

Department of Biology / College of Natural and Social Sciences

BIO3002 – Environment & People

4 units

Syllabus Fall 2026



Meeting times: Tues-Thurs SECTION 1: 8:30 am – 10:15 am
SECTION 2: 12:30 pm – 2:15 pm

Meeting location: Latter Hall 011 (lower level conference room)

Catalog Course Description: BIO 3002 - Environment and People (GE) 4 units

A systematic overview of major topics in global ecology as experienced by people in the developing world, both the problems they face and the successful actions of communities to solve those problems. Introduces creation care and sustainable development as key concepts needed to overcome the challenges and build hope for the future. Includes such topics as population growth, food and agriculture, land degradation, urbanization, sanitation, health care, biodiversity, climate change, consumerism, and the implications for wise resource management, green economics, and governmental policy. Course approach emphasizes the process of science, critical thinking, active learning, social relevancy, and building connections between case studies and general concepts. Students engage in weekly readings, film discussions, and a term paper project. **GE Course Tags: Diverse Perspectives; Sustainability**

Instructor: **Dr. Mike Mooring**
Rohr Science 128

Voice: 619-849-2719

Email: mmoorring@pointloma.edu

Open Office Hours – Please make an appointment to see me!

TAs: **Brady Haycock** bhaycock525@pointloma.edu
Sophia Bone sbone0023@pointloma.edu

Texts: Reading Pack for BIO 3002 by Cognella available from LomaBooks
Additional readings on the Canvas site

*This course is part of [LomaBooks](#). The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas. Click on this link for more information about [LomaBooks](#).

'To Tend and Care for It'

Then God looked over all that He had made, and it was excellent in every way...The Lord God placed the man in the Garden of Eden as its gardener, to tend and care for it.

(Genesis 1:31; 2:15 TLB)

I brought you into a fertile land to eat its fruit and rich produce. But you came and defiled My land and made My inheritance detestable. (Jeremiah 2:7 NIV)

See, I will create new heavens and a new earth. The former things will not be remembered, nor will they come to mind. (Isaiah 65:17)

Course Learning Outcomes (CLO's)

Upon completion of the course, you will be able to:

- Describe the major global environmental challenges and how they affect people.
- Explain options for how we can deal with these global environmental challenges.
- Articulate and defend a position on Biblical environmental stewardship.
- Outline, research, and write an original research paper exploring a case history about an environmental challenge and how it is impacting people in the developing world.
- Understand how consumerism impacts the ecological footprint of our affluent society.

Course Design

The focus of our exploration will be on people interacting with their environment. Our approach will be global, with emphasis on the environmental issues affecting people in the developing (less developed, Third World) nations. We will familiarize ourselves with the fundamentals of stewardship, the concept of sustainable development, and the real life tensions that exist in the developing world between the goals of wise management of natural resources and the objectives of economic development in the urban and rural setting in the poor nations. Importantly, we will consider the Biblical mandate for us to be God's representatives on earth and to care for His Creation, both human and non-human.

Course Format

The "lecture" component of the course will be presented during the Tuesday meeting, but it will not be just me talking. I will introduce interactive activities (e.g., *PollEverywhere* questions, small group discussions) to give you an opportunity to actively explore the topics under consideration. During the Thursday meeting, we will view a film and then break into discussion teams to analyze it (teams will be formed for the semester). Each team will discuss questions based on the film and will craft a response to be submitted individually on Canvas before the end of the class meeting. Note that points for team responses will only be awarded to students who were present and participated in the group discussion. Although your group will craft the responses collaboratively, each student will submit the discussion assignment individually to ensure accountability by each team member.

Canvas

All class resources are available to you on Canvas. All reading, discussion, and small group assignments will be submitted via Canvas and graded online. The in-classroom assignments will use electronic files and be submitted on Canvas so be sure to BRING YOUR LAPTOP TO CLASS. Note that Canvas does not support 'PAGES' – please use Word or PDF instead. Your grader and I will often give you feedback on Canvas, so be sure to set up Canvas to alert you when you get comments.

