



**Student Catalog Volume I
2022-23**

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President's Address

Dear Student,

Welcome to Setanta College.

This catalog has been written specially to help you deal with aspects of your academic progression through Setanta College, please read it carefully.

Retain this catalog for reference while you are a student at the college or refer to the latest copy for additional changes throughout your time with us. Always use your student email account for communication with the college staff.

I hope that you will have a happy and successful experience here at Setanta College for the duration of your program. Please do not hesitate to contact any member of the team if you need information, help or assistance. For contact details please refer to our website <https://www.setantacollege.com/>.

I wish you every success in your studies.

Yours sincerely,

Prof Liam Hennessy,
President,
Setanta College.

Setanta College Overview

Mission Statement

“Delivering industry defining education, application, and insight to communities at a local and global level.”

The mission statement holds at its core, the commitment to education, but incorporates the influence of the organization in application and insight. Similarly, with the expansion of geographies and groups served, Setanta aims to operate at both local and global levels.

Setanta College aims to provide to the undergraduate and graduate learner a quality-driven and progressive distance learning experience that leads to a greater specialized knowledge, awareness and understanding with a strong practical competence. Setanta also aims to deliver this specialized knowledge to industry in practice and contribute to the knowledge base by adding novel insight.

Setanta College aims to achieve this mission through implementation of the following strategies:

- Diversification – to continuously expand and broaden the delivery and operations of Setanta to adequately serve the vision and mission.
- Reputation – to seek to maintain the high-quality reputation that Setanta has earned while actively building on it and communicating it to the world.
- Stabilization – to focus on developing the mechanisms for achieving success with current offerings in current markets with a view to providing the foundations for scaling the organization.
- Accreditation – to continue to offer industry supported products with required regulatory oversight and approvals.
- Operations – to engage in the development of a scalable operational machine of systems and processes to increase the quality of business operations and offerings.

Vision Statement

“Inspiring Human Development and Performance.”

Setanta College's vision is to provide exceptional education to students, partners, and the broader community in various areas, including sports performance, health, fitness, wellness, mental health, lifecycle management, nutrition, rehabilitation, and more.

Non-discrimination Statement

Setanta College respects the dignity and diversity of all our students and staff. We aim for a college community that is free from intimidation and discrimination. We aim to create the conditions whereby students are treated solely on the basis of their merits, abilities and potential by ensuring that no member of the College is unfairly discriminated against as a result of gender, race, ethnic or national origin, age, social background, disability, religion, family status, marital status, membership of the Travelling Community or sexual orientation.

In promoting equal opportunities, Setanta College will develop effective measures for ensuring that all groups and individuals are able to work and study in an environment which is free from discrimination and harassment. We accept our responsibilities under human rights and anti-discrimination legislation and codes of practice, and the need for positive action to redress inequalities. All students and employees are expected to promote a culture that values diversity and equality of opportunity in all areas of college life.

Setanta College operates within the Irish Equal Status Act 2000 to 2004. This Act places an obligation on educational establishments to avoid discrimination. The section of relevance is Section 7 in the 2000 Act. In addition to Irish law, Setanta holds itself to the standards set in the USA, subscribing to the following laws:

- Title VI of the Civil Rights Act of 1964 (race, color, national origin)
- Title VII of the Civil Rights Act of 1964 (race, color, national origin, religion, sex)
- Age Discrimination in Employment Act of 1967 (age)
- Americans with Disabilities Act of 1990 (disability)
- Genetic Information Nondiscrimination Act of 2008 (genetic information)
- Florida Civil Rights Act of 1992
- Florida Educational Equity Act

The Facility

Setanta College (SC) was founded in 1999 as an industry-specific education provider. The higher education programs commenced in 2006 as a result of an ever-increasing demand from the sporting industry in Ireland to upskill and educate current and would-be sport coaches in the practice of strength and conditioning (S&C). The college works closely with partners within the sport and exercise technology industry as well as research focused institutes. Setanta College offers bespoke educational and research support to several companies world-wide and is active in innovative sport and exercise research. The college also works directly with a number of sporting organizations and associations such as World Rugby, The National Strength and Conditioning Association (NSCA), Major League Soccer Players Association, Indian Cricketers' Association, English Rugby Players Association, Professional Baseball Strength & Conditioning Coaches Society, National High School Strength and Conditioning Association, Professional Football Strength & Conditioning Coaches Association, Gaelic Players Association, and Rugby Players Ireland in facilitating player education as well as coach education through the pathway of programs of study offered by Setanta College.

Setanta College is located at Oscar Wilde House, 1 Merrion Square, Dublin 2, D02 NH98, Ireland. Office business hours are Monday through Friday from 9:00 am to 5:00 pm. Tel: +353 (0)504 26723. Our programs are delivered through a hybrid learning format of education i.e., a mixture of both online delivery and onsite practical coaching and teaching. We have developed specialist expertise in this medium of education which allows, potentially, the student to study from their own home or workplace anywhere in the world. The programs are designed to cover the latest academic thinking and research but with a focus on practical application. The courses are updated every two years, which is unique in the educational industry.

Learning Management System

Setanta College uses “Moodle” as its online learning platform. Moodle combines all the benefits of accessibility and flexibility inherent to the blended learning education mode with a high level of interaction between students and their peers and between students and their faculty. It also provides program management tools that enable faculty to provide students with program materials, discussion boards, virtual chats, online assessments, and a dedicated academic resource center online.

Online inductions are recorded and made available to students to facilitate the use of the college online learning portal (Moodle) for studying, reading, completing assessments and uploading case studies and course projects. The online portal is hosted and supported by a third-party company. This company complies with GDPR on student data and also provides a secure and robust storage server for the required teaching materials on the online learning portal.

Library Resources

Setanta College subscribes to an ever-increasing electronic resource collection that is regularly reviewed by the Chief Academic Officer and other academic staff members. This collection provides users with relevant materials to complement their online lessons and assist them in researching for assignments and case studies. The materials available include e-books, e-journals and articles, course-specific web sites and documents, reading lists (print and online formats), online newspapers and databases, conference papers, book reviews and trade publications. Students are also provided with a number of options for accessing hard copy reading materials in an effort to give them as extensive a range of resources as possible.

E-journals are provided by EBSCO and Sports Discus and online training is provided to students shortly after their induction period through a live library webinar presented by the Librarian and featuring an overview and practical demonstration of the resources. This tutorial is also recorded and available as an ongoing support.

Licensure

Setanta College is licensed and accredited by Quality Qualifications Ireland (QQI), the Irish Department of Education agency responsible for promoting quality and accountability in education and training services in Ireland. The college currently has intakes approved from December 2020 until last intake March 2026.

Administration

Governing Board

Setanta College is a private company limited by shares and currently employs twenty-four full-time and fifteen part-time staff. The shareholders of the company are Desmond Ryan and Dr. Liam Hennessy, who is the principal shareholder. The directors of the company are Dr. Liam Hennessy, Seán Hogan, and Mr. Des Ryan. The Institute is governed by the Governing Board, which is composed of the Directors, key officers, and external non-executive members. The operation of the Institute is coordinated by the officers of the corporation, appointed by the Governing Board.

The current Governing Board members are:

Governing Board

- Dr. Liam Hennessy, College President (internal)
- Mr. Seán Hogan, Chief Executive (internal)
- Dr. Micheál Cahill, VP Strategy & College Registrar (internal)
- Mr. Des Ryan, Director (internal)
- Prof John Cronin, Chief Academic Officer (internal)
- Mr. Pádraig Harrington, Professional Athlete, European Golf Tour (external)
- Mr. Philip Danaher, Entrepreneur, Multiple Business Interests (external)
- Dr. Philip Hennessy, External Chair of the Academic Council (external)

Staff of the Academic Core

The College employs leading academics, instructional designers, and multimedia developers to design and develop a teaching and learning environment based on best practice in blended learning provision. Core to the development of this environment is the college Knowledge Management Team. This team consists of subject matter experts, academic leadership, instructional designers, and multimedia developers whose role it is to produce blended learning content which is engaging and innovative. All students at Setanta College are active coaches and practitioners and the student support services in the college ensure the student is central to all college activities providing support services at all stages of the student experience.

