



Master of Science, Kinesiology | College of Health Sciences

KIN6070: Advanced Programming for Strength and Conditioning

3 Units

Summer 2026 | Quad 1

May 11 - July 5, 2026

Modality: Hybrid

Meeting Days: Monday /Wednesday

Meeting Times: 5:00 - 7:30 pm PST

Meeting Location:

- **Weeks 1-4:** meet at Balboa on assigned day (either Monday or Wednesday).
- **Weeks 5-8** meet via Zoom on Monday.

Instructor: Dr. Antonio Squillante

Email: asquilla@pointloma.edu

Office Location and Hours: By Appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service 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

This graduate-level course offers a comprehensive exploration of advanced evidence-based practice in strength and conditioning, integrating both theoretical frameworks and practical applications. Through a blend of lectures, directed readings, hands-on sessions, and case studies, students will gain a deep understanding of the scientific principles underpinning evidence-based practice in this field, while also developing the practical skills necessary for effective implementation. Module topics include (1) Strength Training, (2) Plyometric Training, (3) Speed, Power, Agility, (4) Endurance, and (5) Periodization. Throughout the course, students will engage in case study analysis, requiring them to synthesize theoretical knowledge with practical application in the design and evaluation of strength and conditioning programs. By fostering autonomy and critical thinking, this course aims to empower students to bridge the gap between theory and practice in the dynamic field of strength and conditioning.

This advanced course is designed for students who wish to deepen their understanding of strength and conditioning principles based on NSCA standards. The curriculum focuses on the application of evidence-based methodologies to develop comprehensive training programs. Students will engage in practical applications and case studies, enhancing their ability to design effective programs for various athletic populations.

Course Learning Outcomes

1. Design an Effective Program for Resistance Training

By the end of this course, students will be equipped to design resistance training programs tailored to specific athletic goals and individual needs. This involves an understanding of various training modalities, including **Resistance Training and Conditioning (Practical/Laboratory)** components such as warm-up and flexibility training (meets CASCE standard 7a), static stretching (meets CASCE standard 7b, 7c), and dynamic stretching (meets CASCE standard 7b, 7d), and exercise techniques for free-weight and machine training (meets CASCE standard 7e). Students will explore the fundamentals of exercise technique (meets CASCE standard 7f), including spotting free-weight exercises (meets CASCE standard 7g) and executing resistance training exercises effectively (meets CASCE standard 7h). They will also delve into Olympic-style lifting techniques, learning progressions and regressions (meets CASCE standard 7i), as well as exercise technique for alternative modes and nontraditional implement training (meets CASCE standard 7j, 7o). Bodyweight training methods (meets CASCE standard 7k), core stability and balance training methods (meets CASCE standard 7l), variable-resistance training methods (meets CASCE standard 7m), and unilateral training (meets CASCE standard 7n) will also be covered. Students will learn to utilize periodization concepts, ensuring that programs are dynamic and adaptable to the athlete's development over time. Additionally, the course will emphasize the importance of recovery strategies, injury prevention, and how to modify programs based on athlete feedback and performance assessments. Practical applications will involve case studies where students will analyze existing programs and propose modifications to optimize performance.

2. Successfully Apply the Principles of Anaerobic Exercise Prescription

Students will explore the intricacies of anaerobic exercise and its role in athletic performance. The course will cover the metabolic pathways involved in high-intensity training, including the phosphagen

and glycolytic systems. Participants will learn the **principles of anaerobic exercise prescription**, which include: needs analysis (meets CASCE standard 9bi), exercise selection (meets CASCE standard 9bii), training frequency (meets CASCE standard 9biii), exercise order (meets CASCE standard 9biv), training load and repetitions (meets CASCE standard 9bv), volume (meets CASCE standard 9bvi), and rest periods (meets CASCE standard 9bvii). They will develop specific prescriptions that incorporate interval training, circuit training, and resistance modalities that enhance anaerobic capacity. Emphasis will be placed on monitoring training load and recovery to optimize performance outcomes while minimizing the risk of overtraining. Through this process, students will ensure their programming aligns with CASCE standard 8b, focusing on the individual needs of athletes to achieve peak performance.

