



1530 Concordia West • Irvine, CA 92612

**SCHOOL OF HEALTH AND HUMAN SCIENCES
MA IN COACHING & ATHLETICS ADMINISTRATION,
MS IN COACHING & EXERCISE SCIENCES**

2025-2026 STUDENT HANDBOOK

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SECTION I: GENERAL INFORMATION

WELCOME TO THE SCHOOL OF HEALTH AND HUMAN SCIENCES GRADUATE PROGRAM

We are pleased that you have selected Concordia University as the university to complete your Master's of Arts in Coaching & Athletics Administration or your Master of Science in Coaching & Exercise Sciences. The following pages will help provide you with needed information about the program.

SCHOOL OF HEALTH AND HUMAN SCIENCES MISSION AND VISION STATEMENT

Guided by the Great Commission of Jesus Christ and as a Lutheran liberal arts institution, the School of Health and Human Sciences (SHHS) is committed to preparing students to become societal agents of change through holistic education centered on those we are called to serve. Firmly committed to servant-leadership addressing the health needs of our communities and foundationally grounded in the natural sciences, social sciences and humanities, students can expect an educational experience embedded in the latest disciplinary academic scholarship and research coupled with innovative curriculum approaches that fosters student engagement and academic learning. Throughout the educational process, guided by high-impact and hands-on professional faculty, students within SHHS will gain better insight and understanding on how to provide holistic community-focused care through our institutions' centeredness on the development of the **mind** (high-quality academics), **body** (care of self), **heart** (love/service of neighbor), and **soul** (love toward God).

LEARNING OUTCOMES

Concordia University Irvine graduates will be able to demonstrate the following:

Scholarly Research (SR): Generate scholarly research on problems and issues in their field of study.

Integrated Learning (IL): Integrate knowledge and skills from current research, scholarship, and/or techniques in their field with other disciplines.

Ethical Leadership (EL): Apply standards of ethics informed by Christian teachings as they fulfill their vocations as leaders within society.

Effective Communication (EC): Elucidate disciplinary knowledge and findings in professional and academic contexts through written, oral, and digital media.

Reflective Practice (RP): Balance evidence-based decision making, logical thinking, and consideration of human potential to take appropriate actions that advance their field.

Community Engagement (CE): Assess and develop cogent positions on significant issues in their field to respond to diverse needs in their respective communities.

MCAA Program Learning Outcomes:

Graduates of the MCAA Program will be able to:

Outcome #1: Create an athlete-centered leadership philosophy

Outcome #2: Apply ethical values to issues encountered in sport

Outcome #3: Apply research methods to acquire and analyze pertinent data that develops excellence in coaching and administration

Outcome #4: Analyze legal principles unique to leadership in athletics

Outcome #5: Design a personalized comprehensive athletic leadership portfolio

GENERAL UNIVERSITY INFORMATION

ACCREDITATION

Concordia University's Master's of Arts in Coaching & Athletics Administration program and Master of Science in Coaching & Exercise Sciences program are fully accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, P.O. Box 9990, Oakland, CA 94613-0990, (510) 632-5000. Students and other interested parties may review accreditation documents by making a request to the Office of the Provost.

BOOKSTORE

Books are available online or through the bookstore. The campus bookstore is open during the regular academic year Monday–Thursday from 9:00 a.m.–6:30 p.m. and Friday from 9:00 a.m.– 4:00 pm. Textbooks and school/study related items may be obtained as well as stationery items, gift items, cards and casual clothing carrying the university emblem. Additional hours and/or changes in hours will be posted. Summer hours vary. Please call the bookstore at 949-214-3454 for a summer schedule.

FOOD SERVICES

The university employs a professional food service to prepare food and provide an excellent dining service program for all students, employees and guests. The main dining hall is open during regular meal hours during the fall, winter, and spring terms and features a variety of “from scratch” entrees including a salad bar and made-to-order choices. Services in the Café also include a New York-style deli, full beverage bar and desserts ranging from fresh fruit to frozen yogurt. Money can be placed on one's student I.D. card through the campus bank. Students must be sure to specify that they want “flex” dollars put on their I.D. cards to use them in the Café. Cash is also acceptable.

LIBRARY AND LEARNING RESOURCES

In an era of technology and information, the library plays an essential role in providing resources to the CUI campus community in order to achieve academic excellence. Located next to the main parking lot, CUI Library has robust physical and digital collections for study and research. We have a variety of academic databases which include SportDiscuss, ERIC, ALTA Religion Database and Academic Search Complete. Computers, printers, and a copy machine are available for use in the library. We also have study rooms available for check-out. Our librarians and student assistants are happy to answer questions and assist the community with their research. For additional research assistance, students are encouraged to set-up research appointments with our librarians. Please visit <https://www.cui.edu/library> for the most up-to-date library hours. Students must have a current student I.D. in order to check out library materials.

The Concordia Writing Studio is available to all current Concordia University, Irvine students, online and on-campus. The studio can assist with brainstorming, focusing ideas, improving revision and proofreading skills, and format and documentation for research papers. To view the mission statement, services, and to schedule an appointment, please access the following webpage at <https://www.cui.edu/studentlife/writing-studio/mission-statement>.

OFFICE LOCATION

The MCAA and MSCE programs are located at the Concordia University Irvine's Spectrum Campus.
16355 Laguna Canyon Rd.
Irvine Ca 92618

PARKING FACILITIES

The student and visitor parking lots, located on the west side of the campus close to the Library Arts building have adequate parking for students. Parking permits are required for campus parking. These free permits can be picked up in the University Services/Security Department, Admin. 120. You will need to bring your driver's license, proof of insurance, and your vehicle registration to obtain your permit.

STUDENT IDENTIFICATION CARD

Graduate students may obtain their I.D. cards during normal business hours. At other times, the I.D. cards can be obtained in the Registrar's Office (Grimm Hall 105). For out of area students, once you are enrolled contact Campus Safety at (949) 214-3000 to obtain an ID.

INSTRUCTIONAL TECHNOLOGY

For help with instructional technologies, please contact Information Technology, located in Admin 220, or at ITS@cui.edu 949-214-3175.

APPLICATION INFORMATION

(see www.cui.edu/MCAA for application forms)

To be considered for admission to the master's program, a student must:

Have a bachelor's degree from a regionally accredited institution or an international evaluation verifying the equivalent of a regionally accredited U.S. bachelor's degree.

Steps to Apply to the Master's of Arts in Coaching & Athletics Administration program or the Master of Science in Coaching & Exercise Sciences program:

1. Submit an online application for admission to the Graduate Admissions Office (see www.cui.edu/MCAA for form).
2. Provide **ONE** official transcript from the college or university that shows your confirmed bachelor's degree from a regionally accredited college or university, (*Transcripts must be received in an official SEALED envelope.*). If a degree is from a non-U.S. institution, applicants must provide an official, detailed transcript evaluation from an approved international credential evaluation service that shows the equivalent of a regionally accredited bachelor's U.S. degree. The Office of Graduate Admissions has approved IERF as an approved vendor for transcript evaluation. Information regarding this can be found at IERF.org. The preferred vendor is IERF but any NACES approved agency is accepted.
3. A student may be **conditionally accepted** for one (1) term (2 course maximum) with unofficial transcripts. The condition of this registration is that the official transcript must be received before registration for subsequent term is permitted. A "hold" will be placed on a student's account if

official transcripts are not received. To remove a hold, contact the Bursar's office located on the 1st floor of Grimm Hall, or at (949) 214-3075.

4. **To be considered for full admission**—a cumulative GPA of 2.75 or better (4.0 scale) in all previous college work.
5. **To be considered for admission with a cumulative GPA below 2.75**—must submit a petition letter. This letter of appeal may be addressed to the Admissions Committee and mailed to Steve Jin in the Graduate Admissions Office, 1530 Concordia West Irvine, CA 92612. For questions, contact Graduate Admissions gradadmissions@cui.edu.

Steps to Apply to the MA to MS Alumni Second Degree program or the MS to MA Alumni Second Degree Program:

1. Submit an online application for admission to the Graduate Admissions Office. Select either "MA to MS Alumni Degree" or "MS to MA Alumni Degree" option (whichever applies to your personal situation) and enter "application fee waived". The Admissions Office will provide you with a code for this.
2. The Office of Graduate Admissions will pull your Concordia University Irvine official transcripts internally to verify degree completion (no need to submit a request for official transcripts).
3. A student may be conditionally accepted for one (1) term with a Degree Letter from The Registrar's Office if you just graduated and your degree has not been conferred yet. The condition of this registration is that the official transcript must be updated before registration for subsequent term is permitted. A "hold" will be placed on a student's account if official transcripts are not received/updated. To remove a hold, contact the Bursar's office located on the 1st floor of Grimm Hall, or at (949) 214-3075.
4. To be considered for full admission—you must have obtained either a MA in Coaching & Athletics Administration or a MS in Coaching & Exercise Sciences from Concordia University Irvine.

International applicants whose first language is other than English must submit a passing TOEFL score. TOEFL scores must meet the minimum university requirement which is 550 for the paper-based test, 213 for the computer-based test and 79-80 for IBT. Official test scores must be mailed to Concordia directly from the test company.

Upon completion of all admission requirements, you will be notified by the Graduate Admissions Office regarding your acceptance into the Master's of Arts in Coaching & Athletics Administration program or the Master of Science in Coaching & Exercise Sciences program.

FINANCIAL AID INFORMATION

Concordia University participates in programs of financial aid to university students which have developed nationally, within the State of California, and within the church.

Federal student loans are also available to eligible post baccalaureate students. Financial Aid is distributed according to university policies. Financial Aid counselors will assist students in the completion of the appropriate forms. Forms are available in the Financial Aid Office (1st floor of Grimm Hall) or on the website at cui.edu/financial-aid.

1. TUITION AND FEES

Tuition rates for each academic year is set prior to the summer session. Although some courses may have special fees, generally the only additional costs are for textbooks and supplies. The tuition rates apply to

the academic year June through May. Registration of your vehicle is required if classes are taken on the campus; however, there is no parking fee.

2. PAYMENT POLICIES AND PROCEDURES

Full payment of tuition and fees are due prior to the beginning of class. Total payment is due if your FAFSA has not been filed. Payment plans are available. Payment may be made by cash, wire or check. Credit/Debit cards are not accepted. Please contact Edgar Lopez at (949) 214-3073 for information regarding our monthly payment plan or visit cui.edu/paymentplans.

3. REFUND POLICY

Refunds Prior to Beginning of Courses: Enrolled students may cancel enrollment and receive a refund of all monies paid prior to the first day of classes for the course(s) in which they are enrolled.

Refunds After Classes Begin: Students who withdraw from school after classes begin may apply in the Bursar's Office for refunds (i.e., tuition, student service fee, room and board). Concordia University Irvine's refund policy is determined by a weekly percentage. Once the 60 percent or more of the term is complete, refunds are no longer available.