- Dr. Liam Hennessy - President
- Dr Micheál Cahill – Vice-President, Strategy and College Registrar
- Prof. John Cronin – Chief Academic Officer
- Seán Hogan – Chief Executive
- PJ Wilson – International Co-Ordinator
- Ben Drew – Head of Student Services
- Justin Deegan – Educational Technology Manager
- Dr Philip Hennessy – QA Co-Ordinator
- David Moriarty – Teaching & Learning Co-Ordinator
- Declan O’Loughlin – Head of Admissions
- Dr David McHugh – Program Leader

- Dr Christine Wall – Program Leader
- Ronan Hogan – Program Leader
- Niall Houston – Program Assistant
- Tom Cormier – Regional Co-Ordinator
- Harsh Lakhmani – Regional Co-Ordinator
- Chloe Adams – Student Services Representative
- Jonathan Tobin – Instructional Designer
- Jorge Kauffman – eLearning Developer
- Jack Donovan – Admissions Representative

The Faculty

- Prof. Liam Hennessy
 - Doctorate in Applied Sports Physiology – University of Limerick
 - Master of Science in Sports Science – University of Loughborough
 - Bachelor of Arts in Physical Education and English – University of Limerick
- Prof. Ian Jeffreys
 - Doctorate in Coaching Science – University of Glamorgan
 - Master of Science in Coaching Science – University of Wales Institute Cardiff
 - Bachelor of Arts in Physical Education – University College Swansea
- Prof. John Cronin
 - Doctorate in Biomechanics – University of Auckland
 - Master of Arts in Sport and Exercise Studies – University of Victoria
 - Graduate Diploma in Teaching and Education – University of Waikato
 - Bachelor of Education in Education – University of Waikato
- Dr. Micheál Cahill
 - Doctorate in Sports Performance – Auckland University of Technology
 - Master of Science in Sports Performance – University of Limerick
 - Bachelor of Science in Health, Fitness, and Leisure – Munster Technological University
- Dr. Philip Hennessy
 - Doctorate in Business Administration - University College Cork
 - Master of Science in Sports Studies - University College Dublin
 - Master of Science in Management Information Systems - Dublin City University
 - Bachelor of Arts in Law & European Studies - University of Limerick
- Dr. Fionn McSwiney
 - Doctorate in Nutrition Science/Exercise Physiology - Waterford Institute of Technology
 - Bachelor of Arts in Exercise and Health Science - Waterford Institute of Technology
- Dr. Amy McGuire
 - Doctorate in Nutrition Science/Exercise Physiology - Waterford Institute of Technology
 - Master of Science in Sports Performance – University of Limerick
 - Bachelor of Arts in Exercise and Health Science - Waterford Institute of Technology
- Dr. Stephen McIvor

- Doctorate in Elite Sport – University of Central Lancashire
- Master of Arts in Sports Psychology - Waterford Institute of Technology
- Bachelor of Arts in Economics and Politics – University College Dublin
- Dr. Eoin Everard
 - Doctorate in Functional Screening, Biomechanics and Exercise – University of Limerick
 - Master of Science in Physiotherapy – Northumbria University
 - Bachelor of Science in Athletic Therapy and Training – Dublin City University
- Dr. Claire Brady
 - Doctorate in Strength and Conditioning – University of Limerick
 - Master of Science in Sport Performance – University of Limerick
 - Bachelor of Science in Athletic Therapy and Training – Dublin City University
- Dr. Damien Young
 - Doctorate in Acute Workload Monitoring – University de Franche Comte
 - Master of Science in Sports Studies – Waterford Institute of Technology
 - Bachelor of Science in Recreation and Leisure – Waterford Institute of Technology
- Dr. Lara Coyne
 - Doctorate in 3D Motion Capture Movement Analysis – National University of Ireland Galway
 - Master of Science in Sport and Exercise Physiotherapy – National University of Ireland Galway
 - Bachelor of Science in Physiotherapy – University College Dublin
- Dr. Colin Griffin
 - Doctorate in Human Movement Science – Université Côte d’Azur
 - Master of Science in Coaching and Exercise Science – University College Dublin Bachelor of Science in Strength and Conditioning – Setanta College
- Dr. Christine Wall
 - Doctorate in Biokinetics – University of the Free State
 - Master of Science in Biokinetics – North West University
 - Bachelor of Science Honors in Biokinetics – North West University
 - Bachelor of Science in Human Movement Science and Physiology – North West University
- Mr. Ciarán Keogh (PhDc)
 - Pursuing Doctorate in Strength and Conditioning – University of Limerick
 - Master of Science in Exercise Physiology – Trinity College Dublin
 - Bachelor of Science in Health, Fitness and Leisure Studies – Tralee Institute
- Mr. Keith Hennessy (PhDc)
 - Pursuing Doctorate in Strength and Conditioning – University of South Wales
 - Master of Arts in Sport & Exercise Psychology – Waterford Institute of Technology
 - Bachelor of Science in Recreation and Leisure – Waterford Institute of Technology
- Mr. Greg Bennett
 - Master of Science in Strength and Conditioning – St. Mary’s University
 - Bachelor of Science in Strength and Conditioning – Setanta College
 - Bachelor of Art in Social Science and History – Providence College
- Mr. Gordon Brett

- Master of Science in Strength and Conditioning – Setanta College
- Bachelor of Science in Strength and Conditioning – Setanta College
- Mr. Jack Cooney
 - Master of Science in Sport Performance – University of Limerick Bachelor of Science in Strength and Conditioning – Setanta College Bachelor of Business Studies – Athlone Institute of Technology
- Mr. David Moriarty
 - Pursuing Master of Education in Teaching and Learning – Mary Immaculate College
 - Master of Science in Strength and Conditioning – Setanta College
 - Graduate Diploma in Adult Education and Training – Mary Immaculate College
 - Bachelor of Science in Strength and Conditioning – Setanta College
 - Bachelor of Business in Recreation and Leisure Management – South East Technological University
- Mr. Ben Mahony
 - Master of Science in Strength and Conditioning – University of Edinburgh
 - Bachelor of Science in Sports Science and Health – Dublin City University
- Mr. Ronan Hogan
 - Master of Science in Sport and Exercise Nutrition – Loughborough University
 - Master of Science in Strength and Conditioning – Setanta College
 - Bachelor of Arts in Exercise and Health – South East Technological University

The Advisory Board

- Pádraig Harrington – Professional golfer and entrepreneur (US/Europe) – Chair
- Prof Mike Martino, PhD – Field relevant academic (US)
- Loren Landow – NFL Coach (US)
- Gerry Fitzpatrick – Field relevant academic (Europe)
- Dr Brian Moore, PhD – Field relevant entrepreneur (US/Europe)
- Philip Danaher – Former professional rugby player and entrepreneur (Europe)

Academic Programs

Since 1999, Setanta College has delivered Strength and Conditioning programs (S&C) of study to thousands of students. The domain of operation is within Performance Science which has wide application across sports science, physical activity and health and wellness. Its current primary area of expertise is in the field of strength and conditioning.

Strength and Conditioning has now become a recognized professional discipline within a sporting and general fitness and exercise context. The S&C coach is now embedded not only within professional sport as a key athlete-player support but also within amateur sport, within youth athletic development and within a wider community based general exercise setting. Thus, the College now provides short introductory courses for health and fitness professionals. This typifies the wider concept of strength and conditioning as well as sports and performance science where aspiring coaches, teachers, parents, health, and fitness

specialists as well as professional and amateur sport coaches and athletes are the core of our student population.

The discipline of S&C is informed by coaching practice and sports and performance science where scientific principles are applied in a practical manner. The central role of sports and performance science is evident within the discipline as the application of sport and coaching technology has become prominent across all levels of S&C coaching.

Bachelor of Science in Strength and Conditioning

The program challenges participants to consider the application of S&C in the context of athletic development, performance, health, and wellbeing. Increasingly, undergraduates find it necessary to enhance their employability prospects through postgraduate study and expertise in applied research. The program provides preparation for advanced level study where a research proposal component is prepared on a contemporary topic.

Teaching methods promote independent scholarship through facilitation and provision of an extensive range of learning material and resources organized and accessible for student consumption. The modular structure of the program allows the student to broaden their knowledge base in the essential elements of Strength and Conditioning whilst the level of study dictates the depth and specificity of knowledge enhancement developed in these areas. Through modular assessment design and the creation of a research proposal the student demonstrates advanced scholarship through practice and refinement of academic writing required for successful study at Master's Level.

This program aims to provide students with:

- An advanced understanding of both current and emerging knowledge and practice in S&C
- Capacities to creatively manage the diversity of issues faced by the S&C coach
- Preparation and encouragement to pursue future directions in either academic study or professional coaching opportunities
- Skills and confidence to contribute to the development of knowledge and practice in S&C
- Critical and reflective thinking skills that encourage research, application and evaluation
- A multidisciplinary approach to working within the discipline of S&C
- A detailed research understanding to enable the learner to implement and critically evaluate research.

Program Objectives

This program aims to produce graduates with a professional level of coaching competency of Strength and Conditioning in a wide range of settings and locations. The program encourages students to advance their personal philosophy of coaching and understanding of Strength and Conditioning from practitioner, professional and academic perspectives.

Length of Program

137 Semester Credit Hours

Frequency of Lessons

Instruction takes place online in an asynchronous manner – this means students are not required to be logged into the system at any particular time of the day or week. Rather, students have the freedom to select the most convenient days and times to participate. Discussion boards will close at the end of each week - after 11:59p.m. on Sunday evenings, students will be able to view all posts after that time but will not have the ability to make additional posts. Only substantive comments made in the discussion boards will contribute towards a student’s participation grade.

Modes of Instruction

Hybrid Program- Online Instruction delivered by qualified faculty to instruct online coursework. Onsite workshops are held during each course – a minimum of 1 and a maximum of 3 is the normal occurrence. Attendance at the onsite workshops is a very important component for all students. Attendance participation and assessment in the workshops are part of the assessment process. It is understood that on occasion, a student may miss a workshop. However, a student will drop marks in that case. If a student misses a workshop, we recommend that he or she attends the workshop at the next possible opportunity that the particular workshop is delivered again. In this instance the college awards the marks retrospectively.

