



Clinical Exercise Prescription (KIN 6056) (3 credit hours)

Summer: Dates: 7/6/2026 – 8/29/2026

Online (remote course Zoom page), class meeting: Tuesdays 7:00pm – TBD (Arizona Time)

Final Exam: Schedule with Weiler week of 8/17 Final Exams start 8/24/2026 closes 9:00pm 8/28/2026

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.

Instructor's information:

Andrew Weiler M.Ed., Adjunct Faculty

aweiler@pointloma.edu

Office hours Tuesdays 7pm – 8:30pm Arizona Time (Please reach out by e-mail with any questions and for assistance. We will meet by appointment or answer through correspondence)

Course Description

This course prepares students to utilize scientific rationale and a formal process to design, implement and supervise exercise programming for *apparently healthy populations* as well as those *Special Populations* (chronic diseases, musculoskeletal conditions, and requiring additional considerations/adaptations). An individualized health-risk assessment, exercise prescription and outcome-based exercise progression is the gold-standard for our profession.

Institutional Learning Outcomes (ILO)

1. **Learning, informed by our Faith in Christ:** Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.
2. **Growing, in a Christ-Centered Faith Community:** Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental, and social contexts.
3. **Serving, in a Context of Christian Faith:** Students will serve locally and/or globally in vocational and social settings.

PROGRAM LEARNING OUTCOMES (PLO)

The Point Loma Nazarene University MS-KIN graduate will be able to

1. Appraise current research data in Kinesiology and integrate it into professional practice to solve relevant problems and make effective decisions.
2. Work independently and with a team to persuasively communicate essential information in their discipline.
3. Demonstrate appropriate breadth of knowledge of the background and principal research in their specialization in order to conduct an independent research project.
4. Serve various populations, integrating compassionate care and the Christian faith with their professional practice.
5. Pursue an active and growing involvement in their discipline by achieving advanced certification and/or membership in a related professional organization.

COURSE LEARNING OUTCOMES (CLO)

After completing this course, students will be able to:

1. Interpret the findings of pre-exercise assessments, interviews, forms, and questionnaires to develop clinically appropriate exercise prescriptions to improve client health, fitness, and function.
2. Design safe and effective individualized exercise programs for *Apparently Healthy & Special Populations* including those with chronic diseases, conditions, and/or physical dysfunctions (e.g., cardiovascular, pulmonary, metabolic, musculoskeletal)
3. Implement exercise programs for clients in all stages of medical intervention following current industry guidelines, recommendations, best practices, and scientific principles.
4. Apply effective communication strategies and instructional techniques to optimize program outcomes and build client self-efficacy.

Competency	Performance Domains and Associated Competencies
I.A.1.d	Knowledge of information and documentation required for program participation.
I.A.2.a	Skill in interpreting information from medical records in patient care and/or exercise prescription.
I.A.2.c	Skill in assessing participant physician referral and/or medical records to determine program participation status.
I.C.1.b	Knowledge of medical therapies for chronic diseases and their effect on resting vital signs and symptoms.
I.D.1.e	Knowledge of current published guidelines for treatment of cardiovascular, pulmonary and metabolic pathologies (e.g., American College of Cardiology/American Heart Association [ACC/AHA] Joint Guidelines, Global Initiative for Chronic Obstructive Lung Disease [GOLD], American Diabetes Association [ADA]).
I.D.1.i	Knowledge of abnormal signs and symptoms in apparently healthy individuals and those with chronic disease.