Return of Title IV Federal Financial Aid Policy: (This policy is in effect as a result of the Higher Education Amendments of 1998 HEA 98). The Federal Title IV programs covered under this policy include Federal Pell Grant, Federal SEOG, Federal Stafford Loan and Federal Plus Loan. A student withdrawing from Concordia University Irvine during a term must file an official withdrawal form with the Office of the Registrar located in Grimm Hall 119, or contact the Registrar's office at registrar@cui.edu or 949-214-3078. If a student is not able to visit the office, he/she may contact a staff person in the office regarding the withdrawal date. The student's official withdrawal date will be determined by the university as:

- 1) the date the student began the university's withdrawal process;
- 2) the midpoint of the term if the student withdraws without notifying the university; or
- 3) the student's last date of attendance at an academically related activity as documented by the university.

If the student begins the withdrawal process and then later decides to continue attendance at Concordia University, the student must indicate this in writing to the Office of the Registrar and indicate that his/her intention is to complete the term.

If a student withdraws during a term, the portion of the federal grants and loans a student is entitled to receive is calculated on a percentage basis by comparing the total number of days in the term to the number of days that the student completed before he/she withdrew. If the percentage earned is 60 percent or greater, the student is considered to have earned 100 percent of eligibility. This policy does not affect the student's charges. The university's withdrawal policy will be used to determine the reduction, if any, in the student's tuition, student service fee, room and board charges. If it is determined that a portion of the financial aid received on the student's behalf is unearned, the university shares with the student the responsibility of returning those funds.

Any grants and loans that a student is required to return to the federal programs are considered an overpayment.

The student must either repay the amount in full or make satisfactory payment arrangements with the Department of Education to repay the amount. **If the student fails to repay or make payment arrangements to repay an overpayment, the student will lose his/her eligibility to receive future federal financial aid at any institution.**

4. LOANS

As a graduate student at Concordia University Irvine, you are eligible to apply for federally guaranteed student loans under the Federal Family Education Loan Program (FFELP). The FFELP includes the Federal Subsidized Stafford Loan or the Federal Unsubsidized Stafford Loan. A Graduate PLUS loan, for which graduate students are eligible, is also available. You become responsible to repay on a Federal Stafford Loan six months after you graduate, drop below half-time status or withdraw from school. The six months is called a “grace period.” For the Unsubsidized Federal Stafford Loan, the borrower is responsible for interest that accrues during the in-school, grace and deferment periods. There is no grace period for the PLUS loans. Repayment begins immediately after the loan is fully disbursed.

5. FINANCIAL AID PROCESS

Step-by-Step Financial Aid

The following steps will help guide you through Concordia's financial aid process. If at any point you have questions or need personalized assistance, please contact us.

Step 1

Create a FSA ID. The student, and one parent if a dependent student, need to create an FSA ID online. Your FSA ID remains the same from year to year, so keep it in a safe place and never share it with anyone.

Step 2

Fill out the Free Application for Federal Student Aid (FAFSA). To apply for need-based aid, federal grants, work-study, and loans, please complete the FAFSA. To have your information sent to Concordia University Irvine, make sure to include Concordia's school code - 013885.

Please note the FAFSA is a free application. Click here for facts on Financial Aid Consultants and Scholarship Services.

Step 3

Read all communications received from the Financial Aid Office and provide any requested documentation at your earliest convenience. The first communication will first go by U.S. Mail. All subsequent requests are sent via email. Once you receive notification you have an Eagles email, please activate it immediately.

Satisfactory Academic Progress (SAP)

Federal regulations require all schools participating in Title IV financial aid programs to have a Satisfactory Academic Progress (SAP) policy. Title IV financial aid programs include: Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Federal Direct Subsidized Stafford Loan, Federal Direct Unsubsidized Stafford Loan, Federal Direct PLUS Loans, and Work-Study. The requirements of this policy apply to all students receiving federal and state aid, and institutional aid per university policy.

Minimum Standards

To remain eligible for federal grants, loans, and work-study, students must meet the standards indicated below at the end of each semester. Please note the standards to establish and maintain eligibility for Title IV assistance are more stringent than the University's academic standards for continuous enrollment. At the end of each term of enrollment, students must earn the minimum cumulative GPA, minimum number of credit hours, and be within the maximum time frame. Failure to meet the minimum cumulative standards may result in a loss of financial aid eligibility.

- **Qualitative Measure of Progress**

The qualitative requirement sets a minimum Cumulative Grade Point Average (GPA) for the degree level at which a student is classified. Note: This is the GPA used to determine one's status and includes grades from courses taken at all other schools that are accepted by the

university. To remain in compliance, a student must maintain the following cumulative GPA after each period of assessment:

1. Minimum Cumulative GPA for graduate students is 3.0
- Quantitative Measure of Progress
The quantitative requirement contains two components, (1) Pace of Progression and (2) Maximum Timeframe.
 1. Pace of Progression/Completion Rate
The credit hour completion rate reflects the pace at which students must progress to ensure that they are able to complete their degree program within the maximum time frame. The pace of progression is calculated by dividing the cumulative number of hours the student has successfully earned by the cumulative number of hours the student has attempted. All students regardless of classification must earn 67% of all hours attempted. This is a cumulative calculation and includes credits attempted at all schools before and while attending Concordia.
 2. Maximum Timeframe
Graduate Degree's Hours Attempted required for program
 3. Hours Attempted
Hours attempted include all hours pursued in the student's career and are counted in the maximum time frame whether or not financial aid was received. Attempted hours also include the following: withdrawals, incompletes, failing grades, repeated coursework, and transfer credits accepted by the University.

For Financial Aid questions contact Andrea Rueter at (949) 214-3076 or andrea.rueter@cui.edu.

ACADEMIC INFORMATION AND POLICIES

ACADEMIC ADVISING

Planning for the MCAA and MSCE degree programs must be done in consultation with the Academic Advisors, Dr. Sheila Hannah at sheila.hannah@cui.edu or Rochelle Short at rochelle.short@cui.edu. This ensures that the candidate is aware of the current program requirements and has scheduled his/her program to be completed with these requirements.

MASTER OF ARTS OR MASTER OF SCIENCE DEGREE COMPLETION POLICY

A student has six years to complete all degree requirements in either the MCAA or MSCE degree from their initial enrollment term. Per university policy, students that exceed this limit will lose credits for classes taken after the six-year limit and they will no longer be applicable toward the degree. Those classes may need to be repeated in order to apply them towards the degree. Units earned while obtaining an MA or MS degree in the Coaching program do not fall under the six-year completion requirement when these units are applied to the completion of a second degree in the program.

CLASS ATTENDANCE

Registered students have freely accepted personal responsibility for enrollment and class attendance. Students are expected to participate in all class activities for the online, onsite, or blended courses in which they are enrolled. Students are expected to notify their instructor(s) of planned absences in advance and unplanned absences, due to sickness or emergency, within a reasonable period of time. All homework is to be turned in on time. Any late work will receive a reduced number of points.

Each onsite or blended course meets for a maximum of (11) class sessions. If a student is absent for more than one class session, without prior approval of the instructor, the student shall be subject to receiving an "F" for the course. Extenuating circumstances will be considered at the discretion of the instructor. Failure to attend class does not constitute a "withdrawal."

COURSE SHELL AVAILABILITY

Professors should publish their course(s) the Friday before the start of a term, so students can access it the first day of the term on Monday, and then unpublish it one week after the course is completed. Students should save electronic and/or hard copies of all graded papers with their professors' comments to serve as a record of the completed work and to provide assistance with future chapters that may be included in the MCAA/MSCE 595 and MCAA/MSCE 596 culminating project.

COURSE LIMITATIONS

Students are limited to taking 8 units during the Fall, Winter, and Spring terms and 12 units during the Summer term.

COURSES: ADD-DROP-CHANGES

After the registration period has closed, it is the student's responsibility to contact the Academic Advisors, Dr. Sheila Hannah at sheila.hannah@cui.edu or Rochelle Short at rochelle.short@cui.edu to make course changes. Changes during the first week of the term may be made via the student's My Records account. *It is the student's responsibility to make sure the change was made to their schedule by reviewing their course schedule to ensure the course was dropped or added on My Records.* Alternatively, changes may be made with the official Add/Drop form available from the academic advisors.

Courses may be added during the first week of the term using the Add/Drop form referenced above or My Records.

A course may be dropped during the first week of the term with no record of enrollment or financial penalty.

Courses dropped in weeks 2-9 of the term will appear on official transcripts as a "W" for Withdrawal. Starting week 2 there is a financial penalty for dropping. Please visit the Bursar's webpage for the most up to date drop penalties. A course may not be dropped during the last two weeks of the term.

Please pay close attention to the add/drop dates; they will be strictly enforced. All registration deadlines are published in the program academic calendar on the [Registrar's website](#). You must formally withdraw from a course; non-attendance does not constitute a withdrawal. If a course is not dropped using the above procedures, the instructor will assign an A/B/F grade.

GENERAL APPEALS POLICY FOR GRADES/ACADEMIC DISPUTES

For all issues other than admission, the following summarizes procedures for appeals. Students with grievances must address those grievances with the person or office directly involved. If the student does not feel the issue is satisfactorily resolved, he/she may file a formal written appeal with the Dean of the School of Health and Human Sciences. The appeal should contain a rationale as to why the decision in question should be reconsidered. The Dean will render a decision within seven days or call for an appeal committee composed of two program faculty and the Program Director. Any current graduate student may appeal the Dean's decision and request a formal appeal hearing. The findings of the Appeals Committee are final.

STOPPING OUT AND INACTIVE STATUS

Students may stop taking classes for one term. However, students will need to be issued a time ticket by the Registrar's Office to register for courses when they return. If students are using financial aid as a finance option, per the Registrar's Office, when a student takes a term or more off, they will be reported to the student loan clearinghouse as withdrawn from the university. This may cause the student's loans to be put into repayment. Please contact your Financial Aid Counselor regarding any schedule changes. If two consecutive terms are taken off, students must be readmitted and are subject to any new tuition rate.

MAINTAINING GOOD STANDING IN THE PROGRAM

Graduate in Good Academic Standing: The graduate student whose cumulative grade point average (GPA) is 3.00 or above.

Students are responsible for maintaining and monitoring their own satisfactory progress. The university is committed to providing assistance to students for academic success, while at the same time maintaining a standard of academic integrity. When a student's academic achievement falls below the standards set by the university, academic probation and disqualification are imposed.

Institutional GPA: Defined as the GPA earned on the courses taken at Concordia University Irvine. It does not include accepted transfer courses.

ACADEMIC PROBATION

Academic Probation: A warning to the student that an acceptable GPA, as defined below, has not been achieved.

- A student having a semester GPA below 3.00 will be placed on probation for the following semester.
- A student having a semester GPA above 3.00 but an institutional GPA below 3.00 will remain on academic probation until the institutional GPA is at least a 3.00.
- Other reasons a student may be classified as probationary may include issues related to moral or ethical character and/or other conditions or combination of conditions that cause substantive reason to question the student's fitness for the program. A student must resolve any issues leading to the probationary status by the last day of the term following the term in which the condition resulting in probationary status arose. If this is not possible, i.e. the course needing to be repeated is not offered, the program director may determine an appropriate timeline. If the probationary status is not remedied, the student will be dropped from the program.