Reading Assignments

I have carefully selected a reading for each topic we cover during each weekly module. The readings will be available either in the Cognella reading pack (for copyrighted texts) or on as a link in Canvas. For each reading, a set of questions will be posted in that week's Canvas module to help you focus on the points I consider most important. Your answers must be submitted on Canvas before the deadline and will be graded online. Note that you will be able to submit assignments after the due date, but they will be marked as late. In this class it is very important to keep up with the reading questions because they are a significant part of the course grade – and once you get behind it is difficult to get caught up.

Late Assignments

The following penalties will apply for all assignments submitted after the posted deadline:

For Readings (worth 10 pts):

1-2 days late: -2 points
 3-4 days late: -4 points
 5-6 days late: -6 points
 7 days late: -8 points
 >7 days late: don't accept

For Discussions (worth 5 pts):

1-2 days late: -1 points
 3-4 days late: -2 points
 5-6 days late: -3 points
 7 days late: -4 points
 >7 days late: don't accept

There are many reasons why a late policy is desirable: (1) It sets clear guidelines for students so that you are motivated to submit your assignment on time; (2) it sets clear guidelines for the graders so they know how to handle cases of lateness; and (3) it is fair insofar as students that faithfully submit their assignments on time every week benefit over those who are chronically late. The graders and I recognize that from time to time there will be circumstances beyond your control that will result in a late submission. If this happens, please include a note of explanation in the text box in Canvas.

Attendance and Punctuality

Regular and punctual attendance is important for optimal achievement and is a minimal requirement for this course. The attendance sheet will be passed around during each class meeting; it is your responsibility to sign in, using your full signature. You are permitted three (3) absences without penalty. Excessive unexcused absences will result in points deducted from your Attendance Participation grade. Because your signature on the roster serves as evidence of your attendance in class, having someone else sign your name is considered forgery and will result in a substantial penalty.

PollEverywhere

Class will involve a combination of lecture and small group activities. Classroom quizzes based on readings and assignments will be administered using *PollEverywhere*, which only requires your smartphone to connect. Polls will be used to assess participation (engagement) and performance (getting the right answer). Total *PollEverywhere* points will be adjusted to compensate for excused absences.

Term Paper

One of the high points of the course is the opportunity for you to do your own research on a topic of interest to you. The final product will be a 7-page paper based upon your independent research – you may use AI tools ONLY to generate ideas for your topic theme, but YOU must personally do all the research, writing, and references yourself. You will be required to choose a tightly focused topic on some aspect of environmental biology *approved by me beforehand*. For this paper, you will need to link the interrelationship between environment and people in the developing world – e.g., how does your topic impact people, and how do people impact their environment? You will illustrate your theme using ‘case histories’, detailed accounts illustrating your topic in a particular community of people. I realize that many students find writing a term paper a daunting and unpleasant task to be postponed as long as possible. This tends to result in a rushed paper written during the chaotic last week of class with the end product often far below what the student is capable of. To avoid this dilemma, your term paper will be prepared in 7 segments due weekly over a 2-month period. Because each segment is only 1 page long, the resulting final paper should be well written, nicely organized, and a lot more fun for me to read. Final papers are due Friday Dec 11.

Academic Honesty

You may not be aware that some common student practices are considered plagiarism: Teaming up with other students to write joint answers to assignments that are then turned as individual assignments is plagiarism. It is plagiarism to copy and paste information from an online resource without citing your source, in essence using someone else’s words as if they were your own. Much of the learning process involves articulating the answer in your own words, and bypassing this step will guarantee an inadequate understanding of the material. Plagiarizing an assignment can result in failure of the course and referral to the Dean. Furthermore, you will probably do poorly on exams if you have not learned on your own.