3. Apply the Factors Related to Aerobic Endurance Performance

Understanding aerobic endurance is crucial for many sports. This section will delve into program design and technique for aerobic endurance training, emphasizing factors related to aerobic endurance performance, including physiological and biomechanical considerations (meets CASCE standard 9ei). Students will learn to design effective aerobic endurance programs that encompass various types of training (meets CASCE standard 9eii, 9evi), such as continuous, interval, and fartlek training (meets CASCE standard 9eiii), while addressing special issues related to aerobic endurance training (meets CASCE standard 9ev). The application of program design to training seasons will be explored (meets CASCE standard 9eiv), alongside central concepts related to periodization (meets CASCE standard 9evii, 9eviii), including the periodization hierarchy (meets CASCE standard 9eix) and periods (meets CASCE standard 9ex). Students will gain insights into applying sport seasons to periodization periods (meets CASCE standard 9exi), as well as understanding undulating versus linear periodization models (meets CASCE standard 9exii). Practical exercises will include aerobic endurance training exercises and the creation of an example of an annual training plan, ensuring a comprehensive approach to enhancing endurance performance and integrating feedback mechanisms for continuous improvement (meets CASCE standard 9exiii).

4. Design an Effective Program and Techniques for Periodized Programming

Periodization is a cornerstone of effective training design. In this module, students will learn to construct periodized training plans that promote long-term athletic development and address various performance phases. They will explore various models of periodization, including linear, undulating, and block periodization, and understand how to apply these concepts to different sports and individual athletes. The course will emphasize the role of periodization in managing fatigue and optimizing performance adaptations. Case studies will illustrate the practical application of periodization principles, showcasing successful programming across various athletic contexts. Additionally, students will participate in group discussions and collaborative projects that foster a deeper understanding of how to tailor periodization strategies to meet specific training goals and the unique demands of different sports. This hands-on experience will help students apply their theoretical knowledge in practical settings.

5. Design an Effective Program and Techniques for Plyometric Training

Plyometric training is essential for developing explosive power and agility in athletes. This section will cover program design and technique for plyometric training, emphasizing the mechanics and physiology of plyometric movements (meets CASCE standard 9ci). Students will learn to design effective plyometric training programs (meets CASCE standard 9cii) that incorporate age considerations (meets CASCE

standard 9ciii) and safety precautions to minimize injury risk (meets CASCE standard 9cv). The curriculum will explore how plyometrics integrate with other forms of exercise (meets CASCE standard 9civ), such as strength training and aerobic conditioning, along with specific plyometric drills that enhance performance (meets CASCE standard 9vi). Students will also assess the effectiveness of various plyometric exercises in relation to sport-specific demands. By understanding these components, students will ensure their plyometric training is both safe and effective, optimizing athletic outcomes while addressing the unique needs of diverse populations and preparing athletes for competition.

6. Create a Successful Training Program Using Techniques for Speed and Agility

Speed and agility are critical components in many sports. In this module, students will engage in program design and technique for speed and agility training, exploring speed and agility mechanics (meets CASCE standard 9di) and the neurophysiological basis for speed (meets CASCE standard 9dii). The course will delve into the factors influencing running speed (meets CASCE standard 9diii), agility performance, and change-of-direction ability (meets CASCE standard 9div). Students will learn methods of developing speed (meets CASCE standard 9dv) and agility (meets CASCE standard 9dvi), as well as effective program design strategies that incorporate drills and conditioning techniques (meets CASCE standard 9dvii). Specific speed development strategies (meets CASCE standard 9dviii) and agility development strategies (meets CASCE standard 9dix) will be discussed, alongside the evaluation of performance outcomes. Participants will examine the physiological and biomechanical factors that influence speed and agility, integrating strength training with speed and agility drills (meets CASCE standard 9dx) to create comprehensive training programs that prepare athletes for competition while addressing their individual performance metrics.

7. Compare and Examine Current Case Studies on Related Topics

Engaging with contemporary case studies allows students to apply theoretical knowledge in practical contexts. This module will involve critical analysis of current research and case studies in strength and conditioning, highlighting successful programming and outcomes across various sports disciplines. Students will be tasked with comparing different methodologies and their effectiveness, fostering a deeper understanding of evidence-based practices and their implications for athletic performance. Furthermore, students will be encouraged to present their findings to peers, facilitating discussions on the application of these case studies in real-world scenarios. This collaborative approach enhances critical thinking skills and encourages the application of learned concepts to improve training outcomes and performance. Through these discussions, students will better grasp the complexities of real-world training environments.

8. Apply Knowledge and Understanding of Conducting Needs Analysis

Conducting a thorough needs analysis is crucial for effective program design. In this segment, students will learn to assess the specific requirements of different athletes and sports, focusing on their unique performance characteristics and training goals. This includes evaluating performance demands, injury history, and individual strengths and weaknesses. Students will gain proficiency in Exercise Testing/Exercise Prescription with an emphasis on anaerobic exercise, covering principles of test selection and administration (meets CASCE standard 8a), reasons for testing (meets CASCE standard 8b), and testing terminology (meets CASCE standard 8c). The course will address the evaluation of test quality (meets CASCE standard 8d), selection (meets CASCE standard 8e), and administration (meets

CASCE standard 8f), including the scoring and interpretation of selected tests (meets CASCE standard 8g). Participants will learn how to measure parameters of athletic performance (meets CASCE standard 8h), engage with selected test protocols and scoring data (meets CASCE standard 8i), and conduct statistical evaluation of test data to inform their programming decisions (meets CASCE standard 8j), ultimately guiding athletes toward improved performance outcomes through informed training strategies.