I.D.2.e	Skill in modifying exercise/physical activity program in response to medication use, timing and side effects.
I.E.1.a	Knowledge of patient-centered health counseling techniques with nonjudgmental positive regard.
I.E.1.c	Knowledge of the effects of a sedentary lifestyle, including extended periods of physical inactivity and approaches to counteract these changes.
I.E.1.e	Knowledge of common barriers to exercise compliance and adherence (e.g., physical/disease state, environmental, demographic, vocation).
I.E.1.f	Knowledge of known demographic factors related to likelihood of adherence and maintenance of exercise (e.g., age, gender, socioeconomic status, education, ethnicity).
I.E.2.d	Skill in adapting/modifying an exercise program based on unique needs of a patient.
II.C.1.c	Knowledge of current practice guidelines/recommendations (e.g., AHA, Arthritis Foundation, National Multiple Sclerosis Society) for the prevention, evaluation, treatment and management of chronic diseases.
II.C.1.p	Knowledge of typical maximal exercise test results and physiological values in trained and untrained individuals and those with and without chronic diseases.
III.A.1.a	Knowledge of appropriate mode, volume and intensity of exercise to produce favorable outcomes in apparently healthy individuals and those with chronic disease.
III.A.1.b	Knowledge of the FITT-VP (frequency, intensity, time, type, volume, progression) principle for aerobic, muscular fitness/resistance training and flexibility exercise prescription.
III.A.1.c	Knowledge of the benefits and risks of aerobic, resistance and flexibility exercise training in apparently healthy individuals and those with chronic disease.
III.A.1.d	Knowledge of the effects of physical inactivity and methods to counteract these changes.
III.A.1.e	Knowledge of normal and abnormal physiologic responses to exercise in healthy individuals and those with chronic diseases.
III.A.1.g	Knowledge of disease-specific strategies or tools (e.g., breathing techniques, assistive devices, prophylactic nitroglycerin) to improve exercise tolerance in patients with chronic disease.
III.A.1.h	Knowledge of appropriate modifications to the exercise prescription in response to environmental conditions in apparently healthy individuals and those with chronic disease.
III.A.1.i	Knowledge of current practice guidelines/recommendations (e.g., U.S. Department of Health and Human Services, American College of Sports Medicine, Arthritis Foundation) for exercise prescription in apparently healthy individuals and those with chronic disease.
III.A.1.j	Knowledge of applying metabolic calculations.
III.A.1.g	Knowledge of disease-specific strategies or tools (e.g., breathing techniques, assistive devices, prophylactic nitroglycerin) to improve exercise tolerance in patients with chronic disease.

III.A.1.l	Knowledge of muscle strength/endurance and flexibility modalities and their safe application and instruction.
III.A.1.m	Knowledge of principles and application of exercise session organization.
III.A.1.n	Knowledge of known demographic factors related to likelihood of adherence and maintenance of exercise (e.g., age, gender, socioeconomic status, education, ethnicity, vocation).
III.A.1.p	Knowledge of goal setting (e.g., SMART goals), reviewing, and constructive feedback in identifying barriers and reinforcing positive changes.
III.A.1.q	Knowledge of risk factor reduction programs and alternative community resources (e.g., dietary counseling, weight management, smoking cessation, stress management, physical therapy/back care).
III.A.2.a	Skill in interpreting functional and diagnostic exercise testing with applications to exercise prescription.
III.A.2.b	Skill in interpreting muscular strength/endurance testing with applications to exercise prescription.
III.A.2.c	Skill in developing an exercise prescription based on a participant's clinical status and goals.
III.A.2.d	Skill in applying metabolic calculations.
III.A.2.e	Skill in applying strategies to reduce risk of adverse events during exercise (e.g., gait belt, blood glucose monitoring).
III.A.2.f	Skill in individualizing home exercise programs.
III.A.2.g	Skill in optimizing patient compliance and adherence of exercise prescription.
III.B.1.c	Knowledge of lay terminology for explanation of exercise prescription.
III.B.1.d	Knowledge of the operation of various exercise equipment/modalities.
III.B.1.f	Knowledge of muscle strength/endurance and flexibility modalities and their safe application and instruction.
III.B.1.g	Knowledge of principles and application of exercise session organization.
III.B.1.h	Knowledge of proper protocol to report adverse symptoms per facility policy.
III.C.1.b	Knowledge of abnormal signs and symptoms during exercise training in apparently healthy individuals and those with chronic disease.
III.C.1.c	Knowledge of clear communication using patient learning style and/or health literacy to explain exercise intensity assessment.
III.C.2.a	Skill in teaching methods used to guide exercise intensity.
III.D.1.a	Knowledge of physiologic effects due to changes in medical therapies for chronic diseases and their impact on exercise training.