List of Courses

| Course Title | Credits | Course Length |
|---|----------------|----------------------|
| BS001 Functional Screening | 6 credits | 12 Weeks |
| BS002 Resistance Training 1 | 6 credits | 12 Weeks |
| BS003 Resistance Training 2 | 6 credits | 12 Weeks |
| BS004 Advanced Resistance Training | 6 credits | 12 Weeks |
| BS005 Speed Development | 6 credits | 12 Weeks |
| BS006 Endurance Development | 5 credits | 12 Weeks |
| BS007 Anatomy, Physiology & Biomechanics | 5 credits | 12 Weeks |
| BS008 Youth Athletic Development | 6 credits | 12 Weeks |
| BS009 Sport and Exercise Nutrition | 5 credits | 12 Weeks |
| BS010 Coaching Skills | 6 credits | 12 Weeks |
| BS011 Coaching Technology and Fitness Testing | 6 credits | 12 Weeks |
| BS012 Business of Fitness and Sport | 6 credits | 12 Weeks |
| BS013 Injuries and Rehabilitation | 6 credits | 12 Weeks |
| BS014 Research Methods and Data Management | 6 credits | 12 Weeks |
| BS015 Professional Practice Portfolio | 5 credits | 12 Weeks |
| BS016 Strength and Conditioning for Special Populations | 5 credits | 12 Weeks |
| BS017 Sport and Exercise Psychology | 5 credits | 12 Weeks |
| BS018 Health and Wellness | 6 credits | 12 Weeks |
| ENG101 English Composition | 5 credits | 12 Weeks |
| ENG201 College Composition | 5 credits | 12 Weeks |
| MAT101 College Algebra | 5 credits | 12 Weeks |
| MAT201 Introduction to Statistics | 5 credits | 12 Weeks |
| COM101 Introduction to Oral Communications | 5 credits | 12 Weeks |

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| PSY101 Introduction to Psychology | 5 credits | 12 Weeks |
| ENV101 Introduction to Environmental Science | 5 credits | 12 Weeks |

Master of Science in Performance Coaching

The Master of Science in Performance Coaching aims to combine a scientific mind set with specialist technical knowledge and understanding, enabling graduates to analyze, validate, design, and implement technological based systems and practical programs within a sport, exercise and physical activity environment. Graduates of the Master's program are trained to take a scientific, ethical and socially responsible approach to conducting and contributing to performance enhancement and also research in their area of professional or vocational involvement. The program is designed is to enable students to integrate knowledge from a range of fields into the generation of performance solutions. The program is built around the

skills, and knowledge need to thrive in the rapidly emerging field of performance coaching. It is based around the concept that the future specialist will have a breadth of practical skills but also a technologically based competence where monitoring the athlete and participant becomes integrated into all aspects and components of development and performance.

Upon completion of this program, it is expected the students will be able to:

- Integrate knowledge from a range of fields into the generation of performance solutions.
- Provide a scientifically based and creative contribution to the development and/or application of technology within their field of study.
- Analyze complex problems and issues relevant to the field of study and obtain a practical and valid response to these issues.
- Critically evaluate, design, and implement solutions/systems in their operational context.
- Identify and apply relevant advanced knowledge, methods, and techniques from their field of study.
- Assess solutions/systems and their applications according to their properties and potential to solve problems even if they are new to or unfamiliar with the context or lack information and/or reliable information; they can use their assessment as a basis for substantiation of decisions.
- Understand the ethical, social, and cultural aspects of problems and solutions in their field of study and apply this insight within an inter-disciplinary role.
- Work as part of and play a leading role in a team; manage and plan a development process; document development and research processes.

Program Objectives

This program provides the basis for the macro and micro planning decisions that underpin effective performance coaching. In total we provide a coherent approach to managing and applying current skills and practices necessary to advance the conditioning and monitoring system for the applied coach or practitioner within a development, elite movement, exercise, and sporting environment. These courses, together with the practicum, will enable the practitioner to make effective decisions regarding programming of enhanced movement quality and fitness/conditioning development in a progressive manner. Further, the courses will enhance the practitioner's capability to critically appraise and integrate technology into an effective performance plan within their respective environments.

Length of Program

41 Semester Credit Hours

Frequency of Lessons

Instruction takes place online in an asynchronous manner – this means students are not required to be logged into the system at any particular time of the day or week. Rather, students have the freedom to select the most convenient days and times to participate. Discussion boards will close at the end of each week - after 11:59p.m. on Sunday evenings, students will be able to view all posts after that time but will not have the ability to make

additional posts. Only substantive comments made in the discussion boards will contribute towards a student’s participation grade.

Modes of Instruction

Hybrid Program- Online Instruction delivered by qualified faculty to instruct online coursework and mandatory residential participation, as listed in the following section “Residentials”.

Residentials

Much of the learning on the course will occur through a mix of online courses and experiential learning, however a key part of the course will be the residentials. Whilst the content of each residential will be dependent upon the courses undertaken, the overarching objectives will be similar. Each residential will be designed to achieve the following three objectives:

1. To provide hands on instruction and experience in the practical elements of the course content. Even though the course is focused mainly on an evidence-based practice approach, practical competency in the application of theory to practice and in the ‘art’ and ‘craft’ of coaching will be emphasized. Further the competence in the use of and interpretation of data using a wide range of coaching technologies and the coaching process will be central to the face-to-face environment and thus the residential will ensure that practitioners receive high class instruction in the key practical elements required for effective industry practice.
2. To allow for practical assessments and presentation-based assessments to be carried out.
3. To provide contextualization and critical discussion of the topics covered in the online material. This will essentially be a flipped classroom approach to teaching. This medium will allow practitioners to share experiences and provide a highly interactive learning environment.

List of Courses

| Course Title | Credits | Course Weeks Length |
|--|-----------|---------------------|
| MS001 Advanced Conditioning and Recovery Methods | 6 credits | 12 Weeks |
| MS002 Coaching and Monitoring Technology | 6 credits | 12 Weeks |
| MS003 Data Management and Research Methods | 6 credits | 12 Weeks |
| MS004 Movement Analysis and Biomedical Aspects | 6 credits | 12 Weeks |
| MS005 Sport and Exercise Nutrition | 6 credits | 12 Weeks |
| MS006 Applied Coaching | 6 credits | 12 Weeks |
| MS007 Project | 5 credits | 12 Weeks |

Certificate Programs

Certificate in Functional Screening & Resistance Training

3 courses

| Course Title | Credits | Course Length |
|------------------------------|-----------|---------------|
| CFR001 Functional Screening | 6 credits | 12 Weeks |
| CFR002 Resistance Training 1 | 6 credits | 12 Weeks |
| CFR003 Resistance Training 2 | 6 credits | 12 Weeks |

Upon successful completion of this program the graduate will have completed three key courses allowing them to create and manage unique exercise programs for teams, individuals or athletes.

As a result, graduates will:

- Display a specialized knowledge of functional screening and resistance training.
- Display key concepts supported by theoretical frameworks and models.
- Exhibit a range of practical skills that are consistent with best practice in the area of functional screening and resistance training.
- Formulate exercise and training programs based on sound scientific principles.
- Act in a range of varied and specific contexts involving routine activities.
- Conduct a needs analysis for an individual or group and devise an appropriate response.
- Assess own learning and identify needs within a structured learning environment.
- Express an internalized personal view and awareness of the social, ethical, and legal issues within a support role within strength and conditioning.

Certificate in Strength & Conditioning

6 courses

| Course Title | Credits | Course Length |
|-------------------------------------|-----------|---------------|
| CSC001 Functional Screening | 6 credits | 12 Weeks |
| CSC002 Resistance Training 1 | 6 credits | 12 Weeks |
| CSC003 Resistance Training 2 | 6 credits | 12 Weeks |
| CSC004 Advanced Resistance Training | 6 credits | 12 Weeks |
| CSC005 Speed Development | 6 credits | 12 Weeks |
| CSC006 Endurance Development | 5 credits | 12 Weeks |

Upon successful completion of this certificate program, it is expected the students will be able to:

- Display a specialized knowledge of functional screening and advanced resistance training.
- Understand the key components of fitness and principles of coaching.
- Critically evaluate the needs of his or her players/athletes
- Gain a range of practical skills with a focus on:

- Warm up and cool down
- Periodization
- Speed
- Endurance
- Formulate exercise and training programs based on sound scientific principles.
- Apply the principles of training to their specific sport.

Higher Certificate in Strength & Conditioning

12 courses

| Course Title | Credits | Course Length |
|---|-----------|---------------|
| HC001 Functional Screening | 6 credits | 12 Weeks |
| HC002 Resistance Training 1 | 6 credits | 12 Weeks |
| HC003 Resistance Training 2 | 6 credits | 12 Weeks |
| HC004 Advanced Resistance Training | 6 credits | 12 Weeks |
| HC005 Speed Development | 6 credits | 12 Weeks |
| HC006 Endurance Development | 5 credits | 12 Weeks |
| HC007 Anatomy, Physiology & Biomechanics | 5 credits | 12 Weeks |
| HC008 Youth Athletic Development | 6 credits | 12 Weeks |
| HC009 Sport and Exercise Nutrition | 5 credits | 12 Weeks |
| HC010 Coaching Skills | 6 credits | 12 Weeks |
| HC011 Coaching Technology and Fitness Testing | 6 credits | 12 Weeks |
| HC012 Business of Fitness and Sport | 6 credits | 12 Weeks |

Upon completion of this certificate program, it is expected the students will be able to:

- Display a specialized knowledge of strength and conditioning for sports.
- Be able to formulate exercise and training programs based on sound scientific principles.
- Have a broad range of practical analytical skills, capable of analyzing the physical and movement demands of their chosen sport.
- Identify the needs of the athlete, player and other individuals involved in the pursuit of strength and conditioning development.
- Transfer and apply theoretical concepts and technical skills to a range of sporting contexts.
- Take responsibility for the design, planning and implementation of a comprehensive program of fitness development for their athletes, players, or teams.
- Understand, evaluate, and selectively apply current and new research and thinking in strength and conditioning.