Artificial Intelligence (AI) Policy

The university has provided free access to **NotebookLM**, which is a type of AI that functions as a sort of personalized AI assistant to help organize information from lecture slides and readings, e.g., to produce summaries and study aids. These tools can be helpful when combined with traditional study methods (i.e., you will still have to memorize some things!), but they can only be used with the course resources provided to you. Everyone also has access to other **generative AI systems** (e.g., ChatGPT, Gemini, Perplexity), which are LLM (Large Language Models) that generate text. These models are trained on massive datasets, and none of them are foolproof – they can make mistakes. I want you to learn how to use these tools wisely to help you now without hurting you later. You may use these tools to organize information but not to write your assignments for you. Any use of AI for assignments must be acknowledged and cited using [APA citation format for AI attribution](#).

Electronic Etiquette

Recent studies have indicated that we are currently experiencing an epidemic of ‘**digital distraction**’ caused by **multi-tasking** – moving quickly between tasks on electronic devices in which only partial attention is given to each task. In the classroom setting, studies reveal that the use of laptops and smartphones for non-course related tasks (checking emails, texts, social media) distracts attention from learning and results in reduced academic performance and lowered grades. The reality is that you cannot fully learn new information or master new concepts when distracted by multi-tasking. Evidence indicates that even classmates who see your screen are distracted and their performance is reduced.

To ensure the best learning environment possible, please plan to do the following:

- **Unless instructed otherwise, use your laptop ONLY for taking notes.**
- **During class, put all electronic devices away and OUT OF SIGHT.**
- **Consider taking notes by hand because writing manually improves learning.**

Recent research on the effect of multitasking on learning

- [The impact of Smartphone use on course comprehension](#)
- [Digital distractions from point of view of higher education students](#)
- [Dividing attention in the classroom reduces exam performance](#)
- [The influence of technology on academic distraction](#)

Assignment Approximate Points

Attendance Participation	45 pts
<i>PollEverywhere</i> Participation	90 pts
Reading questions (14 @ 10 pts)	140 pts
Group responses (13 @ 5 pts)	65 pts
Classroom team exercises	35 pts
Final exam	80 pts
Term paper sections/peer review	45 pts
Final term paper	<u>100 pts</u>

Total 600 pts

Letter	Percent	Letter	Percent
A	90	C	70
A-	88	C-	68
B+	86	D+	66
B	80	D	60
B-	78	D-	58
C+	76	F	<58



Unless someone like you
Cares a whole awful lot,
Nothing is going to get better.
It's not.

– Dr. Seuss, *The Lorax*

Environment & People Reading Schedule – FALL 2026

- reading pack
- online resource

WEEK	LECTURE TOPIC	READINGS DUE THE NEXT TUES	PAGES (TOTAL)
Sept 1-3	Ecological collapse	(1) ● What's an education for? ● Collapse ch. 2: Twilight at Easter	5 (46) 41 +
Sept 8-10	Christian stewardship of the earth	(2) ● Between Heaven & Earth ch. 3	23
Sept 15-17	Sustainable development	(3) ● Ecology of Commerce ch. 2 ● Ecology of Commerce ch. 12	16 (36) 20
Sept 22 Sept 24	Population growth *CANVAS FILM*	(4) ○ Habitable Planet ch. 5	32
Sept 29 – Oct 1	Agriculture and food supplies	(5) ● Ecological Conscience: Challenges ○ Habitable Planet ch. 7: Agriculture	16 (43) 27
Oct 6-8	Land degradation	(6) ○ World on the Edge ch. 3, 10	26
Oct 13-15	Water Shortages	(7) ○ Plan B 3.0 ch. 4: Water shortages	18
Oct 20 Oct 22	Sustainable Business FALL BREAK	(8) ○ Ecotourism in the Savegre Valley* *optional extra credit	46
Oct 27-29	Poverty and health	(9) ○ Urban poverty and health	20
Nov 3-5	Biodiversity	(10) ○ Habitable Planet ch. 9	32
Nov 10-12	Global climate change	(11) ○ Plan B 3.0 ch. 3	20
Nov 17-19	Wildlife versus people	(12) ● People and Wildlife ch. 14, 15, 17	33
Nov 24 Nov 26	Plant with Purpose Guest Speaker: Scott Sabin THANKSGIVING BREAK	(13) ● Tending to Eden: Intro, ch. 2, 3	32
Dec 1-3	Pastoralism and hunting	(14) ○ Pastoralism and nature conservation	34
Dec 8-10	How can we save the Creation?	No reading	
Final Exam		Section 1: Thursday Dec 17: 7:30-10:00 am Section 2: Tuesday Dec 15: 1:30-4:00	