III.D.1.b	typical responses to aerobic, resistance and flexibility training in apparently healthy individuals and those with chronic disease.
III.D.1.d	Knowledge of disease-specific strategies or tools (e.g., breathing techniques, assistive devices, prophylactic nitroglycerin) to improve exercise tolerance in patients with chronic disease.
III.D.1.e	Knowledge of abnormal signs and symptoms during exercise training in apparently healthy individuals and those with chronic disease.
III.D.1.f	Knowledge of mode, volume and intensity of exercise to produce favorable outcomes in apparently healthy individuals and those with chronic disease.
III.D.1.h	Knowledge of modifications to the exercise prescription in response to environmental conditions in apparently healthy individuals and those with chronic disease.
III.D.1.i	Knowledge of systems for tracking participant progress in both preventive and rehabilitative exercise programs.
III.D.1.j	Knowledge of participant progress in a preventive and rehabilitative exercise program given gender, age, clinical status, pre-program fitness level, specifics of the exercise program (e.g., walking only vs. comprehensive monitored program) and rate of program participation.
III.D.2.b	Skill in assessing adequacy of patient's progress in a preventive or rehabilitative exercise program given age, sex, gender, clinical status, specifics of the exercise program and rate of program participation.
III.D.2.c	Skill in developing an individualized exercise prescription.
III.D.2.d	Skill in using patient feedback and developing individualized exercise prescription and/or care plan.
III.D.2.f	Skill in modifying an exercise prescription specifically to meet a patient's individual needs and goals.
IV.A.1.h	Knowledge of disease-specific strategies or tools (e.g., breathing techniques, assistive devices, prophylactic nitroglycerin) to improve exercise tolerance in patients with chronic disease.
IV.A.1.i	Knowledge of exercise training concepts specific to industrial or occupational rehabilitation, such as work hardening, work conditioning, work fitness and job coaching.
IV.A.2.a	Skill in identifying unique needs of those with chronic diseases in exercise prescription.
IV.A.2.b	Skill in communicating the exercise prescription and related exercise programming techniques.
IV.A.2.c	Skill in educating patients following the observation of problems with comprehension and performance of their exercise program.
IV.A.2.d	Skill in applying techniques to reduce risks of adverse events during exercise (e.g., gait belt, blood glucose monitoring).
IV.A.2.g	Skill in using patient feedback to develop individualized exercise prescription and/or care plan.
IV.B.1.c	Knowledge of exercise techniques to reduce risk and maximize the development of cardiorespiratory fitness, muscular strength and flexibility.

IV.B.1.d	Knowledge of mode, volume and intensity of exercise to produce favorable outcomes in apparently healthy individuals and those with chronic disease.
IV.B.1.e	Knowledge of disease-specific strategies or tools (e.g., breathing techniques, assistive devices, prophylactic nitroglycerin) to improve exercise tolerance in patients with chronic disease.
IV.B.1.g	Knowledge of modifications to the exercise prescription in response to environmental conditions in apparently healthy individuals and those with chronic disease.
IV.B.2.a	Skill in identifying unique needs and goals of a patient and adapting/modifying an exercise program.
IV.C.1.d	Knowledge of disease-specific strategies or tools (e.g., breathing techniques, assistive devices, prophylactic nitroglycerin) to improve exercise tolerance in patients with chronic disease.
IV.C.1.i	Knowledge of how medications or missed dose(s) of medications impact exercise and its progression.
IV.C.2.e	Skill in modifying exercise/physical activity programming in response to medication use, timing and side effects.
IV.D.1.a	Knowledge of the contraindications to exercise training and factors associated with complications in apparently healthy individuals and those with chronic disease.
IV.D.1.b	Knowledge of the benefits and risks of aerobic, resistance and flexibility training in apparently healthy individuals and those with chronic disease.
IV.D.2.a	Skill in identifying contraindications to exercise training.
V.B.1.i	Knowledge of the benefits and risks of aerobic, resistance, flexibility, and balance training in apparently healthy individuals and those with chronic disease.
V.B.1.j	Knowledge of the health benefits of a physically active lifestyle, the hazards of sedentary behavior, and current recommendations from U.S. national reports on physical activity (e.g., U.S. Surgeon General, National Academy of Medicine).
V.B.1.m	Knowledge of education content and program development based on participant's medical history, needs and goals.

REQUIRED TEXT & RECOMMENDED RESOURCES:

Note: Students are responsible to have the required textbook prior to the first day of class. We will use the GETP (textbook) each class session, for each assignment, each assessment. Please read from cover to cover.

Required

American College of Sports Medicine (2025). ACSM's guidelines for exercise testing and prescription (12th ed.). Philadelphia, PA: Wolters Kluwer/Lippincott Williams & Wilkins. ISBN: 978-1-9752-1920-8

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. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

KIN 6056 will use Point Loma Nazarene University's Canvas course account and the course web page: www.andyweilerhasclass.com password: AWeiler

CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, KIN 6056 meets the PLNU credit hour policy for a 3-unit class delivered over 8-weeks. It is anticipated that students will spend a minimum of 50 participation hours per credit hour on their course work. As a graduate course, students can expect the work in this course to be significant, and students should plan on spending about 18.5 hours per week engaged in the course content. The estimated time expectations for this course are shown below:

Assignments	Course Hours
Weekly Participation in meetings with professor	12
Meetings/correspondence with professor	12
Major Assignments	35
Reading	55
Other Learning Activities	24
Formative Assessments & Final Exam	12
Total Course Hours:	150

ASSESSMENT AND GRADING

The total number of points accumulated on exams, quizzes, and assignments determines your final letter grade in this course and is outlined in the table below. Case studies should be a collaboration with your classmates and instructor.