Diploma in Personal Training and Strength and Conditioning

3 courses

| Course Title | Credits | Course Length |
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| CFR001 Functional Screening | 6 credits | 12 Weeks |
| CFR002 Resistance Training 1 | 6 credits | 12 Weeks |
| CFR003 Resistance Training 2 | 6 credits | 12 Weeks |

The Certificate in Functional Screening & Resistance Training is the foundation program of this qualification, and the remaining element of the Diploma program are the following Register of Exercise Professionals (REPS Ireland) approved units:

- Anatomy and Physiology for Exercise
- Planning/Instructing Gym-based Exercise
- Applying the Principles of Nutrition to a Physical Activity Program
- Programming Personal Training with Clients
- Delivering Personal Training sessions

Upon successful completion of this program the graduate will have completed three key courses allowing them to create and manage unique exercise programs for teams, individuals or athletes. Students will also receive an industry recognized Diploma in Personal Training from the International Therapy Examination Council which is approved by the International Confederation of Register of Exercise Professionals.

As a result, graduates will:

- Display a specialized knowledge of functional screening and resistance training.
- Display key concepts supported by theoretical frameworks and models.
- Exhibit a range of practical skills that are consistent with best practice in the area of functional screening and resistance training.
- Formulate exercise and training programs based on sound scientific principles.
- Act in a range of varied and specific contexts involving routine activities.
- Conduct a needs analysis for an individual or group and devise an appropriate response.
- Assess own learning and identify needs within a structured learning environment.
- Express an internalized personal view and awareness of the social, ethical, and legal issues within a support role within strength and conditioning.

Graduation Requirement

To receive a Bachelor of Science in Strength and Conditioning degree, a student must satisfy the requirements related to semester credits, grade point average, and courses. Students who have met all requirements for graduation should submit an application for graduation to the College Registrar.

A student must complete the following:

- Successful completion of the program requirements for the issuance of the degree
- All information required for admission and the transfer of credits has been accepted by Setanta College
- Successful completion of the required number of credits per program
- A minimum cumulative grade point average (CGPA) of 2.00 for the degree program

- Students must have satisfied all financial obligations with Setanta College

To earn a master's degree conferred by Irish American University, a student must satisfy the requirements related to semester credits, grade point average, and courses. Students who have met all requirements for graduation should submit an application for graduation to the College Registrar.

A student must complete the following:

- Successful completion of the program requirements for the issuance of the degree
- All information required for admission and the transfer of credits has been accepted by Setanta College
- Successful completion of the required number of credits per program
- A minimum cumulative grade point average (CGPA) of 2.00 for the degree program
- Students must have satisfied all financial obligations with Setanta College

Upon completion of all required courses, submission of the graduation application, and resolving of any outstanding financial obligations, students who have met all academic and administrative requirements, will receive two official transcripts and their diploma. If the student has not completed the coursework and earned a grade at the end of the course, the instructor may issue one of the following grades:

I Incomplete- If the course has not been completed, the instructor may grant "I" on a two-month extension of the term, at no additional tuition cost, when the student is making satisfactory progress and the instructor believes that an extension of time will permit satisfactory completion. At the end of this period, a final grade must be recorded.

W Withdraw- The student may withdraw from any course before the end of the term. At the end of the term, the instructor may withdraw the student from the course and issue "W" when the instructor believes the student's progress is insufficient to warrant an extension. A student who withdraws or is administratively withdrawn must retake the course and is responsible for a new tuition payment for that course of study.

Credit Hour Definition

A credit hour is comprised of 45 hours of student work. The 45 hours is divided between 15 hours of academic engagement and 30 hours of preparation for academic engagement.

Credit Hour Policy

Setanta College operates under the semester credit hour system. The College assigns semester credit hours (consistent with the Carnegie Unit definition) for its credit-bearing courses and degree programs applying the following policy:

“One semester credit hour is fifteen (15) hours of academic engagement and thirty (30) hours of preparation.”

- 45 hours of student work per semester credit hour (15 hours of academic engagement and 30 hours of preparation), or
- At least an equivalent amount of work as required in this definition for other academic activities as established by the College, including laboratory work, internships (i.e., professional workplace practice), practica, studio work, and other academic work leading to the award of credit hours.
- 50 minutes (of a 60-minute hour) of student work per clock hour.

Academic engagement includes discussion board participation (instructor-mediated), chat rooms (for class or group projects), case studies or Web Quest activities (synchronous and instructor-mediated), lecture engagement, field trips or tours, group or guided projects (instructor-mediated), written assignment submissions, practical video submissions, essential course reading (instructor-delivered content), multiple-choice quizzes, examinations, and synchronous practical workshops.

Preparation typically includes case studies or problem-solving scenarios, using analytical skills, blogs or journals, library research, instructional CDs, reading and study time, and completing assignments or projects.

External represents the minimum number of actual hours students must spend engaged in unsupervised applied practice (internship), supported by Setanta College faculty and the course lead.

Admissions

Students wishing to enroll for an academic program at Setanta College must have achieved at least the minimum requirement for entry onto the program. The entry requirements for Setanta College programs are:

- The candidate is an active coach or participant in one or more of the fields of sports performance, strength and conditioning, health, fitness, and wellness who must also be over 18 years of age at the time of enrollment.
- Reasonable accommodations are in place for applicants with a disability that have indicated this in their application process. The Student Officer prior to the course commencement will contact the applicant to facilitate any specific requests or accommodations that are required. Notice will be then given to the faculty of the program that the applicant has been enrolled in so they can assist them with these special accommodations. (Please refer to the Reasonable Accommodation Policy in the Catalog.)

Application

Prospective students may apply at any time during the year, and if accepted, may begin at any term during the year of acceptance or the following year. Students are notified by the Student Services Officer whether they have been accepted onto the program or not.

Admission Requirements for the Bachelor of Science in Strength and Conditioning Program:

- Applicants must be 18 years or older on the 1st of January on the year of admission.
- Applications for all our undergraduate programs must meet the minimum entry requirements for the college. A minimum of two H5's and four O6's (to include English & Math) in the Irish Leaving Certificate examination, or equivalent, is required (i.e., high school diploma). All applicants will have to provide their Leaving Certificate or equivalent transcript and proof of age prior to enrolment.
- If the applicant is over 23 years of age, they may apply as a mature student. Mature student applications are assessed on the basis of age, coaching/playing experience, general education standard, motivation and commitment to the program for which they are applying.

Admission Requirements for the Master of Science of Performance Coaching Program:

Candidates may be accepted onto the program degree in any one of the following:

- Strength and Conditioning, Sports Science, Sports Physiotherapy, Athletic Training, or a similar field of study and at least three years relevant professional experience.
- An appropriate professional qualification (such as CSCS, UKSCA) and at least five years of relevant experience
- English proficiency to be demonstrated through any of the following:
 - GCSE pass in English at Grade C or above
 - IELTS with an average overall score of 6.5 for postgraduate study with at least a 5.5 in each component

- TOEFL IBT minimum score of 88 IBT for Postgraduate
- Cambridge English: Advanced (CAE): exams taken from January 2015 – overall score of 176 for postgraduate study with at least 162 in each component; exams taken before January 2015 – Grade C and no less than borderline in each skill for undergraduate and postgraduate
- Trinity College English Language qualifications: ISE III Pass for postgraduate taught courses and research applications
- City and Guild’s IESOL/ISESOL tests at expert and mastery levels (C2 and C1) for the majority of postgraduate programs.
- Pearson Test of English Academic (PTE Academic) with a minimum of 67 points in each element for the majority of postgraduate programs

Admissions Requirements for Non-Degree/Certificate Programs:

- Applicants must be 18 years or older on the 1st of January on the year of admission.
- Applications for all our undergraduate programs must meet the minimum entry requirements for the college. A minimum of two H5’s and four O6’s (to include English & Math) in the Leaving Certificate or equivalent, is required. All applicants under the age of 23 will have to provide their Leaving Certificate or equivalent transcript and proof of age prior to enrolment.
- If the applicant is over 23 years of age, he or she may apply as a mature student. Mature student applications are assessed on the basis of age, coaching/playing experience, general education standard, motivation and commitment to the program for which they are applying.

English Language Requirement

It is expected that all students applying for Setanta College programs at undergraduate and graduate levels are able to speak, read and write English fluently, so they can play a full role in lectures, tutorials, seminar discussions and examinations. All applicants to Setanta College are informed of this requirement before registering for a program.

In the case of international students where English is not their first language, they will be required to demonstrate a sufficient level of English Language proficiency. Setanta College require a composite score of 6 for the IELTS (International English Language Testing System).

All official documents in a language other than English must be officially translated for full consideration.

Foreign transcript evaluations are accepted from any agency that is a member of the National Association of Credential Evaluation Services (www.naces.org). A list of member agencies may be found at: <http://www.naces.org/memberstranslate>. The applicant is responsible for all fees associated with the course-by-course certification, evaluation, and translations conducted by third parties.

Recognition of Prior Learning

Setanta College recognizes Certified Learning, where a student has obtained an award from QQI or another equivalent certified designated educational awarding body, an applicant may

gain access to the program on the basis that he/she has already attained the prerequisite learning as part of another award. It is the responsibility of the Learner, to make a formal written application to the College requesting an exemption and/or advanced entry by supplying all appropriate supporting evidence i.e., transcript of results and course descriptor/syllabus including intended learning outcomes.

The Recognition of Prior Learning, or RPL, may be used for:

- Advanced entry to a program
- Granting of exemption from the need to complete one or more courses in a program
- Credits awarded for experiential learning or Recognition of Prior Learning (RPL) cannot exceed 25 percent of an undergraduate degree master's degree.

In either case the process commences by contact being made by the prospective student with the admissions department. Following consultation with the College Registrar the prospective student is advised as to whether or not the advanced entry or course exemptions are likely to be granted.