Academic Disqualification (Dismissal)

Academic Disqualification: The student is ineligible to continue as a degree student.

- Any student whose GPA falls below 3.00 for two consecutive semesters and whose institutional GPA is below 3.00 will be academically disqualified as a degree student.
- Any student whose institutional GPA is less than 2.00 in a single semester will be academically disqualified as a degree student.

Upon dismissal the student has the right to appeal in writing to the Dean. **A student can only appeal once** during their participation in a graduate program at Concordia University Irvine.

ACADEMIC DISMISSAL

The first step in academic dismissal is placing a student on probationary status. Students who do not remedy academic difficulties and return to "good standing" within one term will be dismissed from their program.

REPETITION OF COURSES

A master's degree course may be repeated only one time in order to improve the GPA necessary for continued enrollment in the program. Courses must be repeated at Concordia University Irvine. No more than one course may be repeated. Students must retake the failed course before taking any new courses. The failed course must be taken in the upcoming term that it is offered. In the event, the course is not offered, the student is responsible for retaking the course when it becomes available again before moving forward with new classes. When a course is repeated, the higher grade takes precedence and is averaged into the GPA. The lower grade is still indicated on the transcript but is not averaged into the GPA. For instance, if a student earned an "F" the first time he/she took a course, but earned a "B" upon retaking the course, his/her transcript would indicate both times the student took the course along with the respective grades. The "B" grade would be averaged into the GPA, because it is the higher of the two. The "F" grade would no longer be averaged into the GPA; however, the transcript would still indicate that the student received an "F" the first time he/she took the course.

DISABILITY SERVICES AND ACCESSIBILITY

Concordia University Irvine, in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, is committed to providing reasonable accommodations for qualified students with disabilities so that they can participate in the university's educational programs and activities. It is the student's responsibility to make his/her needs known in a timely manner by providing the university with proper verification and documentation of the disability. Guidelines for proper verification can be obtained from the Disability Access Services (<https://www.cui.edu/studentlife/disability-access-services>) director. As procedures for documentation and accommodation review take time, the student is encouraged to request accommodations prior to the beginning of each course. Requests for reasonable accommodations are facilitated through the Disability and Learning Resource Center.

TRANSCRIPTS

A transcript order is defined as a request for a transcript to each separate destination/address; each separate destination/address constitutes a separate order. Students may obtain an official transcript of their academic record by filing a request at the Office of the Registrar. A fee is charged for transcripts and must be paid in advance. Ten working days should be allowed for processing and mailing of the transcript. Transcripts will not be released until all fees have been paid. Transcripts from other schools become the property of the university and will not be released or copied. Concordia University Irvine students transitioning from BA status to graduate status will not need to order transcripts from other institutions attended. Unofficial transcripts can be printed using Banner Web.

TRANSFERRING IN COURSES

A maximum of nine (9) term graduate units may be transferred for elective courses only into the Master's of Arts in Coaching & Athletics Administration Program or Master of Science in Coaching & Exercise Sciences Program:

- Three graduate level courses of transfer which are 3 units each (total of 9 units) for two elective graduate level classes (8 units).
- Two graduate level courses of transfer which are 3 units each (total of 6 units) for one elective graduate level class (4 units).
- One graduate level course of transfer (3 units) will require an additional one (1) unit independent study graduate level course taken through the MCAA or MSCE program with approval from the Director of the Program.

These courses must be approved by both the Office of the Registrar and the Director of the MCAA and MSCE Programs and must closely match course descriptions in Concordia University Irvine's program. All requests must be in writing along with appropriate course descriptions, syllabi and official transcripts. Please note that Concordia University Irvine cannot guarantee that courses can be transferred to other institutions. For questions, please contact Academic Advisors, Dr. Sheila Hannah at sheila.hannah@cui.edu or Rochelle Short at rochelle.short@cui.edu.

Note Second Degree Master's of Art in Coaching and Athletics Administration Program or Master of Science in Coaching and Exercise Sciences **does not accept any transfer units.** All 20 units are required for the second degree.*

GRADING SYSTEM

The grade point average (GPA) at Concordia University Irvine is computed on a four-point scale and determined on the basis of the scale below. Specific grading requirements for each course will vary greatly, and the letter grades cannot be defined here other than in a general manner. ***Only grades of A through B- may be applied towards the Master's in Coaching and Athletics Administration and Coaching and Exercise Sciences.***

The following grade points are applied by the Office of the Registrar to the grade point average for each final grade given by the professor.

A	4.0 grade points
A-	3.7 grade points
B+	3.3 grade points
B	3.0 grade points
B-	2.7 grade points
F	0.0 grade points
P	Passing Grade – No grade points

AUD - Audit: Assigned for classes attended for no credit and for the purpose of gaining information without the requirements of tests and papers.

IF- Incomplete Fail: Assigned when a student, with the consent of the instructor, postpones the submission of certain work because of extenuating circumstances. Incomplete fail grades must be resolved within four (4) weeks from the end of the course unless an extension is granted by the instructor with an approval from the Dean. Incomplete fail grades will be calculated for academic standing using the default grade of F. Students with incomplete grades are subject to academic probation and academic dismissal based upon the default grade. Failure to resolve an incomplete will result in the automatic change to the alternate grade of F given at the same time as the incomplete.

IP - In Progress: Assigned when an educational experience (e.g. thesis and practicum) is designed to extend beyond a single grading period. An "IP" grade must be accompanied by the terminal date at which the regular grade is due. When the grade is not assigned and submitted to the registrar within the specified time after the terminal date, the grade of "I" will be assigned in accordance with the policy on the grade of "Incomplete." Thereafter, the course is governed by the rule of "I."

NP- No Pass: Assigned when the student has not met passing standards for the *culminating project*. The student will be required to retake the course and pay full tuition in order to pass.

P- Assigned when a student passes their final course, 595/596 *Culminating Project*.

INP- Incomplete No Pass: Assigned when a student does not meet passing standards for the *culminating project* due to extenuating circumstances. The INP must be resolved within four (4) weeks from the end of the course unless an extension is granted by the instructor with an approval from the Dean. Failure to resolve an INP, after four weeks within the new term, will result in a grade change to NP and the student will need to retake the course in a future term in order to pass.

CR - Credit: Assigned when credits are earned by examination rather than by attendance.

W - Withdrawal: Assigned when a student officially withdraws from a class after the first week for online 11-week classes.

GRADE CHANGES

It is the student's responsibility to bring any error in grades to the attention of the instructor within one term following the issued grade. Grade changes are made only because of computation or recording errors and must be corrected no later than the last day of classes of the next full term. Submission of extra work after a term is completed will be permitted only when a grade of "Incomplete" was assigned.

ACADEMIC HONESTY

The university expects all members of its community to act with responsibility and integrity. As an accredited institution of higher learning dedicated to the free inquiry after truth, goodness, and beauty, and to the development of "wise, honorable, and cultivated citizens," Concordia strives to maintain the highest standards of academic honesty and seeks to heed the commands for honesty found in the Scriptures.

All courses and academic work at Concordia seek to empower students for independent learning, resourcefulness, clear thinking, and perception. All submitted work and activities should be genuine reflections of individual achievement from which the student can derive personal satisfaction and a sense of accomplishment. Academic dishonesty, in all its forms, subverts these goals. The university's definition of academic honesty and disciplinary procedures can be found in the Student Code of Conduct.

The professor reserves the right to utilize electronic means to help prevent plagiarism and cheating. Students agree that by taking this course all written assignments are subject to submission to a third party system (Turnitin) for textual similarity review and online testing may be monitored by an outside agency, such as Respondus or another service, to ensure the integrity of the testing procedure. Assignments submitted to Turnitin will be included as source documents in Turnitin's restricted access database solely for the purpose of detecting plagiarism in such documents.

DEFINITIONS

Academic Dishonesty: Academic dishonesty includes all forms of plagiarism, multiple submissions of student work, providing false information, and unauthorized aid on any course-related activities. Academic dishonesty may occur in courses offered, in courses transferred into the University and in other academic work done while the student is enrolled at Concordia University Irvine (e.g., the President's Academic Showcase of Undergraduate Research); the provisions of this policy cover all such instances.

False Information: False information is any misrepresentation of academic information used to deceive an instructor or University office in order to gain an academic advantage for oneself or for another student. Examples include, but are not limited to, providing fake or altered transcripts, submitting fabricated results for a science lab or research project; falsely claiming a disability to request course accommodations; giving inaccurate reasons for missing class or asking for an extended deadline; signing a course attendance sheet on behalf of an absent student; and posing as another student to take a test for that student.

Plagiarism: Plagiarism is the submission of work (e.g., design, music, formula), words (e.g., phrasing, paper structure), or ideas (e.g., research question, [hypo]thesis, interpretation) from a third party (e.g., another person, the internet, generative artificial intelligence) without proper quotation or attribution. It may consist of using quotations from sources without the use of quotation marks and/or proper citation. It may also consist of indirect quotation (i.e., paraphrasing) or summarizing of such sources

without proper attribution. Plagiarism may be unintentional or intentional. Both forms are serious academic violations. A respected writing handbook describes academic dishonesty and plagiarism in the following way.

While there are many ways to damage academic integrity, two that are especially important are inaccurate or incomplete citation of sources—also called unintentional plagiarism—and plagiarism that is deliberately intended to pass off one writer’s work as another’s (Andrea A. Lunsford, *The St. Martin’s Handbook* 283).

Generative Artificial Intelligence (AI): MCAA/MSCE students, assignments in courses are to reflect each student's own learning, thinking, and creating. In order to cultivate and evaluate each student's individual work, the use of generative artificial intelligence (AI), such as ChatGPT or Grammarly’s Advanced AI feature, in any part of completing an assignment is prohibited as an unauthorized aid.

Multiple Submission: Multiple submission is the submission of work a student has completed in one course to meet requirements in another course. Students must always obtain permission from their instructor before using work completed in one course to meet requirements in another.

Unauthorized Aid: Unauthorized aid is any type of assistance that is not permitted by the University or its faculty. Examples include, but are not limited to, receiving answers to a quiz or test from another student or some other source; using generative artificial intelligence without permission to complete a homework assignment; having one student take a quiz or test on behalf of another; aid issued by any University constituent (paid or unpaid by the University) which is unauthorized or which falsifies a student’s personal academic work.

Students who are unsure whether a particular type of aid is authorized or unauthorized must consult their instructor in advance before attempting to give or receive such aid. The giving, receiving, and knowing toleration of unauthorized aid are all considered to be academic dishonesty, and students who commit any of the three are liable to the consequences of this policy and its attendant procedures. Any authorized aid which creates an academic exception to improve a grade, earn course credit, or meet an admission, financial aid, eligibility, or graduation requirement is a form of academic dishonesty.