BIO 1002: Environment & People Detailed Lecture Schedule – FALL 2026

<u>DATE</u>	<u>TOPIC</u>	<u>LECTURE OR FILM</u>
Tues Sept 1 Thurs Sept 3	Ecological collapse Ecological collapse	Lecture 1 Easter Island in Context (51 min)
Tues Sept 8 Thurs Sept 10	Christian stewardship Christian stewardship	Lecture 2 When Heaven Meets Earth (52 min) 2008
Tues Sept 15 Thurs Sept 17	Sustainable development Sustainable development	Lecture 3 Anthropocene: The Human Epoch (55 min)
Tues Sept 22 Thurs Sept 24	Population growth Population growth	Lecture 4 How Many People Can Live on Planet Earth? (52 min)
Tues Sept 29 Thurs Oct 1	Agriculture & food Agriculture & food	Lecture 5 Food for All: Global Agriculture & Developing World (46 min)
TERM PAPER TOPIC DUE		Transforming Agriculture (16 min)
Tues Oct 6 Thurs Oct 8	Land degradation Land degradation	Lecture 6 In the name of progress (57 min)
Tues Oct 13 Thurs Oct 15	Water shortages Water shortages	Lecture 7 Water Apocalypse
TERM PAPER #1		
Tues Oct 20 Thurs Oct 22	Sustainable Business FALL BREAK	Lecture 8, The Story of Stuff
TERM PAPER #2		
Tues Oct 27 Thurs Oct 29	Poverty & health Poverty & health	Lecture 9 Hot zones (57 min)
TERM PAPER #3		
Tues Nov 3 Thurs Nov 5	Biodiversity Biodiversity	Lecture 10 The State of the Planet: The Future of Life (49 min)
TERM PAPER #4		
Tues Nov 10 Thurs Nov 12	Global Climate Change Global Climate Change	Lecture 11 Global warming: the signs and the science (60 min)
TERM PAPER #5		
Tues Nov 17 Thurs Nov 19	Wildlife vs People Wildlife vs People	Lecture 12 Biodiversity conservation in Tanzania and Namibia (2 films)
TERM PAPER #6		
Tues Nov 24 Thurs Nov 26	Plant with Purpose THANKSGIVING BREAK	Lecture 13: Guest Speaker: Scott Sabin
Tues Dec 1 Thurs Dec 3	Pastoralism and hunting Pastoralism & hunting	Lecture 14 A Cashmere Story; A Cashmere Future
TERM PAPER #7		
Tues Dec 8 Thurs Dec 10	Save the Creation Save the Creation	Lecture 15 An Invitation to Wonder: Waubesa Wetland
FINAL TERM PAPER DUE		
Final Exam	Section 1: Thursday Dec 17: 7:30-10:00 am Section 2: Tuesday Dec 15: 1:30-4:00	

Paper Description:

Your term paper is to be focused on an environmental issue in the less developed world, such as Africa, Asia, India, or South America. Most people living in the world today have a Third World lifestyle – our affluent lifestyle is in the minority. DO NOT use the United States or other industrialized nations. Part of the goal of this course is to get you to think about how people in very different physical, social, and economic environments see their world. Try to get into their shoes and see their perspective. What are their lives like? How do they relate to their environment? Be sure that your paper deals with the following three components: (1) people interacting with their (2) environment in the (3) developing world.