Whether it is indicated that the request for exemptions is likely to be granted or not the prospective student may formally apply on the designated form for advanced entry or exemption and submit the required form together with evidence of the prior learning claimed to the admissions department. The form and accompanying evidence are given to the program leader who assesses the prior learning claimed against the learning outcomes of the stage or courses involved.

The Program Leader confirms his or her decision to the admissions department and a form recording the decision and its basis is completed and signed by the Program Leader and the College Registrar and passed to the admissions department. The admissions department then informs the prospective student of the outcome and of their right to appeal in limited circumstances. In the event of some or all of the application being rejected the prospective student has a right of appeal provided information can be made available by them which was not submitted with the original application.

Appeal Procedure for Transfer Credit and Experiential Learning Recognition:

At the institution, we understand that students may have previously acquired knowledge or skills through their work, military experience, or other non-traditional means. As such, we have established policies and procedures for the recognition of transfer credits and experiential learning.

If a student disagrees with the institution's decision regarding the recognition of transfer credits or experiential learning, they may appeal the decision using the following procedure:

1. The student must submit a written appeal to the institution's Registrar within 14 days of receiving the decision. The appeal must include the reasons why the student disagrees with the decision, as well as any supporting documentation or evidence.
2. The Registrar will review the appeal and notify the student within 30 days of receiving the appeal whether it has been granted or denied.

3. If the appeal is granted, the Registrar will work with the appropriate academic department to review the student's records and determine whether additional transfer credits or experiential learning can be recognized.
4. If the appeal is denied, the student may submit a second written appeal to the institution's Chief Academic Officer within 14 days of receiving the Registrar's decision.
5. The Chief Academic Officer will review the appeal and notify the student within 30 days of receiving the appeal whether it has been granted or denied.
6. If the appeal is granted, the Chief Academic Officer will work with the appropriate academic department to review the student's records and determine whether additional transfer credits or experiential learning can be recognized.
7. If the appeal is denied, the student may submit a final written appeal to the institution's President within 14 days of receiving the Chief Academic Officer decision.
8. The President will review the appeal and notify the student within 30 days of receiving the appeal whether it has been granted or denied. The President's decision is final and cannot be further appealed.

At every step of the appeal process, the institution will provide the student with written notification of the decision and the reasons for the decision. The institution will also maintain records of all appeals and their outcomes.

Limitation on Credit

Credit provides a means of quantifying learning outcomes achievable in a given number of notional hours and at a given level. Learning outcomes are used to identify whether students have demonstrated through assessment, the minimum level of learning required to pass a course and thus gain the required credit. In this way, previous learning can be identified which can be assessed and 'credited' against an award. RPL is the process by which an applicant's previously accrued credit is assessed to determine whether it can be used to gain exemption from courses of a program of study in Setanta College.

Setanta College is concerned to ensure that all students must meet a required standard on its awards and that all students are treated equally. Where RPL is being sought for the award of academic credit the College must make certain that the learning derived from prior certificated study is equivalent to that of the learning that might otherwise have been achieved by following the full program of study. Consequently, it must be satisfied that the evidence submitted in support of an RPL claim meets the following criteria CAEL's Ten Standards:

1. **Validity:** The evidence must show that the prior learning for which the student is making a claim is relevant to the program of study you have applied for at Setanta College. The student must be able to demonstrate that there is an appropriate match in both level and content between previous studies and the Setanta College course or courses for which he/she is seeking exemption.
2. **Authenticity:** The documentation submitted must be authentic and these documents verified
3. **Transparency:** The process is communicated with students and each stage and assessment method is communicated with the student.

4. Rigor: Rigorous assessments to evaluate prior learning experiences. Our assessments are designed to measure the same learning outcomes as traditional courses and are reviewed by subject matter experts.
5. Fairness: Follows policy and consider every application in a fair and transparent way
6. Efficiency: Follow the policy to ensure a timely decision is delivered to the student.
7. Accessibility: Policy applies to all applicants and guidance will be offered on the completion of application and submission of support documents. All applicants have an equal opportunity to demonstrate their experience
8. Sustainability: The RPL process is regularly reviewed to ensure it meets the CAEL's standards and cost effectiveness.
9. Professionalism: The process is conducted by qualified professionals
10. Continuous Improvement: The process is continually evaluated to ensure it meets the changing needs.

It is the student's responsibility to submit evidence that their previous studies were taken at the same level as (or higher than) the Setanta College qualification towards which the student wishes to claim credit.

If previous studies are more than five years old but a student still wish to make a claim for RPL, the student should contact the college prior to making an application. A decision will be made on the basis of details provided on the best course of action for the student to take. The maximum amount of credit that can be imported via RPL cannot exceed 25 percent of an undergraduate degree masters degree.

This excludes any compulsory dissertation or thesis stated in the program requirements for which exemption will not be granted. A fee of €50 per 5-6 credit course (up to a maximum of €150) is charged in respect of each course for which an exemption is sought. This is an administrative fee which is paid by the student to the college and is non-refundable.

How and when to make an RPL claim?

If the student wishes to make a claim for the Recognition of Prior Learning (RPL) in order to gain exemptions from certain courses of a program of study, he or she must contact the college at admin@setantacollege.com to request the application form. An application for admission to a course is completely separate from an application seeking exemptions on the basis of RPL and each application will be assessed individually on their merits.

The student must apply for RPL no less than one month prior to the commencement date of the course in Setanta College towards which they wish to claim credit and before the student has begun the program of study.

Orientation Material

First-time students at Setanta College are provided with orientation materials to assist them with getting started on their first online course. The orientation material introduces the institutions policies and procedures, online and face to face tutorials on how to navigate the online student platform, the standards for academic conduct in the online environment, and some tips and practices for being successful in the distance-learning format. The New Student Orientation is mandatory to complete by all new students.

Charges: Tuition & Fees

Bachelor of Science in Strength and Conditioning Program Total Tuition

- €15,660 EUR (EU residents/In-State)

Master of Science in Performance Coaching Program Total Tuition

- €9,750 EUR (EU residents/In-State)
- \$15,000 USD (International/Out-of-State)

Non-Degree/Certificate Programs

Certificate in Fitness & Conditioning

- €2,610 EUR

Certificate in Strength & Conditioning

- €5,220 EUR

Higher Certificate in Strength & Conditioning

- €10,440 EUR

Diploma in Functional Screening & Resistance Training

- €3,600 EUR

Please, note that tuition and fees are subject to change at the discretion of Setanta College; however, any student tuition and/or fee increases that occur after a student has enrolled and/or started courses, will not be charged to any student.

Also, any scholarship or discount offered is subject to the terms agreed upon receipt, including clear offer expiration dates.

Early Payer Discount

Students have the option to pay part or their entire program tuition in full at any stage of their studies. Doing so makes the student eligible for an Early Payer Discount (EPD). Typically, the partial payment options include paying for 1 course upfront or 3 courses upfront. These options result in tuition fee discounts. Similarly, for students who choose to pay for the entirety of their program upfront, there are further savings offered.

Scholarships

Setanta College operate a number of scholarship programs internally and through external partners. These programs vary from awarding full funding for tuition fees to partial funding. External scholarships are subject to the regulations of the external funding body. Internal scholarship recipients will receive funding towards their tuition fees from Setanta College. Scholarship recipient selection is subject to the terms and conditions of each given scholarship initiative. Setanta College ensures that both internal and external programs are frequently audited and subject to fair and equal application and selection policies.

Academic Information

Instructional Model

Setanta's College goal is to provide a high-quality educational experience to students and faculty through online learning using innovative techniques. The instructional model is as follows:

- Students' progress through the program within cohorts consisting of one or more students.
- Course duration is 12 weeks. Students are required to participate in discussion boards, submit assignments, and take exams in an asynchronous manner.
- The final course grade is submitted within seven (7) calendar days of the scheduled end date of each course.

Course Format and Access

Setanta College students access their courses through the Moodle LMS system. This platform has a user-friendly interface; the students' online classroom is used by students and faculty members for all course work, attendance, and grading. Before starting course work, students are provided with Orientation Materials, which introduce them to the learning platform, student resources, and the process for successfully completing online courses.

Faculty and Instruction

Courses are facilitated by faculty with advanced degrees and practical experience in the fields of instruction. Students receive personalized attention, and work closely with faculty towards successfully progressing through the courses in the program. Students are monitored and graded on participation, weekly assignments, and exams. Individual communication takes place through the online messaging system. Continuous improvement and institutional effectiveness are achieved through course and faculty evaluations conducted with students after the end of each course.

Participation

Instruction takes place online in an asynchronous and synchronous manner. For the Asynchronous delivery, students are not normally required to be logged into the system at any particular time of the day or week. Rather, students have the freedom to select the most convenient days and times to participate. For the Synchronous delivery, 18-20 hours per week will require students to be logged into the system at a specific time of day as determined by the instructor. Discussion boards will close at the end of each week - after 11:59 p.m. on Sunday evenings, students will be able to view all posts after that time but will not have the ability to make additional posts. Only substantive comments made in the discussion boards will contribute towards a student's participation grade. For asynchronous sessions, students are required to attend a live session with the Faculty via Zoom Software.