ADJUDICATION

All forms of academic dishonesty are academic matters, thus they are handled by faculty and academic administrators following the procedures established by the University’s Academic Council, as implemented and maintained by the Office of the Provost. Since the Office of the Dean of Students serves as the University’s repository for student conduct records, faculty who find instances of academic dishonesty are required to notify the Associate Dean of Student Development of them before consequences are determined, so that any previous cases of academic dishonesty in the student’s record can be considered. The Deans of the University’s schools participate in the academic dishonesty process by verifying faculty findings of academic dishonesty and consulting the reporting faculty member regarding appropriate consequences. The Office of the Provost or its designee is the sole and final adjudicator of the application of this policy and hears any student appeals related to academic dishonesty; therefore, student conduct appeal procedures described in the “Disciplinary Process” and “Student Rights and Responsibilities” sections of this Student Code of Conduct does not apply in such cases. Findings related to academic honesty will be shared with the Office of the Dean of Students and will be considered in student disciplinary proceedings.

Multiple instances of academic dishonesty may render a student liable to dismissal from the University, depending on the number and severity of the instances. A single instance of dishonesty may be

sufficient to lead to a student's dismissal, if the instance is particularly flagrant or extreme as determined by a school Dean.

The faculty of the University have determined that the following range of penalties will be applied to students found responsible for committing academic dishonesty:

1. First instance at the University: The student is required to undergo mandatory training in academic honesty as stipulated by the University, at his or her own expense. The instructor, in consultation with the Dean of the school, also selects a penalty from the following range of options:

- a. A failing grade for the assignment, with an opportunity to make up the work.
- b. A failing grade for the assignment, with no opportunity to make up the work.
- c. Up to a letter grade off of the final grade for the course.
- d. A failing grade for the course.
- e. Dismissal from the University. The student receives a failing grade for any course she or he committed academic dishonesty in that semester and be administratively withdrawn from all other courses that semester. The University will not readmit the student (applicable only in extreme or flagrant cases; requires consent of the Dean for the school in which the instance occurred and the Dean for the school in which the student is enrolled, if these are different).

2. Second instance at the University: The student is required to undergo mandatory training in academic honesty as stipulated by the University, at his or her own expense. The instructor consults with the Dean of the school, and together they select a penalty from the following range of options:

- a. A failing grade for the course.
- b. Dismissal from the University. The student receives a failing grade for any course she or he committed academic dishonesty in that semester and be administratively withdrawn from all other courses that semester. The University will not readmit the student (applicable in Code of Conduct extreme or flagrant cases; requires consent of the Dean for the school in which the instance occurred and the Dean for the school in which the student is enrolled, if these are different).

3. Third instance at the University: Dismissal from the University. The student receives a failing grade for any course she or he committed academic dishonesty in that semester and be administratively withdrawn from all other courses that semester. The University will not readmit the student. The Dean for the school in which the instance occurred (and the Dean of the School in which the student is enrolled, if these are different) consults with the instructor to determine whether any mitigating circumstances justify a lesser punishment; if not, the student is dismissed.

For a first or second instance of academic dishonesty not connected to a course currently being taken, a course-specific penalty may not be applicable, unless the Dean of the School determines that the violation is flagrant or extreme enough to warrant dismissal from the University. For example, if student A has already taken a certain course and gives unauthorized aid to student B currently taking that course, student A has committed academic dishonesty, but a course-specific penalty may not be applicable as the dishonesty did not occur in a course that student A is currently taking. As another example, if a student fabricates evidence for a President's Academic Showcase project, and the

project is not being done for course credit, then a course-specific penalty may not be applicable. In such cases, the instance and evidence of academic dishonesty will still be noted in the student's record with the Office of the Dean of Students as a first or second instance at the University. The student is still required to undergo mandatory training in academic honesty as stipulated by the University, at his or her own expense. The student is still liable to receive the stipulated penalties should a second or third instance of academic dishonesty occur at the University.

GRADUATION

All students are encouraged to celebrate the completion of their program by participating in either the December or May graduation ceremony. However, students need to plan ahead for this event and be in good academic standing (cumulative GPA 3.0). All students must have completed their program or be currently enrolled in MCAA, MSCE 595/596 with plans verified by the Academic Advisor, Dr. Sheila Hannah, to have their culminating project completed by December or May in order to participate in the graduation ceremony.

GRADUATION POLICIES

Each student must register for graduation by the specified deadline. Applications for graduation are available on Concordia University Irvine's website and must be completed even if you do not plan to participate in the graduation ceremonies. Graduation application deadlines are available at <https://www.cui.edu/studentlife/registrar/academic-calendars>

Graduation application deadlines are posted on the Registrar's page of the website. Concordia University Irvine holds commencement in December or May. Applications are processed at the end of each term. Please allow four to five weeks for your degree to be posted upon the completion of the term. Graduation application deadlines are posted on the Registrar's page of the website.

DEGREE VERIFICATION LETTER

The Registrar's Office is unable to provide rush services for degree conferral due to the high demand. They will confer degrees as quickly as possible. They can provide students with a degree verification letter if the student's potential employer will accept such documentation of completion. Please request the order form directly from the Registrar's Office. Please wait until your official grade posts in the class before you submit the form. The Registrar's Office will not accept the form before the grade is posted. There is a \$10 fee for the request. Please return it to the Registrar's Office, registrar@cui.edu. You may contact the Registrar's Office at 949-214-3078 if you have further questions.

SECTION II: Program Overview

RATIONALE

The School of Health and Human Sciences offers two masters in coaching degrees (MCAA and MSCE). These programs provide a unique opportunity for coaches and leaders in coaching and athletics administration or exercise sciences.

Issues facing programs include: lack of well-qualified personnel; a need for ethics training, a need for a scientific foundation for health and human performance and a defining philosophy of sport. The MA in Coaching & Athletics Administration program, and the MS in Coaching & Exercise Sciences program will combine the best practice in instructional methods in sport science and will include material that emphasizes ethical practices and principles in real life situations. This is consistent with the mission of Concordia University Irvine. The programs are broad in their foundation building upon the liberal arts,

yet sufficiently focus on the emerging professions in coaching and athletics administration and/or exercise sciences.

PROGRAM REQUIREMENTS

MCAA REQUIREMENTS

Master's of Arts in Coaching and Athletics Administration

36 UNITS (TOTAL)

CORE CLASSES - 20 Units

NOTE: These courses are offered every term.

Course	Name	Units
MCAA 510	Principles of Coaching and Leadership	4
MCAA 530	Ethics and Sport	4
MCAA 550	Research Methods and Analysis	4
MCAA 580	Legal Aspect of Sport	4
MCAA 595	Culminating Project	4

ELECTIVES CLASSES - 16 Units

Must choose 4 classes of any of the courses listed below.

NOTE: Not all electives are offered every term. Please check with your Academic Advisor regarding course availability

Course	Name	Unit
MCAA 520	Psychology of Coaching	4
MCAA 531	Student-Athlete Development and Leadership	4
MCAA 532	Faith-Based Coaching	4
MCAA 533	Strategic Planning and Marketing of College Athletics	4
MCAA 534	Compliance and Regulation of College Athletics	4
MCAA 540	Sport Technologies	4
MCAA 545	Sport Statistics and Analytics	4
MCAA 560	Interscholastic Leadership and Administration	4
MCAA 561	Athletic Finance	4
MCAA 562	Facility Planning and Event Management	4
MCAA 563	Intercollegiate Athletics in America	4

MCAA 570	Sport Medicine and Performance	4
MCAA 582	Women in Sport	4
MCAA 585	Strength, Speed and Conditioning	4
MCAA 586	Advanced Strength, Speed and Conditioning	4
MCAA 590	Coaching Academy	4
MCAA 591	Athletic Director Institute	4
MCAA 592*	Internship	4
*Requires Sr. Academic Advisor Approval and Internship Coordinator Approval		

SPORT SPECIFIC ELECTIVES (only ONE may be applied toward the degree)

MCAA 564	Applied Exercise Sciences and Strategies for Coaching Cheer	4
MCAA 565	Applied Exercise Sciences and Strategies for Coaching Tennis	4
MCAA 566	Applied Exercise Sciences and Strategies for Coaching Swimming	4
MCAA 567	Applied Exercise Sciences and Strategies for Coaching Track and Field	4
MCAA 568	Applied Exercise Sciences and Strategies for Coaching Soccer	4
MCAA 569	Applied Exercise Sciences and Strategies for Coaching Lacrosse	4
MCAA 571	Applied Exercise Sciences and Strategies for Coaching Golf	4
MCAA 572	Applied Exercise Sciences and Strategies for Coaching Cross Country	4
MCAA 573	Applied Exercise Sciences and Strategies for Coaching Basketball	4
MCAA 574	Applied Exercise Sciences and Strategies for Coaching Football	4
MCAA 575	Applied Exercise Sciences and Strategies for Coaching Softball	4
MCAA 576	Applied Exercise Sciences and Strategies for Coaching Volleyball	4
MCAA 577	Applied Exercise Sciences and Strategies for Coaching Baseball	4
MCAA 578	Applied Exercise Sciences and Strategies Coaching Water Polo	4
MCAA 579	Applied Exercise Sciences and Strategies Coaching Wrestling	4

MSCE REQUIREMENTS

Master of Science in Coaching and Exercise Sciences

36 Units (TOTAL)

CORE REQUIREMENTS - 20 Units

NOTE: These courses are offered every term.

Course	Name	Units
MSCE 510	Principles of Coaching and Leadership	4

MSCE 530	Ethics and Sport	4
MSCE 550	Research Methods and Analysis	4
MSCE 580	Legal Aspect of Sport	4
MSCE 595	Culminating Project	4

ELECTIVES CLASSES

Must choose 4 classes - 16 Units

· **NOTE:** Students may take all four electives as science-based courses OR at least three classes MUST be science based.

· If students choose to take a class that is a leadership course then only ONE may be taken.

· Students can only take ONE sport-specific course for credit towards their degree. The sport specific classes are considered science based.