9. Identify and Provide Evidence for an Effective Program Using Main Training Variables

This section will focus on program design as related to strength and conditioning, emphasizing key elements for effective programming. Students will learn about program design for resistance training, incorporating the principles of anaerobic exercise prescription and understanding the nuances of exercise selection, training frequency, and exercise order. The course will outline a structured approach with specific steps: needs analysis, exercise selection, training frequency, exercise order, training load and repetitions, volume, and rest periods. Students will be taught how to document and justify their programming choices based on the latest research and principles of exercise physiology. They will also engage in discussions regarding the interplay of these variables in creating balanced training programs that align with specific athletic goals, ensuring that each program is backed by empirical evidence and best practices in strength and conditioning.

10. Demonstrate Proficiency in the Instruction of Advanced Programming

Finally, students will demonstrate their proficiency in instructing and implementing advanced programming strategies. This will include hands-on practice in delivering effective coaching cues, conducting training sessions, and providing feedback to athletes. Students will participate in simulations that mimic real-world coaching scenarios, refining their instructional techniques in a supportive environment. Additionally, students will engage in peer teaching and collaborative learning experiences, preparing them for real-world applications in strength and conditioning environments. Mastery of instructional techniques will empower students to effectively lead diverse populations toward improved athletic performance, ensuring they are well-prepared to adapt their coaching styles to meet the varying needs of athletes in different training contexts.

CASCE Standards

This course fulfills CASCE standards 7a through 7o, addressing essential elements of resistance training and conditioning, as well as advanced coaching techniques. Additionally, it meets CASCE standards 8a through 8j, integrating testing knowledge and application. The course also covers CASCE standards 9a through 9xiii, focusing on the application of anaerobic and aerobic exercise principles.

Resistance Training and Conditioning (Practical/Laboratory)

- A. Warm-up and flexibility training, critical for preparing athletes for effective performance and injury prevention.
- B. Types of stretching, improving range of motion and flexibility.
- C. Static stretching techniques, essential for enhancing flexibility and reducing muscle tension.

- D. Dynamic stretching techniques, important for warming up muscles and increasing functional range of motion.
- E. Exercise technique for free-weight and machine training, fundamental for developing strength and power.
- F. Fundamentals of exercise technique, emphasizing proper form in resistance training.
- G. Spotting free-weight exercises, vital for ensuring safety during training.
- H. Resistance training exercises, focusing on effective methods for strength gains.
- I. Olympic-style lifting techniques: progressions and regressions for diverse skill levels.
- J. Exercise technique for alternative modes and nontraditional implement training to enhance variety.
- K. Bodyweight training methods, key for functional strength and conditioning.
- L. Core stability and balance training methods integrated into overall conditioning.
- M. Variable-resistance training methods, providing progressive overload and varied stimuli.
- N. Unilateral training techniques to address imbalances and improve functional strength.
- O. Alternative modes and nontraditional exercises, offering diverse training options for athletic needs.

Exercise Testing/Exercise Prescription with Emphasis in Anaerobic Exercise

- A. Principles of test selection and administration, ensuring effective testing methods are utilized.
- B. Reasons for testing, underpinning the purpose and value of performance assessments.
- C. Testing terminology, crucial for clear communication and interpretation of results.
- D. Evaluation of test quality, ensuring validity and reliability for intended purposes.
- E. Test selection for various athletic populations, tailored to specific performance goals.
- F. Test administration, ensuring consistent and accurate testing.
- G. Administration, scoring, and interpretation of selected tests to derive actionable insights.
- H. Measuring parameters of athletic performance, including key metrics for evaluating progress.
- I. Selected test protocols and scoring data, essential for informed programming decisions.
- J. Statistical evaluation of test data to inform evidence-based training practices.

Program Design as Related to Strength and Conditioning

- A. Program design for resistance training, incorporating principles of anaerobic exercise prescription.

B. Principles of anaerobic exercise prescription:

- I. Step 1: Needs analysis for individualized programming.
- II. Step 2: Exercise selection based on specific goals.
- III. Step 3: Training frequency for optimal adaptation.
- IV. Step 4: Exercise order to maximize effectiveness.
- V. Step 5: Training load and repetitions to achieve desired outcomes.
- VI. Step 6: Volume to ensure sufficient workload.
- VII. Step 7: Rest periods for recovery and performance enhancement.