Assessment Methods

Setanta College uses a range of methods for the assessment of students including:

- Written theory examinations
- Presentations
- Individual projects
- Group projects
- Problem based learning reports
- Essays
- Journal article analyses
- Asynchronous discussion
- Multiple-choice exams
- Open-book exams
- Reflective portfolios
- Practical skill demonstrations
- Literature reviews
- Peer assessment
- Role play
- Video case studies
- Research projects

It should be noted that many of these assessment methods are as much formative as summative and many of them provide a mechanism for learning as well as an assessment of the student's capacity. The learning role of these assessment methods will always be considered by the examiners of Setanta College, and the assessment will be designed so that the learning element of the assessment is separated from the assessment element as far as possible. This will be achieved, at least in part, through the preparatory work which each assessment will require and through the identification of that preparatory work in the assignment descriptor.

Written Theory Examination: A terminal written examination may be provided for in some programs and courses. The number of questions to be answered and the length of the examination will be related to the percentage of the overall assessment involved and the number of credits of the course being assessed.

Presentation: A presentation will normally be associated with project work and will be used to examine a student's capacity to communicate effectively and efficiently using a variety of techniques. The assessment will be based on defined criteria which will be provided to the student in advance.

Individual Project: An individual project may form part of the assessment of any course. Such projects will involve the student addressing a specific problem or issue within a particular timeframe and providing a project report in either written or verbal form or both. The criteria for assessment of the project will be set down and provided to the student in advance.

Group Project: A group project will involve a number of students addressing a common issue to provide a shared answer. Typically group projects will involve the participation of not more than four students. The marking scheme for group projects will be devised to ensure that an individual does not suffer as a result of a poor group effort. The project will, therefore,

normally be divided into elements and each student will be responsible for and marked on the quality of that element. The criteria for assessment will be provided to the student in advance.

Problem-based Learning Report: PBL is a particular form of group project, and the assessment approach will be similar to that used for a group project. Where possible, problem-based learning would be based on each student's current coaching position.

Essay: A list of appropriate essay titles will be given for critical discussion. Each essay assignment will include the following:

- A reading list to guide students in research
- The question/topic itself

Journal Article Analysis: Students will be provided with a question or set of questions designed to test their understanding of a relevant journal and how it, the relevant journal, relates to wider issues in the course is assessed through one or more structured questions. The faculty will ensure a marking scheme is provided to the student.

Asynchronous Discussions: Students will be given a topic or issue to discuss and are asked to contribute to a discussion forum. Asynchronous, threaded discussions build up and the students' contributions are assessed and graded. These discussions are facilitated through the College's online learning portal. This method of assessment provides a self-paced atmosphere for reflection, composition, and analysis, enabling the preparation of considered and researched responses. A marking scheme will be developed for each discussion and provided to student in advance.

Multiple Choice Question (MCQ) Examination: These will be comprised of demanding questions which require synthesis of material, rather than simply recognizing a correct fact from distracter items.

Online Open Book Examination: Students will be required to log in at a specified time and complete an examination paper and upload it by a set time also. This is a time limited assessment and students must adhere to the start and end time requirements or be penalized as appropriate. Students are able to access reading materials but are expected to reference appropriately, more thoroughly than in an on-site non- open book examination.

Reflective Portfolio: A reflective portfolio is designed to allow students to reflect on their learning experience and their journey through the learning process. The portfolio is personal to the student and reflective portfolios will be assessed on the extent to which the portfolio structure has been adhered to rather than on the depth of insight or reflective capacity demonstrated by the student. The reflective portfolio where possible will be used by the student to reflect on their coaching practice.

Literature Review: A literature review is used to make the student familiar with the key current thinking as expressed in academic literature. A literature review will be carried out with regard to a specific topic as agreed with the faculty. Some guidance will be provided by the faculty with regard to the starting point of the review and the literature and key figures involved in the field. A literature review may form an element of a research project.

Peer Assessment: Peer assessment is used sparingly by Setanta College, but it can be a useful tool in assessing the achievement of learning outcomes which relate to the ability to participate and communicate in a group setting. Setanta College is aware of the difficulties which can arise with such marking. By providing clear guidance to students as to the factors to be taken into account in peer assessment; by reviewing peer assessment marks and discussing anomalous marks with those doing the grading; and by re-grading where necessary when inappropriate factors are taken into account, the impact of such difficulties is minimized.

Role Play: Role play is very much part of the formative assessment framework. Role play allows those who engage fully in it, to sense the experience of others in different situations. The factors to be taken into account in assessing the role-play will be clearly stated in advance and practice sessions will be provided prior to the actual marking.

Video Case Study – Students will be given a coaching program challenge that spans a clearly defined period. Video evidence of applied coaching, monitoring of the athlete and self-reflection by the student is then submitted on the college online learning portal. A marking scheme will be provided for all such assessments and provided to the students in advance.

Research Project: A research project can be large or small but can form a very important part of some programs.

Technology Requirements

For students, the following system configuration and software are recommended for optimal performance:

- Productivity Software (provided): Microsoft Word, PowerPoint, and Excel 2007 or higher; Adobe Reader 10.0 or higher
- Email (provided): Outlook, Outlook Express, Mac Mail, Eudora, Entourage, or Yahoo/Hotmail/Gmail
- Web Camera and microphone
- Operating system: Windows 10, macOS 10.15, or Ubuntu 20.04 LTS
- Web browser: Google Chrome (recommended), Microsoft Edge, Mozilla Firefox, or Apple Safari
- Screen resolution: 1024 x 768 pixels or higher
- Internet connection: Broadband internet connection (recommended) or 4G LTE
- RAM: 4GB or higher (8GB recommended)
- Processor: Intel Core i5 or higher (Intel Core i7 recommended)
- Hard drive space: 10GB or higher (SSD recommended)

Academic Policies

Attendance Policy

Students are expected to participate and actively contribute to class assignments (including discussions), demonstrating knowledge of the concepts and theories studied, and the ability to apply that knowledge when analyzing current events, assigned case studies, or real business questions from their own organizations and communities.

This institution's policy on attendance is based on the premise that regular communication between the instructor and the student and, also, among students themselves, has significant value in the learning process. To assure this timely communication, the instructor will respond to each assignment submissions or exam submissions within 14 days. To further assure this timely communication, students must respond to each of the instructor's inquiries within 14 days as well.

A student must demonstrate regular and substantive interaction with the instructor. Regular and substantive interaction is defined as completing one of the following academically related activities once a week in order to be marked as having attended and actively participating:

- Post to the course discussion board substantive comments relevant to the subject
- Substantive exchanges with the instructor about course content, concepts, and assignments
- Submit a graded unit assignment or exercise
- Attempt a final exam

Assignments should be completed timely and within the posted deadlines. Limited extensions of time may only be granted for unexpected business, health, or personal emergencies, whenever those are communicated in advance of missing a due date. Emergencies require a written proof. In the rare occurrence of a technical issue preventing students from submitting assignments on time, the late penalty will not be applied, provided the technical issue is outside of the control of individual students.

Grading Policy

Questions posted in the course classroom and sent via the course messaging system or email will be answered within 48 hours. Personal information and questions related to grading must be handled via private communications in order to protect students' privacy rights.

Discussion board grades and Individual and Written Assignment grades will be posted within 5 calendar days after the end of each week, i.e., by end of day on Friday after the week they are due.

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|--------------------|--------------------|-------------|----------------------------|---------------------------------|--------------------------|
| Europe Mark | Class Grade | > | US Grade Equivalent | US Percentage Equivalent | US GPA Equivalent |
|--------------------|--------------------|-------------|----------------------------|---------------------------------|--------------------------|

| | | | | |
|-----------|--|----|-----------|-----------|
| 70 - 100% | Pass with 1 st Class honors | A+ | 97 - 100% | 4.0 |
| 60 - 69% | Pass with 2 nd Class honors (2.1) | A | 90 - 96% | 3.7 - 3.9 |
| 50 - 59% | Pass with honors (2.2) | B | 80 - 89% | 3.0 - 3.6 |
| 40 - 49% | Pass | C | 70 - 79% | 2.0 - 2.9 |
| 0 - 39% | Fail | F | < 69% | 0.0 - 1.9 |

Course Grading Breakdown

- Assessment at the college is continuous throughout a course rather than sitting for a final written examination at the end of a course.
- Assessment consists of completion of 5 logbook tasks, 2 assignments, workshop Assessments and completing the final course project.
- Each course is marked out of 100 and the marks are distributed dependent on the courses practical nature or theoretical dominance. Courses such as Anatomy and Physiology are assessed primarily through the use of Multiple Choice Quizzes (MCQ) (2x 50 Marks each). However, a course needing practical evaluation will be split into 40 marks awarded for practical assessment (either on-site or online) and 60 marks awarded for theoretical assessment (MCQ or a written project). Other summative assessment methods utilized are oral presentations and reflective logs.

| Performance Coaching Master's Program Courses | | |
|---|--------------------------------|----------|
| 1 | Graded Forums posts throughout | 20 Marks |
| 2 | Course Project (week 12) | 80 Marks |

Multiple Choice Quizzes

During each course students complete a number of multiple-choice quizzes. These are normally based on sections from the essential reading book, articles, video clips or workshop content. Students will be given a 5-day submission span for all multiple-choice quizzes. However, if a student has a problem, he or she should contact Student Services for an extension. The quiz must be completed by the 2nd date. Please note that we do open up all quizzes for the last month of the course, so students can have another opportunity to get the quiz completed.

All students must submit all multiple-choice quizzes during the duration of the course. Once the course closes no quiz will be accepted by the college for consideration.

Assignments

During each course students are asked to prepare an assignment essay on a particular topic. The student is expected to apply the content of the course to this topic and how it relates to his or her own sport. There is one such assignment during a course – on week 6 and week 7. Students are normally given 14 days to prepare and submit the assignment online.

Course Final Project

During the second and final week of each course students are asked to prepare a final project or essay on a particular topic. The student is expected to apply the content of the course to this topic and how it relates to his or her own sport. Students are normally given fourteen days to prepare and submit the project.