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 8 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

Assignment	#	Points per	Total Points	Percent of Total Points
Quizzes	4	15	60	13%
Clinical Case Presentations	4	15	60	13%
Case studies	4	50	200	44%
Course Evaluations	6	5	30	7%
Mid-term	1	50	50	11%
Final Exam	1	50	50	11%
Total			450	100%

Standard Grade Scale Based on Percentage of Points Earned

Traditional letter grades (A, B, C, D, F (including plus and minus grades)) are used to indicate the level of scholarship for KIN 6056. 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*.

KIN 6056 Grade Scale				
Course Total Points	450			
Letter	Low %	High %	Points (low)	Points (high)
A+	93.0%	100.0%	419	450
A-	90.0%	92.9%	405	418
B+	87.0%	89.9%	392	404
B	83.0%	86.9%	374	391
B-	80.0%	82.9%	360	373
C+	77.0%	79.9%	347	359
C	70.0%	76.9%	315	346
D	55.0%	69.9%	248	314
F	0.0%	54.9%	0	247

Participate in KIN 6056 as you will in our profession, representing Christ, your discipline, and yourself, demonstrating competence, respect, love, grace, diligence, and tenacity. It is your responsibility to access Canvas and the course web site regularly and to participate in class discussions, as an important part of your interaction with the course content, the instructor, your classmate-colleagues, which is an integral part of the learning process and directly influences your level of success in the course.

Case Studies

Case studies are the primary mode of application of learning in KIN 6056 and represents 50% of the points possible. Develop a process by which you will *know* your client, *assess* your client and *develop* an individualized and comprehensive exercise prescription addressing all the components of health-related fitness (as a minimum). Include a plan for assessment and progression of the exercise prescription.

Each student will develop a structured process which incorporates, the Knowledge, Skills and Abilities taught in KIN 6056, professional resources (either self-made or available) to produce a patient's record which may be used as documentation of practice, a schedule for exercise testing and progression, and a resource for education and supervision of exercise.

Students will participate in *Clinical Case Presentations* in class. Students will be grouped to present sections of each patient record and lead discussion with classmates, attendees and your professor.

The case study assignment represents the beginning of the process which you will use throughout your professional practice as an exercise professional. Professionals use networks to establish standards of care and credible practice. In this spirit, please collaborate with your professor, other professionals in the field and your classmate-colleagues. In past classes, students corporately developed spreadsheets, formatted records and bibliographies which were used for case studies and exam preparation.

Email Etiquette

Communication is part of your academic work and therefore should be written concisely and efficiently as possible. When sending an email to the professor, students are expected to **write in a formal, academic tone**, and **all the necessary information to fully understand and respond to the e-mail should be provided**. The **student's name and course number should be in the subject line**. In addition, the body of the email should include an appropriate greeting, salutation and complete contact information. The professor and students will respond to all e-mail **within 48 hours of receipt**.

Incompletes and Late Assignments

All assignments are to be submitted/turned in via Canvas by the end of day (11:59pm PT) on which they are due in order to be considered for credit. Your professor is committed to work as hard as you do to be successful in KIN 6056. Jesus said, in John 10:10 "...I have come that they may have life, and that they may have it more abundantly." I know that life and practicing your faith brings blessings and challenges. Embrace KIN 6056, as you do the rest of your life. Through consistent and preemptive communication with your professor, integrate your work, servanthood, spiritual life, occupation and preoccupation with this course and everything will be fine. If you do miss a due date, a discussion will be held at the **end of KIN 6056** when your total body of work and your current standing in the class can inform our discussion about the most appropriate course of action to take.

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 Clinical Exercise Prescription, 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. 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 contact 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 Clinical Exercise Prescription, 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 Clinical Exercise Prescription, we will cover a variety of topics, some of which you may find triggering. 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 clinical exercise prescription, and I will support you throughout your learning in this course.

General Course Concerns

If you have a concern related to the content or structure of this course, please bring your concern(s) to me (the instructor) in a timely manner, so that we have the opportunity to discuss your thoughts and work together toward a solution.

Office Hours - Class sessions

Tuesday nights from 7:00pm – 8:30pm KIN6056 will meet online. Class time will be spent on Clinical Case Presentations, quizzes, covering material pertinent to the current week's work and for discussion about course logistics. Please know your instructor has seen consistent and significant correlation between class attendance, regular communication, quality of academic work and final grade earned in this course.