SCIENCE BASED CLASSES (a minimum of 3 electives must be science based, however you can select 4)

Course	Name	Units
MSCE 570	Sport Medicine and Performance	4
MSCE 584	Kinesiology for Sport	4
MSCE 586	Advanced Strength, Speed and Conditioning	4
MSCE 587	Exercise Physiology for Sport	4
MSCE 588	Biomechanics for Sport	4
MSCE 589	Nutrition for Sport	4

SPORT SPECIFIC COURSES (These are not required. However, if selected only ONE may be taken- these are science-based classes)

MSCE 564	Applied Exercise Sciences and Strategies for Coaching Cheer	4
MSCE 565	Applied Exercise Sciences and Strategies for Coaching Tennis	4
MSCE 566	Applied Exercise Sciences and Strategies for Coaching Swimming	4
MSCE 567	Applied Exercise Sciences and Strategies for Coaching Track and Field	4
MSCE 568	Applied Exercise Sciences and Strategies for Coaching Soccer	4
MSCE 569	Applied Exercise Sciences and Strategies for Coaching Lacrosse	4
MSCE 571	Applied Exercise Sciences and Strategies for Coaching Golf	4
MSCE 572	Applied Exercise Sciences and Strategies for Coaching Cross Country	4
MSCE 573	Applied Exercise Sciences and Strategies for Coaching Basketball	4
MSCE 574	Applied Exercise Sciences and Strategies for Coaching Football	4
MSCE 575	Applied Exercise Sciences and Strategies for Coaching Softball	4
MSCE 576	Applied Exercise Sciences and Strategies for Coaching Volleyball	4

MSCE 577	Applied Exercise Sciences and Strategies for Coaching Baseball	4
MSCE 578	Applied Exercise Sciences and Strategies for Coaching Water Polo	4
MSCE 579	Applied Exercise Sciences and Strategies for Coaching Wrestling	4

LEADERSHIP COURSES (These are not required. However, if selected only ONE may be taken)

MCAA 531	Student-Athlete Development and Leadership	4
MSCE 533	Strategic Planning and Marketing of College Athletics	4
MSCE 534	Compliance and Regulation of College Athletics	4
MSCE 545	Sport Statistics and Analytics	4
MSCE 560	Interscholastic Leadership and Administration	4
MSCE 563	Intercollegiate Athletics in America	4
MSCE 590	Coaching Academy	4
MSCE 591	Athletic Director Institute	4
MSCE 592*	Internship	4
*Requires Sr. Academic Advisor Approval and Internship Coordinator Approval		

MSCE SECOND DEGREE REQUIREMENTS

**Second degree program- only students who graduated with a Master of Arts in Coaching and Athletics Administration (MCAA) from Concordia University Irvine are eligible to seek a second degree in the Master of Science in Coaching & Exercise Sciences (MSCE).*

Second Degree Requirements - 20 units total (four MS electives and one core class)

CORE CLASS - MSCE 596 Culminating Project - 4 units

ELECTIVES CLASSES - 16 Units

Must choose 4 classes (Students may not apply any of their previous elective classes from their MA degree toward their MS second degree except MCAA 510, MCAA 530, MCAA 550 and MCAA 580) *If a sport-specific class or other course was taken under the MA degree, it may not be retaken for credit in the MS second degree.*

SCIENCE BASED CLASSES (a minimum of three electives must be science based, however you can select four)

Course	Name	Units
MSCE 570	Sport Medicine and Performance	4
MSCE 584	Kinesiology for Sport	4
MSCE 586	Advanced Strength, Speed and Conditioning	4
MSCE 587	Exercise Physiology for Sport	4
MSCE 588	Biomechanics for Sport	4
MSCE 589	Nutrition for Sport	4

SPORT SPECIFIC COURSES (These are not required. However, if selected only ONE may be taken- these are science-based classes)

MSCE 564	Applied Exercise Sciences and Strategies for Coaching Cheer	4
MSCE 565	Applied Exercise Sciences and Strategies for Coaching Tennis	4
MSCE 566	Applied Exercise Sciences and Strategies for Coaching Swimming	4
MSCE 567	Applied Exercise Sciences and Strategies for Coaching Track and Field	4
MSCE 568	Applied Exercise Sciences and Strategies for Coaching Soccer	4
MSCE 569	Applied Exercise Sciences and Strategies for Coaching Lacrosse	4
MSCE 571	Applied Exercise Sciences and Strategies for Coaching Golf	4
MSCE 572	Applied Exercise Sciences and Strategies for Coaching Cross Country	4
MSCE 573	Applied Exercise Sciences and Strategies for Coaching Basketball	4
MSCE 574	Applied Exercise Sciences and Strategies for Coaching Football	4
MSCE 575	Applied Exercise Sciences and Strategies for Coaching Softball	4
MSCE 576	Applied Exercise Sciences and Strategies for Coaching Volleyball	4
MSCE 577	Applied Exercise Sciences and Strategies for Coaching Baseball	4
MSCE 578	Applied Exercise Sciences and Strategies for Coaching Water Polo	4
MSCE 579	Applied Exercise Sciences and Strategies for Coaching Wrestling	4

LEADERSHIP COURSES (These are not required. However, if selected only ONE may be taken)

MSCE 531	Student-Athlete Development and Leadership	4
MSCE 533	Strategic Planning and Marketing of College Athletics	4

MSCE 534	Compliance and Regulation of College Athletics	4
MSCE 545	Sport Statistics and Analytics	4
MSCE 560	Interscholastic Leadership and Administration	4
MSCE 563	Intercollegiate Athletics in America	4
MSCE 590	Coaching Academy	4
MSCE 591	Athletic Director Institute	4
MSCE 592*	Internship	4
*Requires Sr. Academic Advisor and Internship Coordinator Approval		

MCAA SECOND DEGREE REQUIREMENTS

**Second degree program- only students who graduated with a Master of Science in Coaching and Exercise Sciences (MSCE) from Concordia University Irvine are eligible to seek a second degree, the Master's of Arts in Coaching and Athletics Administration (MCAA).*

Second Degree Requirements - 20 units total (four MA electives and one core class)

CORE CLASS - MCAA 596 Culminating Project: 4 units

ELECTIVES CLASSES - 16 Units

Must choose 4 classes (Students may not apply any of their previous elective classes from their toward their MA second degree except MSCE 510, MSCE 530, MSCE 550 and MSCE 580) *If class was taken under the MS degree, it may not be taken under the MA second degree.*

Course	Name	Units
MCAA 520	Psychology of Coaching	4
MCAA 531	Student-Athlete Development and Leadership	4
MCAA 532	Faith-Based Coaching	4
MCAA 533	Strategic Planning and Marketing of College Athletics	4
MCAA 534	Compliance and Regulation of College Athletics	4
MCAA 540	Sport Technologies	4
MCAA 545	Sport Statistics and Analytics	4
MCAA 560	Interscholastic Leadership and Administration	4
MCAA 561	Athletic Finance	4
MCAA 562	Facility Planning and Event Management	4
MCAA 563	Intercollegiate Athletics in America	4

MCAA 570	Sport Medicine and Performance	4
MCAA 582	Women in Sport	4
MCAA 585	Strength, Speed and Conditioning	4
MCAA 586	Advanced Strength, Speed and Conditioning	4
MCAA 590	Coaching Academy	4
MCAA 591	Athletic Director Institute	4
MCAA 592*	Internship *Requires Advisor Approval and Internship Coordinator Approval	4

SPORT SPECIFIC ELECTIVES (only ONE may be applied toward the degree)

MCAA 564	Applied Exercise Sciences and Strategies for Coaching Cheer	4
MCAA 565	Applied Exercise Sciences and Strategies for Coaching Tennis	4
MCAA 566	Applied Exercise Sciences and Strategies for Coaching Swimming	4
MCAA 567	Applied Exercise Sciences and Strategies for Coaching Track and Field	4
MCAA 568	Applied Exercise Sciences and Strategies for Coaching Soccer	4
MCAA 569	Applied Exercise Sciences and Strategies for Coaching Lacrosse	4
MCAA 571	Applied Exercise Sciences and Strategies for Coaching Golf	4
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MCAA 573	Applied Exercise Sciences and Strategies for Coaching Basketball	4
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MCAA 575	Applied Exercise Sciences and Strategies for Coaching Softball	4
MCAA 576	Applied Exercise Sciences and Strategies for Coaching Volleyball	4
MCAA 577	Applied Exercise Sciences and Strategies for Coaching Baseball	4
MCAA 578	Applied Exercise Sciences and Strategies Coaching Water Polo	4
MCAA 579	Applied Exercise Sciences and Strategies Coaching Wrestling	4

The MCAA and MCSE courses are offered four times during the year: Fall, Winter, Spring and Summer.

Term	Start Months
Fall	Courses begin in August

Winter	Courses begin in November
Spring	Courses begin in February
Summer	Courses begin in May

Students in the on-campus (face-to-face) course will meet from 6:00 pm to 10:00 pm on Mondays for 11-weeks during the Fall, Winter, and Spring terms. Students may take two or three courses during the summer terms; these terms are one week long from 8:00 am to 5:00 pm Monday through Friday. The online courses follow the same calendar and are available on a 24-hour basis.

SECTION III: COURSE DESCRIPTIONS

Master's of Arts in Coaching and Athletics Administration (36 units)

MCAA 510 Principles of Coaching and Leadership - 4

This foundational course for MCAA examines the key fundamentals of coaching excellence within five critical domains: Perspective, Purpose, Principles, People, and Process. Students will be equipped to develop and create their own athlete-centered Philosophy of Coaching, including detailing their vision, mission, and values as well as describing the type of coach they are or aspire to become while also identifying their coaching style. Students will gain an understanding of the most prevalent types of coaching, including transactional, pragmatic, relational, and transformational. Leadership in athletics will be analyzed through the prism of effectively meeting the essential needs of young people while cultivating and enhancing essential coaching characteristics, skills, practices, and abilities. Student-athlete needs include having a coach/leader who excels at developing their character, creates a thriving culture they want to be a part of, and maximizes their competitive experience.

MCAA 520 Psychology of Coaching - 4

This course examines sport psychology principles applied in a coaching environment, including, but not limited to, the following: motivational concepts, confidence building, competitive anxiety, communication skills, group processes, and emotional growth.

MCAA 530 Ethics and Sport - 4

This course equips coaches and administrators to make decisions which reflect an awareness of the moral and ethical dimensions of issues encountered in sport, while applying standards of ethics informed by Christian teachings. Students will analyze the relationship between professional responsibility, personal belief, loyalty, honesty and integrity. Students will also review and incorporate research into a thesis, action plan, analysis, project or professional activity in coaching or athletic administration. Finally, students will develop strategies to infuse character development into sport.

MCAA 531 Student-Athlete Development and Leadership - 4

This course provides students with insight into the importance of using an athletic program as a vehicle to foster the physical, mental and spiritual development of college athletes. Students will examine and analyze various leadership styles and techniques that can be utilized within an athletic department to assure success in producing competitive programs that foster personal growth of its student-athletes. Particular focus will be placed on successfully integrating physical, mental, and spiritual development into the mission, vision and goals of each program within the athletic department. Additional focus will be placed on the importance of fostering development of these three areas within college athletes and to

overcome the external factors that can impede this development, including alcohol and drug use, depression and anxiety and lack of support from family and friends.

MCAA 532 Faith-Based Coaching - 4

Faith based coaching centers on the concept of Christian athletic leadership and transformational coaching. This course will enrich each coach's understanding of the concepts of vocation, the calling of coaching, and servant leadership as it relates to the Great Commission of Jesus Christ (Matthew 28:19). This class will focus on not only the coach's responsibilities for teaching sport-related skills and developing excellent competitors, but the importance of building a legacy based on life-long and eternal significance, and not just personal success.

MCAA 533 Strategic Planning and Marketing of College Athletics - 4

This course examines the overall strategic planning, marketing, fundraising, and the effective fiscal operations of collegiate athletic programs. It provides students with the foundation to manage a long-term strategic plan, budget, and marketing focus for a college athletic department that allows the department to grow and meet their respective vision and goals. Additional focus will be placed on the development and operational skills of decision-making for both effective marketing and fundraising in collegiate athletics and the integration of the personal sales process.

