

# POINT <sup>19</sup> <sup>02</sup> LOMA

## NAZARENE UNIVERSITY

College of Health Science
MS Kinesiology
KIN6065 - Sport and Tactical Strength and Conditioning
3 Units
Spring 2026
Days and Times: Mondays, 6:00 pm to 8:00 pm
Classroom: Balboa 150 AB
Final Exam: See Canvas for final project and exam instructions

Instructor Title	Dr. Antonio Squillante, CSCS*D, RSCC*D and Dr. Brent Alvar, CSCS*D, TSAC*D, FNCSA, FACSM
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Office Location and Hours	See link in Canvas or email to set up an appointment <a href="#">Doc's Office Hours</a> <a href="#">Dr. Squillante's Office Hours</a>

### 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

In this course, successful students will learn to...

- 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

#### REQUIRED TEXTS AND MATERIALS

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 (4<sup>th</sup> ed.)*. Champaign, IL: Human Kinetics.

In addition to the textbook, for this hybrid course you will need access to the following:

- Zoom: <https://zoom.us/>
- Sign up for a free account using your PLNU email address. Download the app to your laptop, phone, and/or tablet.
- Google Drive: <https://www.google.com/drive/>
- You already have a free account associated with your PLNU email address. In this class we will use the browser-based document functionality.
- Google Chrome: <https://www.google.com/chrome/>
- Google Chrome is the required browser for HonorLock, and must be downloaded and used on a laptop or desktop for the module quizzes, midterm, and final exam.
- Laptop or desktop computer equipped with a microphone and webcam
- Ability to record yourself using a phone, camera, or webcam

## COURSE SCHEDULE AND ASSIGNMENTS

### Course Grading

- Forums = 6 @ 10 pts = 60 pts
- Quizzes = 12 @ 10pts = 120pts
- Group Presentation = 50 pts
- Final Group Paper = 100 pts
- Weekly In-Class Quizzes = 4 @ 25 pts = 100

**Total: 430pts**

### 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:

- Biomechanical (Injury) Analysis of the Sport or Occupation
- Energy System Needs for the Sport or Occupation

- Phosphagen
- Glycolytic
- Oxydative
- Testing
- Explain the different tests that will be used and why they were chosen
- Explain how the test will be administered
- Explain how the tests will be scored
- 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:

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

**100 points**

### **Tentative Course Schedule**

**Week 1: Jan 12 - 18. Introduction and Choice of Tactical Population or Sport**

**Class on Monday Jan 12, 2026**

**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.

- o 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 as a guide for each segment of the paper. This does not have to be turned in until the end of the semester.

- o 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**

## **Week 2: Jan 19 -25. Needs Analysis and Biomechanics**

**No Face-To-Face Class on Monday January 19 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**

- o Abel MG, Palmer TG, and Trubee N. (2015). Exercise Program Design for Structural Firefighters. *Strength & Conditioning Journal* 37: 8-19.
- o 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
- o Conolly M, Elder C, and Dawes J. (2015). Needs Analysis for Mountain Search and Rescue. *Strength & Conditioning Journal* 37: 35-42.
- o 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 26 – Feb 1. 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 the 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**

- o 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.
- o Economos, C. D., Bortz, S. S., & Nelson, M. E. (1993). Nutritional practices of elite athletes. Practical recommendations. *Sports Med*, 16(6), 381-399.
- o 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.
- o 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: Feb 2 – Feb 8. 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**

o 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

o Crowder TA, Ferrara AL, and Levinbook MD. (2013). Creation of a criterion-referenced Military Optimal Performance Challenge. *Military Medicine* 178: 1085-1101.

o 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

o 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.

o Payne W and Harvey J. (2010). A framework for the design and development of physical employment tests and standards. *Ergonomics* 53: 858-871.

o 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 9 – 15. Dose-Response to Resistance Training, Speed, Agility and Plyometrics**

**Face-To-Face Class on Monday Feb 9, 2026**

**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:**

- o 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

- o 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

- o 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

- o 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 16 - 22. Putting it All Together - Periodization**

**Face-To-Face Class on Monday Feb 16, 2026**

**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**

- o 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

- o Bompa, T. O. (1996). Variations of Periodization of Strength. *Strength & Conditioning Journal*, 18(3), 58-61.

- o 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

- o 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.

- o Kraemer, W.J., Torien, J.C., Dudley, J. Gerard, J. (2015). Nonlinear Periodization: Insights for Use in Collegiate and Professional American Football Resistance Training Programs. *Strength & Conditioning Journal*, 37(6), 17-36.
- o 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. Your 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 than 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**

**Week 7: Feb 23 - March 1. Final Draft of Paper and Preparation of In-Class Presentation**

**Face-To-Face Class on Monday Feb 23, 2026**

**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 12 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: March 2 – March 8. Final Presentation and Paper Preparations**

**Face-To-Face Class on Monday Mar 2, 2026**

**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 Mar 6, 2026**

**LATE ASSIGNMENTS**

Late assignments will be subject to a deduction of 10% per day. Even if deadline is missed, all assignments are expected to be submitted.

*Grading Scale*

The following grading scale will be used for all exams and final course grades:

- 93-100% = A
- 90 - 92% = A-
- 87 – 89% = B+
- 84 – 86% = B
- 81 – 83% = B-
- 78 – 80% = C+
- \*75 – 77% = C
- 73 – 74% = C-

- 71 – 72% = D+
  - 68 – 70% = D
  - Below 68% = F
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### 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. Incompletes will only be assigned in extremely unusual circumstances.

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### PLNU Spiritual Care

#### *Balboa Campus*

PLNU strives to be a place where you grow as a whole person. 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 or a desire to meet or share any prayer requests with Rev. Portillo, you may contact him directly at [KevinPortillo@pointloma.edu](mailto:KevinPortillo@pointloma.edu).

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### 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 distance education outside of California.

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### 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.

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### 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.

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### 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.

For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

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### Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) 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.

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### PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). 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 work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

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. Accommodations are not retroactive, so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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 ensure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

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### 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.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

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### 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](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias)

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## 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 details.

### *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.

**Note:** For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

### *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.

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## Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
    1. Synchronous Courses: At least one class meeting takes place at a designated time.
    2. Asynchronous Courses: All class meetings are asynchronous.
  2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
  3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).
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### 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 nor allowable) 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.

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### 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!

- **[Grammarly](#)**: Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
  - **[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.
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