Term Paper Sequence of Assignments due on Fridays

Canvas	Assignment	Description	Due on Friday
	Choose topic	Propose a potential term paper question with a minimum of 3 appropriate references. At this stage you are permitted to use AI tools to help find an appropriate topic idea, however you must research the topic and locate the references on your own.	Oct 2
1	Global overview	Introduction. What is the global context of this issue? Include what the impact is on the environment, how it affects people, and perhaps ways that people are trying to address the problem. (1 page)	Oct 16
2	Regional overview	What is the specific background to the issue in the part of the world you have chosen to examine? What is unique or different about how the problem is manifested in this area? (1 page)	Monday Oct 26
3	Topic focus	What one or two specific aspects of the issue will you focus on? It is better to give in-depth coverage to one or two aspects than to give a superficial treatment of too many aspects. Give an overview of the significance of the focus area. (1 page)	Oct 30
4	Case history #1	A detailed record of a community that illustrates some aspect of your topic focus. For example, if your topic is water shortages and your focus is the impact of climate change, one case history could be the shrinking of Lake Chad. (about 1 page per case history)	Nov 6
5	Case history #2	2 nd case history illustrating another aspect of your topic focus.	Nov 13
6	Case history #3	3 rd case history illustrating another aspect of your topic focus.	Nov 20
7	Conclusions and References	What can be concluded from your case studies? What concepts are illustrated and what problems must be overcome? What can give us hope? Also include your list of references in proper format, at least 10. (1 page each)	Dec 4
	Final Paper	Make any revisions to your 7 pieces and assemble them together into your final term paper. (7 pages minimum)	Sunday Dec 13



PLNU INSTITUTIONAL POLICIES

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.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools to generate ideas and organize information, but you are NOT allowed to use AI tools to generate final content that will end up in any work submitted to be graded for this course. AI tools (e.g., ChatGPT, Gemini, Perplexity) are based on predictive machine learning and not true 'intelligence', thus the information it gives you may be inaccurate and must be fact-checked! Use of AI for assignments must be acknowledged and cited using [APA citation format for AI attribution](#). If you have any doubts about using AI, please ask the instructor.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester. PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course. Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. 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 drop date or, after that date, receive an "F" grade.

STATE AUTHORIZATION

State authorization is a formal determination by a state that PLNU is approved to conduct activities regulated by that state. PLNU is not authorized to enroll online (distance education) students in certain states. Thus, if a student moves to another state after admission to the program and/or enrollment in an online course, 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.

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences which contribute to the way you perceive various types of information. In BIO1005/1005L (Ecology & Conservation) all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally designed to achieve the learning goals for this course. The decision to include such material is not taken lightly. **These topics include ecological changes, biodiversity loss, climate change, pollution, soil erosion, water loss, alternative energy, and sustainable business and lifestyles.** If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. If this occurs, I encourage you to come talk to me or your friends or family about it. Class topics are addressed for the sole purpose of expanding your intellectual engagement in the area of environmental biology and sustainability and I will support you throughout your learning in this course.

TRIGGER WARNING

In BIO1005/1005L (Ecology & Conservation) we will be exploring the themes of **ecological change, biodiversity loss, climate change, pollution, soil erosion, water loss, alternative energy, and sustainable business and lifestyles.** It is possible that these topics and activities may be a trigger for you. 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 vertebrate biology and I will support you throughout your learning in this course.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As such, it is important that our language be equitable, inclusive, and prejudice free. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality. You may report an incident(s) using the [Bias Incident Reporting Form](#). 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.

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix. 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

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.

SPIRITUAL CARE

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

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

General Education (GE) Mission: PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research. Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see Loma Writing Center webpage or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

PLNU Final Examination Policy: Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted in this syllabus on the following pages. No requests for early examinations or alternative days will be approved unless you have 3 final exams scheduled on the same day or another compelling reason.

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 Behavior Policy

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the [Academic Behavior Policy](#) in the [University Catalog](#).