MCAA 534 Compliance and Regulation of College Athletics – 4

This course will provide students with a foundation of the organizational structure and operations of the National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA). Students will learn how to navigate through the rule manuals for each governing body by applying the rules to issues that arise within a wide variety of areas including recruiting, financial benefits to student-athletes, eligibility of transfer students, and academic eligibility. Students will be introduced to important legal challenges they will face in leadership roles and how they should analyze relevant variables in those areas to make wise decisions. Through this study on compliance, coupled with a focus on legal aspects in collegiate athletics, students will be equipped to analyze their own philosophies and those of others in diverse collegiate athletics environments and to incorporate those philosophies in solving ethical issues in their athletic departments.

MCAA 540 Sport Technologies - 4

Technology is changing the landscape of sports. If used properly, technology can greatly assist coaches and athletes. This course will focus on a practical and applicable approach to sport technologies. Current uses and the application of technology in sport will be examined in this course, including video analysis of skills, manipulation of data, and integration of technology with coaching and administrative applications. Upon completion of the course, graduate students will have an understanding of how to effectively use technology in their sport and/or program.

MCAA 545 Sport Statistics and Analytics – 4

This course is designed to cultivate an understanding of basic statistical concepts and their applications to sports. Students will develop and apply sports statistical and analytical concepts, and also improve problem solving and critical thinking abilities. The class includes a review of beginning through advanced use of statistics and spreadsheet formulas, along with hands-on experience in the acquisition and analysis of data. The class will have two research projects to be used in a final presentation.

MCAA 550 Research Methods and Analysis - 4

This course provides an intensive, practical application of the principles of qualitative and quantitative research methods for coaches, athletic administrators, and students related to sport and physical activity. Students will define a research question or hypothesis statement to include in a research proposal. The following headings will be included: Statement of the Problem, Review of the Literature, Methodology, along with various subheadings, Anticipated Findings and Personal and Professional Implications. American Psychological Association (APA) style is required. The research proposal is not required to be executed; time constraints of the term inhibit full implementation of a study. The proposal must be based, however, on the student's understanding and application of research methods, and reflect one's ability to find sources and access information.

MCAA 560 Interscholastic Leadership and Administration- 4

This course is designed to help coaches and athletic administrators take the next step in their journey to leadership excellence. Identifying timeless principles will help coaches and administrators navigate a course involving studying, practicing, and developing leadership skills and competencies. With the goal of integrating and implementing leadership concepts, applications, and frameworks, leadership performance will be enhanced. To develop and improve administrative skills, students will interview an athletic administrator or head coach covering seven key areas of administration. This course will provide strong preparation for the role of an athletics administrator, especially at the high school or middle school levels. As always, the dynamics of the MCAA/MSCE program and this specific course content are created for immediate practical application. If this course is taken, MCAA/MSCE 563 may not be taken.

MCAA 561 Athletic Finance - 4

This course is an advanced study in the marketing and sponsorship of sport programs and will incorporate the theories of athletic finance, current strategic planning models, sport facility-related finance, and facility management.

MCAA 562 Facility Planning and Event Management - 4

This course will include content on the planning and development of sport facilities and event management. The development of new sport facilities, renovation of existing sport facilities, and the management of sport venues will be examined. Students will review event planning models, sport facility-related finance, and facility management.

MCAA 563 Intercollegiate Athletics in America - 4

This course is designed to help athletic administrators and coaches master essential leadership principles that will help both two-year and four-year collegiate athletics administrators and coaches navigate a course involving studying, practicing, and developing leadership skills and competencies. Through integrating and implementing leadership concepts, applications and frameworks, leadership performance will be enhanced. To develop and improve administrative skills, students will interview a two- or four-year collegiate athletics administrator or head coach of a team covering seven key areas of administration. A focus is placed on branding and developing pillars to support an athletics program or a team. Current topics in collegiate sports will be examined including Name, Image, and Likeness (NIL) concepts, the NCAA Transfer Portal, and the ever changing landscape with the Power Five Conference governance structure and its effect on minor sports and lower-level collegiate programs. As always, the dynamics of the MCAA/MSCE program and this specific course content are created for practical application. If this course is taken, MCAA/MSCE 560 may not be taken.

MCAA 564 Applied Exercise Sciences and Strategies for Coaching Competitive Cheer - 4

This course is designed to provide students with the tools and processes necessary to form a solid foundation for the establishment and development of a successful STUNT and/or Cheer program, both at the high school and collegiate levels. Topics to be covered are the components for a successful program, including policies and accountability guidelines, team leadership development, compliance with

regulatory and rules-making bodies, technique, sport-specific training and on-mat teaching direction, student-athlete development, and coordination with administration.

MCAA 565 Applied Exercise Sciences and Strategies for Coaching Tennis *Intensive Course - 4

This course strives to assist tennis coaches with advanced training to improve coaching in tennis and developing a successful tennis program. Discussion will include coaching philosophy, differences in the men's and women's game, modern tennis, end of the serve/volley era, international players in college tennis, emergence of the UTR (Universal Tennis Rating), individual versus team sport, and rackets and string technology. The class will review various skills of tennis to include singles and doubles strategy, footwork drills, and the technical aspects of the serve, return, forehand, backhand, volley, overhead, as well as specialty shots. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MCAA 566 App. Exercise Sciences and Strategies for Coaching Swimming *Intensive Course - 4

This course is designed to assist potential swim and veteran coaches in developing a framework for the operation of an aquatics program. Topics will include rules and regulations, coaching philosophy, practice organization and best practices within training sessions, developing strength training/conditioning programs and improving relationships with game officials, parents and booster groups. Experts currently working in the field will share and discuss their best practices in coaching successful aquatics programs. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MCAA 567 Applied Exercise Sciences and Strategies for Coaching Track and Field - 4

This course will explore the practical sport sciences with concepts of application in a variety of capacities within the track and field events. There will be a thorough analysis of the specific techniques and technical models with the different disciplines that comprise Track & Field. The core of the course is to provide students with the scientific foundation related to providing a safe and contemporary learning/training environment for all levels of track and field athletes. The course is designed to provide coaches with the best practices for team and organizational management, operations, and event specific training. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MCAA 568 Applied Exercise Sciences and Strategies for Coaching Soccer - 4

The advanced theories and strategies for coaching soccer have been designed to build a systematic framework of knowledge for coaches and administrators in the sport of soccer. Each week we will build on the information from the previous week as we take a journey that weaves theoretical concepts with their practical application. The course encourages students to immerse the different ideas and test the validity, strengths and weaknesses of those ideas. By the end of the course, students will emerge with a clear philosophy for coaching soccer, a strategy for teaching it and practical tools to implement the strategy on the field. The final project will be your "Master Plan" document composed of the most essential assignments from the course. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MCAA 569 Applied Exercise Sciences and Strategies for Coaching Lacrosse - 4

This course furthers the knowledge of lacrosse coaches, covering topics such as skills development, tactics and strategy, coaching philosophy, practice organization, strength training/conditioning programs, improving relationships with game officials, parents, booster groups, and more. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MCAA 570 Sport Medicine and Performance - 4

This course is designed to provide relevant fundamental knowledge about the theory and practice caring for, and prevention of, common athletic-related injuries and health concerns. It is designed to be practical for the coach so he/she can recognize, care and prevent, when possible, athletic-related injuries and health issues.

MCAA 571 Applied Exercise Sciences and Strategies for Coaching Golf *Intensive Course - 4

Through classroom learning and practical application, this course will provide advanced training to improve the coaching of golf through a study of theories, strategies, history and etiquette of the game. There is special focus on proper mechanics, effective skills teaching, and recruiting techniques. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MCAA 572 Applied Exercise Sciences and Strategies for Coaching Cross Country - 4

This course is designed for high school and college cross country and distance running coaches. Topics will include philosophy of the sport, best coaching practices, warmup and stretching, successful training theory, cardio-training, nutrition, injury prevention, weight training theory, mental training, and recruitment. The core of the course is to provide students with the scientific foundation related to providing a safe and contemporary learning/training environment for all levels of cross-country athletes. The course is designed to provide coaches with the best practices for team and organizational management, and program operations. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MCAA 573 Applied Exercise Sciences and Strategies for Coaching Basketball - 4

Utilizing experts currently working in the field sharing their best practices, this course will assist basketball coaches in developing their coaching philosophy, team building, and coaching strategies including rules/regulations, team defense, special situations, fundamental offensive and defensive drills, strength and conditioning, and more. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MCAA 574 App. Exercise Sciences and Strategies for Coaching Football - 4

This course raises the expertise level of high school and collegiate-level coaches both in the classroom and on the field. It offers football coaches the opportunity to increase their knowledge of operating a football program including position-specific drills, offensive and defensive alignment and strategies, recruiting process, and situational coaching. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MCAA 575 Applied Exercise Sciences and Strategy for Coaching Softball - 4

Using experts currently working in the field, this advanced-level course will enhance the knowledge of novice and experienced softball coaches through the discussion of best practices for coaching softball programs including philosophies, implementation of good practices, identifying common coaching mistakes, fundamentals for each position, on-field implementation drills, good hitting and pitching basics, technology to improve hitting, on-field team defense and strategy, recruiting process, and identification of coaching methods and personal coaching. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MCAA 576 App. Exercise Sciences and Strategy for Coaching Volleyball - 4

This course will provide volleyball coaches with advanced training in volleyball techniques, terminology and concepts including difference in the men's and women's games, training techniques in practice, coaching strategy, use of technology, sand volleyball, and running of high school, club, and collegiate programs. Various skills such as attacking, blocking, setting, defense, passing, and serving will also be

covered. Requires class attendance and participation in discussion boards. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MCAA 577 Applied Exercise Sciences and Strategy for Baseball - 4

This course will provide advanced training to improve baseball coaching. Theories, strategies and best practices will include: planning, organizing and conducting quality practices, hitting and pitching mechanics and fundamentals, offensive and defensive strategies, baseball specific strength and conditioning, college recruiting and professional scouting elements. There will be guest instructors and on-field demonstrations throughout the intensive in-person class. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MCAA 578 App. Exercise Sciences and Strategies for Coaching Water Polo *Intensive Course - 4

This course is designed to assist water polo coaches in developing a framework for the operation of an aquatics program including rules and regulations, coaching philosophy, best practices within training sessions, developing strength training and conditioning programs, and improving relationships among game officials, parents, and booster groups. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MCAA 579 App. Exercise Sciences and Strategy for Coaching Wrestling *Intensive Course - 4

This course will serve to enhance the knowledge of the wrestling coach covering topics such as skills development, tactics and counter moves, program promotion, use of technology, coaching philosophy, strength and conditioning, practice organization, and community/media relations. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MCAA 580 Legal Aspects of Sport - 4

The course provides several important legal aspects in sport, athletic administration and coaching. Included will be an analysis of the application of law to sport, liability, negligence law, intentional torts, criminal acts, contract law, gender equity/Title IX, sexual harassment, ADA and related legislation, and sports employment law. Special emphasis is placed on knowing and understanding the Fourteen Legal Duties of Athletic Personnel, and then effectively applying those duties in coaching and competitive situations.

MCAA 582 Women in Sport - 4

This course examines the historical, contemporary, and future perspectives of women in sport. Students will review insights from history, psychology, and sociology related to women in sport, as well as athletes' perceptions of their performance. It focuses on information and issues which are fundamental to understanding women's participation in sport. As always, the dynamics of the MCAA program and this specific course content are created for practical application.