Course Onsite Workshops

The majority of courses have two onsite workshops. If a course has two workshops each student can achieve ten marks per workshop to a maximum of twenty marks. If there are three onsite workshops, then students can achieve a mark of 6.6 for each workshop up to a maximum of twenty marks for the three workshops. If a course has no onsite class or just one onsite workshop, then marks are awarded through online assessments.

Discussion Forums

Each course of a course will have a “Students Discussion Forum”. Students are able to ask questions, raise issues or discuss the topic of study on an on-going basis among themselves. Faculty and tutors will be in a position to contribute to the debate when required and students are able to share ideas on study topics as they deem fit. Setanta College use the application known as Yammer to facilitate these class discussions. Students can download this via their own office 365 email account that specifically has this function. It is moderated and controlled by both the Faculty and Program Coordinator.

Video and Audio Tutorials

Setanta College develops video and audio content as a resource for students. Synchronous and asynchronous video and audio delivery can be a very effective educational tool if used properly and is especially important in areas such as strength and conditioning, performance science, health and wellness and general physical activity where an integrated cognitive and psychomotor development is needed for successful learning. The college develops its video and audio content using the highest quality standards in technical quality, professional content, educational usability and aesthetic quality.

It is the role of the knowledge officer and the knowledge committee to monitor and research best practice in the industry to ensure Setanta College remains a leader in providing the best possible technology solutions in e-learning.

Satisfactory Academic Progress

A student must meet the following minimum standards of academic achievement and successful course completion while enrolled at Setanta College.

Maximum Program Length: The student must complete the Bachelor of Science in Strength and Conditioning degree program in no more than 81 months – 150%. The student must complete the Master of Science in Performance Coaching degree program in no more than 21 months – 150%. Failure to complete a program within the time frame specified will result in the student being dismissed by the College.

Evaluation Points: The student will be evaluated at pre-determined points in the program shown in the table on the following page.

| SATISFACTORY ACADEMIC PROGRESS EVALUATION POINTS FOR THE BACHELORS DEGREE PROGRAM | | | |
|--|--------------------------|-------------------------------------|-------------------------------------|
| BACHELORS DEGREE PROGRAM IS BASED ON 137 CREDIT HOURS | | | |
| DEGREE | Evaluation Points | Minimum Academic Achievement | Successful Course Completion |
| End of First Year | 12 months | 2.0 | 30 credits |
| 25% of Maximum Length | 20 months | 2.0 | 34 credits |
| End of Second Year | 24 months | 2.0 | 60 credits |
| End of Third Year | 36 months | 2.0 | 90 credits |
| 50% of Maximum Length | 40 months | 2.0 | 68 credits |
| 75% of Maximum Length | 60 months | 2.0 | 102 credits |
| Maximum Length of Program (150%) | 81 months | 2.0 | 137 credits |

| SATISFACTORY ACADEMIC PROGRESS EVALUATION POINTS FOR THE MASTERS DEGREE PROGRAM | | | |
|--|--------------------------|-------------------------------------|-------------------------------------|
| MASTERS DEGREE PROGRAM IS BASED ON 41 CREDIT HOURS | | | |
| DEGREE | Evaluation Points | Minimum Academic Achievement | Successful Course Completion |
| 25% of Maximum Length | 5 months | 2.0 | 10 credits |
| 50% of Maximum Length | 10 months | 2.0 | 20 credits |
| 75% of Maximum Length | 15 months | 2.0 | 30 credits |
| Maximum Length of Program (150%) | 21 months | 2.0 | 41 credits |

Minimum Academic Achievement: A student must achieve the minimum grade point averages at the specified evaluation points in order to remain enrolled as a regular student, as shown in the table on the following page.

Successful Course Completion: A student must successfully complete the minimum number of the credits attempted, based upon the maximum time frame in order to remain enrolled as a regular student, as shown in the table below. A student who completes only the minimum requirements as shown will clearly require the maximum time frame to complete a program. Maximum Time Frame for Completion = 150% of program length.

Academic Probation and Dismissal Policies

A student enrolled at the Setanta College must maintain a minimum cumulative GPA of 2.0 in order to remain in good academic standing. A student failing to maintain such GPA is subject to being placed on Academic Probation or Dismissal as defined below.

Academic Probation: A student whose GPA falls below 2.0 will be placed on Academic probation for one 12-week course term, subject to approval from the Registrar. Students placed on academic probation will be informed of it in writing. A student who shows satisfactory improvement will be allowed to remain on academic probation until the minimum cumulative GPA of 2.0 is achieved.

Academic Dismissal and Appeals: Students who fail to show improvement or achieve the minimum cumulative GPA of 2.0 while on Academic Probation will be subject to Academic Dismissal from the institution. The Registrar will make the decision on placing students on Academic Dismissal and will notify the affected students in writing. A student who is placed on Academic Dismissal will have a permanent record of the dismissal in the transcripts.

A student who is academically dismissed is not allowed to continue enrollment. Such a student can be readmitted to the program after at least one 12-week course term has passed. When readmitted after a dismissal, a student is required to be on academic probation while repeating courses to raise the cumulative GPA to the minimum guideline for good academic standing.

Students who have been placed on Academic Dismissal can appeal the decision based on mitigating personal circumstances. The appeal has to be submitted in writing to the Dean, who will make the final determination. If the appeal is approved, the student will be permitted to continue coursework at Setanta College under academic probation status.

Leaves of Absence

A student may request a Leave of Absence (LOA), whenever it is necessary to take an academic leave due to individual circumstances. The LOA allows a student to skip a term of 12 weeks at a time, depending on the program. Students may take up to 2 LOA per year. A student may not begin a Leave of Absence while an active course is in progress, rather a withdrawal procedure must be initiated by the student. A LOA can begin upon the completion of the active course term. Students must contact the Head of Student Services to request the LOA form.

Withdrawal Procedure

A student choosing to withdraw from the school after the start of classes is to provide a written notice to the Head of Student Services at ben.drew@setantacollege.com. The notice must include the expected last date of attendance and be signed and dated by the student. The written notice may be submitted by electronic transmission.

If special circumstances arise, a student may request, in writing, a leave of absence, which should include the date the student anticipates the leave beginning and ending. The withdrawal date will be the date the student is scheduled to return to from the leave of absence but fails to do so.

- A student will be determined to be withdrawn from the institution if the student misses 30 consecutive days by not participating in any of the online courses.
- All refunds will be issued within 30 days of the date of determination of the withdrawal date.
- Approval of the withdrawal will allow the student to re-register and continue in the program on a date no later than the beginning of the start of the next class.
- A student granted readmission is subject to the tuition rate and fees at the time of re-entry.
- A student's last date of attendance is the last day a student had online academically related activity. The last date of attendance is the date that the institution has determined that a student is no longer in school.

Transfer of Credits

Setanta College has an established Recognition of Prior Learning Policy. Please refer to section 4.3 in the catalog “Recognition of Prior Learning” for the complete policy.

The transferability of credits you earn at Setanta College is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the credits you earn in the educational program from Setanta College is also at the complete discretion of the institution to which you may seek to transfer. If the credits that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Setanta College to determine if your credits will transfer.

Criteria for Considering a Transfer Credit

Setanta College will implement a fair and equitable transfer credit policy. Setanta College may award up to 75 per cent of the credits required for a bachelor’s degree program and a maximum of 50 per cent for a master’s degree program. Please note that credits taken at the bachelor’s level cannot be transferred master’s programs.

Setanta College will evaluate courses for those individuals who have submitted a complete application to study, including enrolled students.

The credits which the Setanta College will consider transferring are:

- Courses from accredited universities: Credit for university courses require an official transcript that includes the course(s) that the student is requesting be considered.
- Additional information on the course such as course descriptors may be requested.

Evaluation Requirements

Applicants and students interested in receiving transfer credit must:

- Complete an online form.
- Provide proof of course completion. This requirement may be satisfied through the submission of an official transcript or copy
- Complete the full degree program admissions process
- Provide proof of high school/Bachelor’s degree completion according to the Setanta College Admissions Policy.

Experiential Learning/Recognition of Prior Learning (RPL)

Credits awarded for experiential learning or Recognition of Prior Learning (RPL) cannot exceed 25 percent of an undergraduate degree master’s degree.

Review of Documentation

Any document sent by an applicant in support of their application may be reviewed by relevant institutions, including the institution issuing the documentation and/or by an established foreign evaluation service that Setanta College utilizes to confirm degree comparability.

All documents submitted to Setanta College become the property of Setanta College and will not be returned.

Making the Decision

Setanta College accepts applications four times a year, and prospective students may apply for transfer credit to any of the four terms. For the transfer credit request to be considered complete, the online application, including all materials and required documentation, must be received by the Office of Transfer Credit before the relevant admissions cut-off date. Setanta College Department of Academic Affairs is charged with making the final determination on which credits will be accepted as transfer credits. Acceptance of credits is at Setanta College sole discretion.

Decisions are made on a course-by-course basis. Setanta College announces its admissions and unofficial transfer credit decisions via e-mail.