C. Program design and technique for plyometric training:

- I. Plyometric mechanics and physiology for effective training.
- II. Design of plyometric training programs that are sport-specific.
- III. Age considerations in implementing plyometric training.
- IV. Plyometrics and other forms of exercise for holistic development.
- V. Safety considerations to minimize injury risk.
- VI. Plyometric drills that enhance athletic performance.

D. Program design and technique for speed and agility training:

- I. Speed and agility mechanics crucial for performance.
- II. Neurophysiological basis for speed development.
- III. Running speed as a key performance metric.
- IV. Agility performance and change-of-direction ability for various sports.
- V. Methods of developing speed and agility effectively.
- VI. Program design that integrates drills and conditioning.
- VII. Speed development strategies tailored to athletes.
- VIII. Agility development strategies for improved performance.
- IX. Speed and agility drills for skill enhancement.

E. Program design and technique for aerobic endurance training:

- I. Factors related to aerobic endurance performance.
- II. Designing an aerobic endurance program for various athletes.
- III. Types of aerobic endurance training programs for diverse needs.

- IV. Application of program design to training seasons for optimal results.
 - V. Special issues related to aerobic endurance training.
 - VI. Aerobic endurance training exercises that enhance performance.
 - VII. Periodization concepts applied to aerobic training.
 - VIII. Central concepts related to periodization for effective programming.
 - IX. Periodization hierarchy and its practical application.
 - X. Periodization periods for structured training plans.
 - XI. Applying sport seasons to the periodization periods for optimal scheduling.
 - XII. Undulating versus linear periodization models for training variation.
 - XIII. Example of an annual training plan to guide programming.
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Program Learning Outcomes

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 principle 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.
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Institutional Learning Outcomes

- 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.

Required Texts and Recommended Study Resources

Note: Students are responsible for having the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

Baechle, T. (1989). [*Essentials of strength training and conditioning \(4th ed.\)*](#). Human Kinetics.

All other material will be provided in the course.

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.

Course Credit Hour Information

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. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided below and in the Canvas modules.

Estimated Time to Complete Course

Activities	Time-to-Complete (Hours)
Group Assignments	15
Individual Assignments	40
Attendance	20
Required Reading	20
Final Presentation	20
Total:	112.5 Hours

Assessment and Grading

Assignments will be graded as soon after the due date as possible, and grades will be posted to the Canvas gradebook. If an immediate response is needed, email or phone the instructor. It is important to read the comments posted in the Grades as these comments are intended to help you improve your work. Final grades will be posted within one week of the end of the class.

Grades will be based on the following:

Assignment Distribution by Total Points:

Assignment	Points
Discussions (4 x 10pts)	40
Assignments (8 x 15pts)	120
Attendance: Live Webinars & Lab Sessions (7 x 5pts)	35
FINAL: Case Study Presentation (50pts)	50
Total	245

Information Literacy

The curriculum of the MS-KIN is designed so that you develop skills in scientific writing, performing statistical analysis of data, reading and critically appraising primary literature, and incorporating current best evidence into your professional practice. Not all information is equally sound or applicable to your practice. Various assignments within this course are designed to accomplish the goal of informational literacy—to evaluate the validity and importance of information obtained from any source and use the information appropriately to solve relevant problems.

Grading Scale

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

GRADING SCALE

GRADE	PERCENTAGE	GRADE	PERCENTAGE
A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%

B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	≤ 59%

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. All assignments are to be submitted by the due date and time listed in the Canvas calendar.

- While there are due dates for weekly assignments, you are welcome to post your work earlier in the week. In discussions, late work means that others may not have the opportunity to respond to your comments. It also means that you will not have the benefit of as much interaction with other students as you will have if your assignment is posted on time. If you know you will be away on the day your assignment is due, please post your work before you leave.
 - Missed exams or quizzes may **ONLY** be made up with a legal, written excuse.
 - Late work will **NOT** be accepted or graded; assignments will be considered late if posted **after midnight Pacific Standard Time on the day they are due**
 - Incompletes will only be assigned in extremely unusual circumstances.
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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.

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.

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 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.

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."

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.

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 619-849-2533). 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. 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 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 assure 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 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, you can find more information on reporting and resources at [PLNU's Nondiscrimination webpage](#).

Sexual Misconduct and Discrimination

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

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors via our [Sexual Harassment and Discrimination Policy](#).

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

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.

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).

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.

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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Assignments-at-a-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.