MCAA 585 Strength, Speed and Conditioning - 4

The course will cover performance needs for sport. This will include advanced conditioning principles, linear and non-linear periodization models, testing, evaluating and goal setting, flexibility training, lifting techniques, speed development, agility development, nutrition, and technology as applied to conditioning workouts and programs specific to a variety of sports. At the conclusion of the course, each student will have developed a comprehensive, year-round, sport-specific strength, speed and conditioning program appropriate for their sport, age group and facility. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MCAA 586 Advanced Strength, Speed, and Conditioning - 4

This course provides an overview of strength and conditioning. Emphasis is placed on the exercise sciences (including anatomy, exercise physiology, and biomechanics) and nutrition, exercise technique, program design, organization and administration, and testing and evaluation. This course is designed to prepare students for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) certification exam. MCAA 585 is not a prerequisite.

MCAA 590 Coaching Academy - 4

Students in this course will be able to enjoy each morning examining and exploring critical issues and skills necessary for effective coaching and leadership during this week-long class held during MCAA's California Coaches Conference. In the afternoons, students will be able to attend sport-specific class(es) of their choice to continue to grow and enhance their sport-specific teaching skills and knowledge.

MCAA 591 Athletic Director Institute - 4

A professional seminar designed to assist athletic directors, and potential athletic directors, in developing a manual for the operation of an athletic department. This training will serve as a valuable tool for the veteran and the new athletic administrator. Topics will include rules and regulations, organization, health and safety, emergency procedures, athletic eligibility, office management, scheduling, officials, personnel evaluation, Title IX, and budget. Experts currently working in the field will share and discuss their best practices in athletic administration. This course is offered in a one-week intensive format. Currently not offered online.

MCAA 592 Internship - 4

The internship experience benefits the students by allowing them to apply graduate level training in an everyday job situation while continuing to earn college credit. Students will have the opportunity to choose from a variety of internship settings related to coaching or athletics administration. Students are responsible for securing their own internship site and onsite facilitator. In addition to field work, students will complete assignments and objectives as assigned. Students must complete three courses of the MCAA/MSCE program one of which is MCAA/MSCE 510 before they can enroll in MCAA/MSCE 592 or have 10 years of experience in athletics.

MCAA Internship Requirements:

1. Students must be in good academic standing (i.e., 3.0 or greater cumulative GPA).
2. Applicants should complete the 592 Candidate Application Form no later than two weeks prior to the internship.
3. Applicants are required to receive advanced approval for MCAA 592 by the Internship Coordinator.
4. Upon internship completion, a final internship reflection paper will be submitted to the class instructor, who will determine whether the student successfully met all requirements.

MCAA 595 Culminating Project - 4

This 4-unit experience will be an application of knowledge and skills related to one's area of coaching. Students must complete a professional portfolio which will be completed in their last session of attendance. A passing grade on the project is needed to complete this course. In order to enroll in MCAA/MSCE 595, a student must have completed 4 core and 4 elective MCAA/MSCE courses and have a cumulative GPA of 3.0 or higher in the program. Graduation Application Fee: \$185.

MCAA 596 Culminating Project- 4

In this course students will develop a comprehensive portfolio through the application of the knowledge and skills related to the student's specific area of coaching. The Culminating Project course is based on all previously passed courses in the second degree program. Concurrent enrollment in other courses is not

permitted to ensure the student successfully passes and meets degree program requirements for graduation. Therefore, this class must be taken last. Graduation Application fee: \$185. Offered as a Pass/No Pass course.

Master of Science in Coaching and Exercise Sciences (36 units)

MSCE 510: Principles of Coaching and Leadership - 4

This foundational course for MCAA examines the key fundamentals of coaching excellence within five critical domains: Perspective, Purpose, Principles, People, and Process. Students will be equipped to develop and create their own athlete-centered Philosophy of Coaching, including detailing their vision, mission, and values as well as describing the type of coach they are or aspire to become while also identifying their coaching style. Students will gain an understanding of the most prevalent types of coaching, including transactional, pragmatic, relational, and transformational. Leadership in athletics will be analyzed through the prism of effectively meeting the essential needs of young people while cultivating and enhancing essential coaching characteristics, skills, practices, and abilities. Student-athlete needs include having a coach/leader who excels at developing their character, creates a thriving culture they want to be a part of, and maximizes their competitive experience.

MSCE 530: Ethics and Sport - 4

This course equips coaches and administrators to make decisions which reflect an awareness of the moral and ethical dimensions of issues encountered in sport, while applying standards of ethics informed by Christian teachings. Students will analyze the relationship between professional responsibility, personal belief, loyalty, honesty and integrity. Students will also review and incorporate research into a thesis, action plan, analysis, project or professional activity in coaching or athletic administration. Finally, students will develop strategies to infuse character development into sport.

MSCE 531 Student-Athlete Development and Leadership- 4

This course provides students with insight into the importance of using an athletic program as a vehicle to foster the physical, mental and spiritual development of college athletes. Students will examine and analyze various leadership styles and techniques that can be utilized within an athletic department to assure success in producing competitive programs that foster personal growth of its student-athletes. Particular focus will be placed on successfully integrating physical, mental, and spiritual development into the mission, vision and goals of each program within the athletic department. Additional focus will be placed on the importance of fostering development of these three areas within college athletes and to overcome the external factors that can impede this development, including alcohol and drug use, depression and anxiety and lack of support from family and friends.

MSCE 533 Strategic Planning and Marketing of College Athletics - 4

This course examines the overall strategic planning, marketing, fundraising, and the effective fiscal operations of collegiate athletic programs. It provides students with the foundation to manage a long-term strategic plan, budget, and marketing focus for a college athletic department that allows the department to grow and meet their respective vision and goals. Additional focus will be placed on the development and operational skills of decision-making for both effective marketing and fundraising in collegiate athletics and the integration of the personal sales process.

MSCE 534 Compliance and Regulation of College Athletics – 4

This course will provide students with a foundation of the organizational structure and operations of the National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA). Students will learn how to navigate through the rule manuals for each governing body by

applying the rules to issues that arise within a wide variety of areas including recruiting, financial benefits to student-athletes, eligibility of transfer students, and academic eligibility. Students will be introduced to important legal challenges they will face in leadership roles and how they should analyze relevant variables in those areas to make wise decisions. Through this study on compliance, coupled with a focus on legal aspects in collegiate athletics, students will be equipped to analyze their own philosophies and those of others in diverse collegiate athletics environments and to incorporate those philosophies in solving ethical issues in their athletic departments.

MSCE 545 Sport Statistics and Analytics – 4

This course is designed to cultivate an understanding of basic statistical concepts and their applications to sports. Students will develop and apply sports statistical and analytical concepts, and also improve problem solving and critical thinking abilities. The class includes a review of beginning through advanced use of statistics and spreadsheet formulas, along with hands-on experience in the acquisition and analysis of data. The class will have two research projects to be used in a final presentation.

MSCE 550 Research Methods and Analysis - 4

This course provides an intensive, practical application of the principles of qualitative and quantitative research methods for coaches, athletic administrators, and students related to sport and physical activity. Students will define a research question or hypothesis statement to include in a research proposal. The following headings will be included: Statement of the Problem, Review of the Literature, Methodology, along with various subheadings, Anticipated Findings and Personal and Professional Implications. American Psychological Association (APA) style is required. The research proposal is not required to be executed; time constraints of the term inhibit full implementation of a study. The proposal must be based, however, on the student's understanding and application of research methods, and reflect one's ability to find sources and access information.

MSCE 564: Applied Exercise Sciences and Strategies for Coaching Cheerleading - 4

This course is designed to provide students with the tools and processes necessary to form a solid foundation for the establishment and development of a successful STUNT and/or Cheer program, both at the high school and collegiate levels. Topics to be covered are the components for a successful program, including policies and accountability guidelines, team leadership development, compliance with regulatory and rules-making bodies, technique, sport-specific training and on-mat teaching direction, student-athlete development, and coordination with administration.

MSCE 565 Applied Exercise Sciences and Strategies for Coaching Tennis *Intensive Course - 4

This course strives to assist tennis coaches with advanced training to improve coaching in tennis and developing a successful tennis program. Discussion will include coaching philosophy, differences in the men's and women's game, modern tennis, end of the serve/volley era, international players in college tennis, emergence of the UTR (Universal Tennis Rating), individual versus team sport, and rackets and string technology. The class will review various skills of tennis to include singles and doubles strategy, footwork drills, and the technical aspects of the serve, return, forehand, backhand, volley, overhead, as well as specialty shots. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MSCE 566 Applied Exercise Sciences and Strategies for Coaching Swimming *Intensive Course - 4

This course is designed to assist potential swim and veteran coaches in developing a framework for the operation of an aquatics program. Topics will include rules and regulations, coaching philosophy, practice organization and best practices within training sessions, developing strength training/conditioning programs and improving relationships with game officials, parents and booster groups. Experts currently

working in the field will share and discuss their best practices in coaching successful aquatics programs. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MSCE 567: Applied Exercise Sciences and Strategies for Coaching Track and Field - 4

This course will explore the practical sport sciences with concepts of application in a variety of capacities within the track and field events. There will be a thorough analysis of the specific techniques and technical models with the different disciplines that comprise Track & Field. The core of the course is to provide students with the scientific foundation related to providing a safe and contemporary learning/training environment for all levels of track and field athletes. The course is designed to provide coaches with the best practices for team and organizational management, operations, and event specific training. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MSCE 568: Applied Exercise Sciences and Strategies for Coaching Soccer - 4

The advanced theories and strategies for coaching soccer have been designed to build a systematic framework of knowledge for coaches and administrators in the sport of soccer. Each week we will build on the information from the previous week as we take a journey that weaves theoretical concepts with their practical application. The course encourages students to immerse the different ideas and test the validity, strengths and weaknesses of those ideas. By the end of the course, students will emerge with a clear philosophy for coaching soccer, a strategy for teaching it and practical tools to implement the strategy on the field. The final project will be your “Master Plan” document composed of the most essential assignments from the course. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MSCE 569: Applied Exercise Sciences and Strategies for Coaching Lacrosse - 4

This course furthers the knowledge of lacrosse coaches, covering topics such as skills development, tactics and strategy, coaching philosophy, practice organization, strength training/conditioning programs, improving relationships with game officials, parents, booster groups, and more. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MSCE 570: Sport Medicine and Performance - 4

This course is designed to provide relevant fundamental knowledge about the theory and practice caring for, and prevention of, common athletic-related injuries and health concerns. It is designed to be practical for the coach so he/she can recognize, care and prevent, when possible, athletic-related injuries and health issues.

