appropriate molecules (proteins etc.,) localized to those areas. How does the cell sort the organelles, macromolecules, and molecules?***

Content:

- Organelles and intracellular compartments (Ch. 12)
- Directed transport of molecules throughout the cell (Ch. 12 – 13)

General objectives:

- Explain the importance for specific localization of different molecules within the cell
- Explain the mechanisms by which cells sort and direct cargo to specific destinations
- Given a set of conditions, identify a protein's destination and the path by which it will get there.

Unit 4: ***Cells must coordinate their activities and be able to respond appropriately to signals that are arriving from other cells, hormones, etc., How can cells recognize and respond to extracellular signals in an appropriate and effective manner?***

Content:

- General principles of cell signaling (Ch. 15)
- Common modalities of cell signaling (Ch. 15)

General objectives:

- Explain the purpose and necessary components of any cell signal.
- Describe a detailed cell signaling process, given appropriate information.
- Design common regulatory mechanisms for cell signaling.
- Describe G-protein coupled, enzyme-linked, and other common signaling pathways.
- Relate cell signaling to human development and disease.

Unit 5*: How does the cell move when necessary, move products to various parts of the cell (during cell sorting), and constantly maintain its structural integrity?*

Content:

- Cytoskeleton (Ch. 16)
- Cell adhesion (Ch. 19)

General objectives:

- Describe how the dynamic properties of cytoskeletal elements make cellular movement and movement of cargo within a cell possible.
- Describe treadmilling and dynamic instability, the mechanism by which each occurs, and how this relates to cellular dynamics and properties.
- Design 'cellular systems' by which the above processes are regulated and by which cargo is moved in specific directions throughout the cell.
- Describe the different methods of cell-cell, and cell-ECM adhesion.
- Relate abnormal cell adhesion properties to human disease.

Unit 6: ***We have been talking a lot about signaling, cell responses, cell integrity, etc., How does this relate to the methods by which we maintain and replace cells within our bodies?***

Content:

- The cell cycle and cell cycle control mechanisms (Ch. 17)
- Apoptosis (Ch)
- Cancer mechanisms and current treatment modalities (Ch. 20)

General objectives:

- Relate different rates of cell division amongst mammalian cells to the cell functions, and different methods of cell cycle division regulation and initiation.
- Relate the roles of Cdks and CkIs during cell cycle regulation.
- Relate programmed cell death to normal function and disease.
- Relate cell cycle control and apoptotic events to signaling cascades described in Unit 5.
- Relate cell cycle control and apoptosis to cancer.
- Describe the rationale behind current cancer treatments, along with the advantages and disadvantages of each.

Tentative Schedule:

WEEK	DATE	Unit	Chapters	Pre-class videos	Class schedule
1	1/15	1	Ch 1 (review), Ch. 3; Pg 149-169.	1) Course introduction 2) Properties of cells	1st half = Introduction and Syllabus 2nd half = Unit 1 lecture – Post-translational modifications
Homework: 1) Unit 1 crossword and worksheet (due by next Wednesday) 2) Unit 2 individual worksheets (due next Monday – to get feedback prior to peer teaching next week) 3) Read Tissue culture handout to prepare for lab work.					
2	1/22	2	Chapters 10 - 11	Unit 2 introduction	1st half = (lab) tissue culture 2nd half = Mixed group teaching (peer teaching)
Homework: 1) Unit 2 crossword puzzle and EdPuzzles (due by next Wednesday)					
3	1/29	2	Chapters 10 - 11	EdPuzzles	1st half and 2nd halves = concept clarification and mixed group problems
Homework: 1) Unit 2 primary literature analysis (due by next Wednesday). *Presenting group work on presentation* 2) Continue working in your mixed groups on the Unit 2 mixed group problems (due Saturday 2-4)					
4	2-5	2	Chapters 10-11	TBD	1st half = primary literature article presentation and discussion 2nd half = concept clarification (finish)
Homework: 1) Unit 2 mixed group problems (due by Saturday) 2) Unit 3 individual worksheets (due next Monday – to get feedback prior to peer teaching next week)					
5	2-12	3	Chapters 12-13	Unit 3 introduction	1st half = (lab) cell counting and viability 2nd half = Mixed group teaching (peer teaching)
Homework: 1) Unit 3 crossword puzzle and EdPuzzles (due by next Wednesday) 2) *Take home exam* for units 1 and 2 (due by the end of Monday)					
6	2-19	3	Chapters 12-13	EdPuzzles	1st half and 2nd halves = concept clarification and mixed group problems
Homework: 1) Unit 3 primary literature analysis (due by next Wednesday). *Presenting group work on presentation* 2) Continue working in your mixed groups on the Unit 3 mixed group problems (due Thursday 2-23)					
7	2-26	3	Chapters 12-13	TBD	1st half = primary literature article presentation and discussion 2nd half = concept clarification (finish)
Homework: 1) Unit 3 mixed group problems (due by Thursday night so you can get feedback for the take-home exam) 2) *Take home exam* for unit 3 (due by the end of Monday)					
8	3-5	4	Chapter 15	none	1st half = (lab) chamber slides and cell staining 2nd half = concept clarification (reading signaling pathways
Homework: 1) Unit 4 EdPuzzles, crossword, and signaling pathway video (due by next class)					