LATE ASSIGNMENTS

All assignments are to be submitted/turned in via Canvas by the end of day (11:59pm PT) on which they are due in order to be considered for credit. Your professor is committed to work as hard as you do to be successful in KIN 6056. Jesus said, in John 10:10 *"...I have come that they may have life, and that they may have it more abundantly."* I know that life and practicing your faith brings blessings and challenges. Embrace KIN 6056, as you do the rest of your life. Through consistent and preemptive communication with your professor, integrate your work, servanthood, spiritual life, occupation and preoccupation with

this course and everything will be fine. If you do miss a due date, a discussion will be held **at the end of KIN 6056** when your total body of work and your current standing in the class can inform our discussion about the most appropriate course of action to take.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking an oral, online final examination with your instructor scheduled the week of 8/17/2026 to be completed during the **scheduled timeframe** during the last week of the course (Monday, August 24 and close at 9:00pm on Friday, August 28). All requests for early examinations will be approved in advance.

PLNU Spiritual Care

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate and Accelerated Undergraduate students to encounter God and grow in their Christian faith. We have onsite chaplains at our different campuses who may be available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with our chaplains, you can find them at the [Chaplain's Page](#) via myPLNU.

In addition, the Mission Valley and Balboa campuses have a prayer chapel for use as a space set apart for quiet reflection and prayer.

Student Success

The Center for Student Success supports our Graduate and Professional Studies students throughout their academic journey. We provide student services such as academic advising and planning, resource workshops, and connect students to career services, writing support, tutorial services, and wellness resources. The Center itself is located on the first floor of the Mission Valley Campus. If you have any questions about how to access resources at PLNU, please start by reaching out to the Center for Student Success [by email](#) or by phone at 619-563-2850. Please visit [myPLNU Student Success](#) for more details. If you are in the School of Education, please contact [SOE Advising](#).

State Authorization (for fully online courses)

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

PLNU Artificial Intelligence (AI) Policy

Point Loma Nazarene University supports academic integrity and the thoughtful integration of emerging technologies, including artificial intelligence (AI), in the learning process. Clarity about your expectations promotes transparency and compliance regarding the use of AI. Below are three sample statements reflecting varying levels of AI use permitted in this course. Faculty may select, adapt, or delete as appropriate. It is also advisable to provide assignment-specific information in each assignment for the appropriate use of AI based on learning outcomes for the course.

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro GrammarlyGo, Perplexity, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use this [Purdue resource](#) to guide your citations when using AI.

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 on the PL campus, the first floor of the Balboa campus, and the second floor of the Mission Valley campus. For all students, including the Bakersfield campus, virtual appointments are available. You can reach the Educational Access Center (EAC) [by email](#) or phone at 619-849-2533. Students can access both requests for and evidence of disability through the Accommodate link off the main page of [OneLogin](#). 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 approved accommodations. Professors are able to view a student's approved accommodations through [Accommodate](#).

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their approved accommodations in that particular course. Accommodations are not retroactive; as such, 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-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. 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 eligibility 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 accommodations.

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 other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias and via the [Nondiscrimination and Anti-harassment Policy](#)

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](#). 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](#) or [consult the list of campus pastors](#).

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](#).

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all synchronous class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), 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 drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered asynchronously, and attendance will be determined by submitting the assignments by the posted due dates. See Academic Policies in the Graduate and Professional Studies Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted. Students will have cameras on during all web meetings at all times even if you step away.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion via e-mail, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

Students taking online courses are expected to attend each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded activity in the course. (Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.)

Students who do not attend at least once in any 3 consecutive days will be issued an attendance warning. Students who do not attend at least once in any 7 consecutive days will be dropped from the course retroactive to the last date of recorded attendance.

Students who anticipate being absent for an entire week of a course should contact the instructor for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor

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:

- 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.

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).

INSTRUCTOR FEEDBACK

Weekly assignments will be graded in timely fashion and graded work will be posted in Canvas weekly. Regular communication and attendance in Tuesday's online session is encouraged.

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirement](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. Be sure to have redundancy plans as it pertains to technology and access to KIN 6056 materials.

Problems with technology do not relieve students of the responsibility of participating, turning in assignments, or completing coursework.

ACADEMIC STANDING

Graduate students at Point Loma must obtain a 3.0 GPA to remain in good standing in the MS Kinesiology program: Students must complete the required program hours in the major (program) from Point Loma Nazarene University with a minimum grade of "C" in each course and an overall 3.00 grade point average.

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](#)[Links to an external site.](#) 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](#)[Links to an external site.](#) and take time now to explore!
- [Grammarly](#)[Links to an external site.](#): 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.