MSCE 571: Applied Exercise Sciences and Strategies for Coaching Golf *Intensive Course - 4

Through classroom learning and practical application, this course will provide advanced training to improve the coaching of golf through a study of theories, strategies, history and etiquette of the game. There is special focus on proper mechanics, effective skills teaching, and recruiting techniques. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MSCE 572: Applied Exercise Sciences and Strategies for Coaching Cross Country - 4

This course is designed for high school and college cross country and distance running coaches. Topics will include philosophy of the sport, best coaching practices, warmup and stretching, successful training theory, cardio-training, nutrition, injury prevention, weight training theory, mental training, and recruitment. The core of the course is to provide students with the scientific foundation related to providing a safe and contemporary learning/training environment for all levels of cross-country athletes. The course is designed to provide coaches with the best practices for team and

organizational management, and program operations. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MSCE 573: Applied Exercise Sciences and Strategies for Coaching Basketball - 4

Utilizing experts currently working in the field sharing their best practices, this course will assist basketball coaches in developing their coaching philosophy, team building, and coaching strategies including rules/regulations, team defense, special situations, fundamental offensive and defensive drills, strength and conditioning, and more. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MSCE 574: Applied Exercise Sciences and Strategies for Coaching Football - 4

This course raises the expertise level of high school and collegiate-level coaches both in the classroom and on the field. It offers football coaches the opportunity to increase their knowledge of operating a football program including position-specific drills, offensive and defensive alignment and strategies, recruiting process, and situational coaching. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MSCE 575: Applied Exercise Sciences and Strategies for Coaching Softball - 4

Using experts currently working in the field, this advanced-level course will enhance the knowledge of novice and experienced softball coaches through the discussion of best practices for coaching softball programs including philosophies, implementation of good practices, identifying common coaching mistakes, fundamentals for each position, on-field implementation drills, good hitting and pitching basics, technology to improve hitting, on-field team defense and strategy, recruiting process, and identification of coaching methods and personal coaching. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MSCE 576: Applied Exercise Sciences and Strategies for Coaching Volleyball - 4

This course will provide volleyball coaches with advanced training in volleyball techniques, terminology and concepts including difference in the men's and women's games, training techniques in practice, coaching strategy, use of technology, sand volleyball, and running of high school, club, and collegiate programs. Various skills such as attacking, blocking, setting, defense, passing, and serving will also be covered. Requires class attendance and participation in discussion boards. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MSCE 577: Applied Exercise Sciences and Strategies for Coaching Baseball - 4

This course will provide advanced training to improve baseball coaching. Theories, strategies and best practices will include: planning, organizing and conducting quality practices, hitting and pitching mechanics and fundamentals, offensive and defensive strategies, baseball specific strength and conditioning, college recruiting and professional scouting elements. There will be guest instructors and on-field demonstrations throughout the intensive in-person class. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MSCE 578: Applied Exercise Sciences and Strategies for Coaching Water Polo *Intensive Course - 4

This course is designed to assist water polo coaches in developing a framework for the operation of an aquatics program including rules and regulations, coaching philosophy, best practices within training sessions, developing strength training and conditioning programs, and improving relationships among game officials, parents, and booster groups. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MSCE 579: Applied Exercise Sciences and Strategies for Coaching Wrestling - 4

This course will serve to enhance the knowledge of the wrestling coach covering topics such as skills development, tactics and counter moves, program promotion, use of technology, coaching philosophy, strength and conditioning, practice organization, and community/media relations. This course is offered online for the full semester and as an intensive, in-person course for select semesters.

MSAA 580 Legal Aspects of Sport - 4

The course provides several important legal aspects in sport, athletic administration and coaching. Included will be an analysis of the application of law to sport, liability, negligence law, intentional torts, criminal acts, contract law, gender equity/Title IX, sexual harassment, ADA and related legislation, and sports employment law. Special emphasis is placed on knowing and understanding the Fourteen Legal Duties of Athletic Personnel, and then effectively applying those duties in coaching and competitive situations.

MSCE 584: Kinesiology - 4

This course focuses human movement with an emphasis on the structure and function of the skeletal, muscular and nervous systems. This curriculum also includes an analysis of basic mechanical principles required in sport specific movement skills.

MSCE 586: Advance Speed, Strength and Conditioning - 4

This course provides an overview of strength and conditioning. Emphasis is placed on the exercise sciences (including anatomy, exercise physiology, and biomechanics) and nutrition, exercise technique, program design, organization and administration, and testing and evaluation. This course is designed to prepare students for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) certification exam. MCAA 585 is not a prerequisite.

MSCE 587: Advanced Exercise Physiology - 4

Applies physiological principles to exercise circumstances; includes critical analysis of the effect of exercise on human physiologic function with in-depth examination of current literature.

MSCE 588: Biomechanics - 4

This course involves the study of the mechanical principles, analytical methods, and instrumentation systems involved in the analysis of movement.

MSCE 589: Nutrition for Sport - 4

This course covers the essentials of human nutrition that improve and sustain optimal performance for sport and exercise. The effects of eating disorders (in both male and female athletes), weight management, and sport nutrition resources are also discussed.

MSCE 590 Coaching Academy - 4

Students in this course will be able to enjoy each morning examining and exploring critical issues and skills necessary for effective coaching and leadership during this week-long class held during MCAA's California Coaches Conference. In the afternoons, students will be able to attend sport-specific class(es) of their choice to continue to grow and enhance their sport-specific teaching skills and knowledge.

MSCE 591 Athletic Director Institute - 4

A professional seminar designed to assist athletic directors, and potential athletic directors, in developing a manual for the operation of an athletic department. This training will serve as a valuable tool for the veteran and the new athletic administrator. Topics will include rules and regulations, organization, health and safety, emergency procedures, athletic eligibility, office management, scheduling, officials, personnel evaluation, Title IX, and budget. Experts currently working in the field will share and discuss their best practices in athletic administration. This course is offered in a one-week intensive format. Currently not offered online.

MSCE 592 Internship - 4

The internship experience benefits the students by allowing them to apply graduate level training in an everyday job situation while continuing to earn college credit. Students will have the opportunity to choose from a variety of internship settings related to coaching or athletics administration. Students are responsible for securing their own internship site and onsite facilitator. In addition to field work, students will complete assignments and objectives as assigned. Students must complete three courses of the MCAA/MSCE program one of which is MCAA/MSCE 510 before they can enroll in MCAA/MSCE 592 or have 10 years of experience in athletics.

MCAA Internship Requirements:

1. Students must be in good academic standing (i.e., 3.0 or greater cumulative GPA) and completed three courses in the program prior to attempting to take this course.
2. Interested students should complete the 592 Internship Proposal form no later than two weeks prior to the internship.
3. Applicants are required to receive advanced approval for MCAA 592 by the Internship Coordinator.
4. Upon internship completion, a final internship reflection paper will be submitted to the class instructor, who will determine whether the student successfully met all requirements.

MSCE 595 Culminating Project - 4

This 4-unit experience will be an application of knowledge and skills related to one's area of coaching. Students must complete a professional portfolio which will be completed in their last session of attendance. A passing grade on the project is needed to complete this course. In order to enroll in MCAA/MSCE 595, a student must have completed 4 core and 4 elective MCAA/MSCE courses and have a cumulative GPA of 3.0 or higher in the program. Graduation Application Fee: \$185.

MSCE 596 Culminating Project - 4

In this course students will develop a comprehensive portfolio through the application of the knowledge and skills related to the student's specific area of coaching. The Culminating Project course is based on all previously passed courses in the second degree program. Concurrent enrollment in other courses is not permitted to ensure the student successfully passes and meets degree program requirements for graduation. Therefore, this class must be taken last. Graduation Application fee: \$185. Offered as a Pass/No Pass course.

STUDENT GUIDELINES FOR PORTFOLIO

The portfolio/independent research paper engages the student in the summary, synthesis and interpretation of relevant literature on a coaching portfolio issue. The paper builds upon, but does not directly replicate work from, previous papers written for courses. The most up-to-date documents regarding the portfolio are posted in the MCAA/MSCE 595 and MCAA/MSCE 596 Culminating Project course each term.

MCAA and MSCE Program Learning Outcome #5

Graduates will be able to: Design a personalized comprehensive athletic leadership portfolio

Course Learning Outcomes

Upon the completion of this course, the student will be able to:

1. Evaluate and refine the coaching philosophy. (*Outcome 1; Chapter II*)
2. Analyze an ethical dilemma from multiple perspectives in a Christian worldview. (*Outcome 2; Chapter IV*)

3. Demonstrate their understanding of legal issues, duties and risk management. (*Outcome 4, Chapter V*)
4. Demonstrate their understanding of research design by creating a research report which identifies the problem, includes a review of literature, methodology, findings and summary. (*Outcome 3; Chapter VI*)
5. Demonstrate their understanding of an exemplary sport or athletic department by describing a quality program. (*Outcome 5; Chapter VI*)
6. Apply elective courses to personalize their portfolio which demonstrates athletic leadership or acquisition and analysis of pertinent data that enhances health or human performance. (*Outcome 5; Chapters III, VII and VIII*)

MCAA/MSCE 595 & 596 Culminating Project: What is the Culminating Project?

The Culminating Project is a professional portfolio which demonstrates, applies and articulates specific knowledge and skills related to professional and academic development. You will draw upon knowledge gained in your coursework through the MCAA/MSCE programs.

The project is a form of assessment written to a professional standard in APA format. The project will be submitted electronically and published to the MCAA/MSCE programs, ultimately becoming a part of Concordia University Irvine.

Portfolio Completion Policy

Students will enroll in MCAA/MSCE 595 or 596, a 4-unit course, and pay the full tuition for the course. Students have one term to complete all requirements. If a student does not complete all requirements, he or she will receive an NP (No Pass) in the course and will need to retake the course the following term and pay full tuition again for the course.

For more information or questions you may have about the Culminating Project please contact Dr. Sheila Hannah, sheila.hannah@cui.edu or 949-214-3815.

QUESTIONS REGARDING THE MCAA and MSCE PROGRAM SHOULD BE DIRECTED TO:

<p><u>PROGRAM ADMISSIONS</u></p> <p>Steve Jin VP of Enrollment Services steve.jin@cui.edu 949-214-3851</p> <p>Garrett Kono Graduate Admissions Counselor garrett.kono@cui.edu 949-214-3620</p> <p>Jonathan Predney Graduate Admissions Counselor jonathan.predney@cui.edu 949-214-3857</p>	<p><u>ASSISTANT PROGRAM DIRECTOR</u></p> <p>Rochelle Short Assistant Program Director/Adjunct Faculty rochelle.short@cui.edu 949-214-3816</p> <p><u>ACADEMIC ADVISEMENT</u> Dr. Sheila Hannah and Rochelle Short</p>	<p><u>DEAN, SCHOOL OF HEALTH AND HUMAN SCIENCES</u></p> <p>Dr. Terry Olson Dean terry.olson@cui.edu 949-214-3813</p> <p><u>PROGRAM DIRECTOR</u></p> <p>Jim Kunau Program Director jim.kunau@cui.edu 949-214-3814</p>	<p><u>ASSISTANT PROFESSOR/RESIDENT FACULTY</u></p> <p>Dr. Sheila Hannah Assistant Professor/ Resident Faculty Director of Curriculum and Assessment - MCAA sheila.hannah@cui.edu 949-214-3815</p>
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