March 12th = Spring break (no class)					
9	3-19	4	Chapter 15	Edpuzzles	1st half and 2nd halves = concept clarification and group problems
Homework: 1) Unit 4 group problems (due by Saturday) 2) Unit 5 individual worksheets (due next Monday – to get feedback prior to peer teaching next week)					
10	3-26	5	Chapters 16 & 19	Unit 5 introduction	1st half = (lab) confocal microscopy 2nd half = Mixed group teaching (peer teaching)
Homework: 1) Unit 5 crossword and EdPuzzles (due by next Wednesday)					
11	4-2	5	Chapters 16 & 19	EdPuzzles	1st half and 2nd halves = concept clarification and mixed group problems
Homework: 1) Unit 5 primary literature analysis (due by next Wednesday). *Presenting group work on presentation*					
12	4-9	5	Chapters 16 & 19	TBD	1st half = primary literature article presentation and discussion 2nd half = concept clarification (finish)
Homework: 1) Unit 5 mixed group problems (due by Saturday) 2) Unit 6 individual worksheets (due next Monday – to get feedback prior to peer teaching next week)					
13	4-16	6	Chapters 17, 18, and 20	Unit 6 introduction	1st half = (lab) western blot 2nd half = Mixed group teaching (peer teaching)
Homework: 1) *Take home exam* for units 4 and 5 (due by the end of Monday)					
14	4-23	6	Chapters 17, 18, and 20	none	1st half and 2nd halves = concept clarification and mixed group problems
Homework: 1) Unit 6 primary literature analysis (due by next Wednesday). *Presenting group work on presentation* 2) Unit 6 crossword and EdPuzzles, and be working on mixed group problems (due Thurs, 5-1)					
15	4-30	6	Chapters 17, 18, and 20	EdPuzzles	1st half = primary literature article presentation and discussion 2nd half = concept clarification (finish)
Homework: 1) Unit 6 Mixed group problems (due by Thursday night to get feedback for the take-home exam) 2) *Take home exam* for unit 6 / final exam (due by the end of Tuesday)					

Content Warning*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Trigger Warning*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Late assignments will be deducted points based on the amount of time past the due date that they are submitted. In general, there will be a 10% reduction for each day late.

Spiritual Care*

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the Office of Spiritual Life and Formation.

State Authorization⊛

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow online (distance education) outside of California.

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 for definitions of kinds of academic dishonesty and for further policy information.

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.

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 particular course and/or if they do not wish to utilize some or all of 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.

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*

In support of a safe learning environment, 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 accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are 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 pointloma.edu/title-ix.

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.

PLNU Recording Notification⍟

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel. Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

Synchronous Attendance/Participation Definition

For synchronous courses that 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.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- **The GPS Writing Center offers:**
  - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
  - **One-to-one appointments** with the Writing Coach
  - **Microlearning YouTube Video Library** for helpful tips anytime
  - **Research Help Guide** to help you start your research
  - The physical office is located on the third floor of the **Mission Valley Regional Center** off the student lounge
- **Academic Writing Resources Course:** Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. **Watch a quick video run-through** and take time now to explore!
- **Tutoring**: Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: **GPSWritingCenter@pointloma.edu**