Non-Academic Policies

Student's Right to Cancel and Refund Policy

The student shall have the right to cancel the agreement and receive a full refund before the start of the course or the third business day after enrollment, whichever is later. If a student signs up for a course made up of 6 courses and completes the first course but just before the start of the 2nd course or on the third business day after enrollment into the second course decides to withdraw from the course then they are eligible for a full refund on the remaining 5 courses on a pro rata basis. Cancellation is effective on the date the written notice of cancellation is made by the student. The withdrawal date is determined when the student provides a written notification to the college of the student's withdrawal OR in the case that the student has not logged into the online learning portal, the college will use the last date of online log in as the withdrawal date and date of determination. Refunds shall be made within 30 days of the withdrawal date and date of determination that the college recognizes when the student has cancelled or withdrawn either voluntarily or involuntarily by them not logging into the online learning portal (regardless if the college delivered the first course and course materials before an effective cancellation notice was received).

In the event the college does not accept the enrollment, a full refund of all monies will be made to the applicant. An applicant may cancel his/her enrollment within five (5) business days from the student signing of this enrollment agreement and all monies paid by an applicant (less non-refundable fees paid that include the application fee listed on page three (3) of this enrollment agreement) will be refunded within three (3) business days after the student signed the enrollment agreement. An applicant subsequently requesting cancellation of enrollment prior to the class starting date shall be entitled to a refund of all monies paid (less non-refundable fees paid that

include the application fee listed on page three (3) of this enrollment agreement). All monies due to the applicant will be refunded within 30 days of the date of determination from the cancellation.

The refund policy for students who have commenced the program and who have completed through sixty (60) percent of the period of attendance will result in a pro rata refund computed on the number of hours completed to the total program hours for that specific course. The college shall pay or credit refunds within 30 days of the date of determination of a student's cancellation or withdrawal. If a student signed up for a course consisting of more than 1 course then all the remaining courses will be fully refunded and the 1st course will be refunded on a pro rata basis based on the number of hours completed for the 1st course. This will be subject to an administration charge as stated in the enrollment agreement.

No refunds are due once the student has attended more than sixty (60) percent of the program in any given period of attendance. For purposes of determining a refund, a student shall be considered to have withdrawn from an educational program when he or she withdraws or is deemed withdrawn by the date of determination and in accordance with the withdrawal policy stated in the college's catalog.

If an college has collected money from a student for transmittal on the student's behalf to a third party for a bond, library usage, or fees for a license, application, or examination and the college has not paid the money to the third party at the time of the student's withdrawal or

cancellation, the college shall refund the money to the student within 30 days of the date of determination of the student’s withdrawal or cancellation.

This college shall refund any credit balance on the student’s account within 30 days of the date of determination after the date of the student’s completion by means of completing all courses required in the student’s program of study, or by withdrawal from, the educational program in which the student was enrolled.

| Refund Chart for enrolled courses | | | |
|--|-----------------|---------------------------|-------------------------------|
| Date of Withdrawal | % Refund | Course 1 Refund \$ | Total Refund |
| During the first week (drop/add period) | 100% | \$500 | $(\$2,500 + \$500 = \$3,000)$ |
| Any time during 2nd week | 80% | \$400 | $(\$2,500 + 400 = \$2,900)$ |
| Any time during 3rd week | 60% | \$300 | $(\$2,500 + 300 = \$2,800)$ |
| Any time after the beginning of the 4th week | 0% | \$0 | $(\$2,500 + \$0 = \$2,500)$ |

If Setanta College cancels a program after execution of an enrollment agreement by a student, the college will refund all monies paid by the student. Students will be contacted and informed of any cancellation by the college. The student has a responsibility to notify the college at ben.drew@setantacollege.com with their intent to withdraw or to cancel their enrollment.

Financial Aid Policy

The school does not participate in either State or Federal financial aid programs, nor does it provide financial aid directly to its students. A student enrolled in an unaccredited institution is not eligible for federal financial aid programs. Setanta College does not provide financial assistance to students.

Privacy Act

It is this institution’s intent to carefully follow the rules applicable under the United States federal law, Family Education Rights and Privacy Act (FERPA). Similarly, as an EU-based institution, Setanta adheres to the General Data Protection Regulation, the European Union regulation that governs data protection and privacy for all individuals within the EU and the European Economic Area (EEA). It is our intent to protect the privacy of a student’s financial, academic and other school records. We will not release such information to any individual without having first received the student’s written request to do so, or unless otherwise required by law.

Data Protection Policy

So that we can provide you with the information, courses, programs, services, materials or products you have requested, we collect and store certain information about you, including your name, telephone number, e-mail address, postal address and educational background. The information provided on this application will be retained on computer for use in connection with your course of study at Setanta College. It may also be used to contact you in connection with other courses or open events that may be of interest to you.

If you are enrolling as a student, we also may also collect other personal data (such as information regarding your health (so that, as necessary, we can make appropriate accommodation for you), date of birth, employer name and details (if applicable), professional certification number, if any, PPS number. This data is considered “sensitive data” and you consent to our collection, storage and use of such sensitive data for these purposes.

We also may collect emergency contact information, such as the telephone number or email address for a friend or family member. You represent to us that you have obtained consent from your emergency contacts to provide us their information for this purpose.

How we use the information collected:

We use the information to process your requests, review and confirm your qualifications, provide you with our courses, programs, services, materials and products and otherwise to contact you. We also may provide you with promotional materials about our services and products. The College may also contact you in relation to Open Events and other related information/programs that may be of interest to you via the email address and/or contact number provided. If you have enrolled in our courses through your employer, we will share your data and course attendance and test results with your employer.

Academic Freedom

Setanta College is committed to assuring full academic freedom to all faculty. Confident in the qualifications and expertise of its faculty members, the college encourages its faculty members to exercise their individual judgments regarding the content of the assigned courses, organization of topics and instructional methods, providing only that these judgments are made within the context of the course descriptions as currently published, and providing that the instructional methods are those official sanctioned by the institution, methods for which the institution has received oversight approval. Setanta College encourages instructors and students to engage in discussion and dialog. Students and faculty members alike are encouraged to freely express views, however controversial, as long as they believe it would advance understanding in their specialized discipline or sub- disciplines.

Harassment Policy

Setanta College takes allegations of harassment on the basis of sex, race, color, religion, national origin, age, disability or sexual orientation very seriously. The institution strives to be free of all improper or unlawful harassment.

Conduct on the part of faculty, staff or students, which violates this policy includes but is not limited to:

- Unwelcome or unwanted sexual advances or requests for sexual favors, or insinuations that a grade or other academic achievement is dependent upon the granting of sexual favors.
- Offensive conduct, verbal or written, including sexually explicit jokes, comments, innuendo or other tasteless actions that would offend a reasonably sensitive person
- The display of sexually offensive pictures, posters, illustrations or objects
- Slurs, jokes, or ridicule based on race, ethnic or national origin, religion, gender or disability.
- Individuals who have questions or who experience harassment should immediately report the offence to the Registrar.

Anti-Hazing Policy

Hazing takes various forms, but typically involves physical risks or mental distress through, for example; but not limited to, humiliating, intimidating, or demeaning treatment. In recent times extended to Cyber-bullying which refers to the act of hazing online. As Setanta College is an on-line institution, the potential for online hazing of fellow students exists; especially if contact information is shared in discussion groups etc.

The institution itself will not provide directly to another student, any contact information. Despite this, if a student believes that he/she has been hazed by any other individual via any of the following actions:

- Threats of violence;
- Hate speech or postings;
- Harassment;
- Peer pressure;
- Bribery;
- Psychological abuse; and
- Extortion

Then the student must bring this to the attention of the Registrar for investigation. Students proven to have participated in any form of hazing, will be expelled from the institution.

Code of Conduct

The Student Code of Conduct provides information about policies, procedures and regulations for students in preparation for professional activity of the highest standards. Each profession constrains its members with both ethical responsibilities and disciplinary limits. In any presentation, creative, artistic, or research, it is the ethical responsibility of each student to identify the conceptual sources of the work submitted. Failure to do so is dishonest and is the basis for a charge of cheating or plagiarism, which is subject to disciplinary action. Disciplinary actions for cheating and plagiarism are outlined in section 7.9 of the catalog.

Cheating includes but is not limited to:

- Plagiarism as explained below.
- Submission of work that is not the student's own for papers, assignments, or exams.
- Submission or use of falsified data.
- Theft of or unauthorized access to an exam.

- The use of an alternate, stand-in or proxy during an examination.
- The use of unauthorized material including textbooks, notes or computer programs in the preparation of an assignment or during an examination.
- Supplying or communicating in any way unauthorized information to another student for the preparation of an assignment or during an examination.
- Collaboration in the preparation of an assignment, unless specifically permitted or required by the instructor. Collaboration will usually be viewed by the school as cheating. Each student, therefore, is responsible for understanding the policies of the department offering any course as they refer to the amount of help and collaboration permitted in preparation of assignments.
- Submission of the same work for credit in two courses without obtaining the permission of the instructors beforehand. Plagiarism includes, but is not limited to, failure to indicate the source with quotation marks or footnotes where appropriate if any of the following are reproduced in the work submitted by a student:
 - A phrase, written or musical.
 - A graphic element.
 - A proof.
 - Specific language.
 - An idea derived from the work, published or unpublished, of another person.

Procedures in case of cheating or plagiarism:

Incidents of suspected academic disciplinary violations shall be handled initially at the level at which the incident occurs (e.g., course or research/creative project) and at the department level. It will be reported immediately to designate parties where appropriate. It shall receive second-level review(s) in the manner outlined in the following section.

Initial Review, Decision and Action(s)

Initial review, decision and action(s) shall remain within the academic team. It will involve the instructor(s) or academic supervisor(s) and, if desired, consultation with a third party from the faculty. Instructors are free to discuss alleged violations informally with the student(s) thought to be involved, without revealing the identity of any other students involved. Suspected violations that would result in a penalty should be handled by the instructor(s), in direct communication with the student(s) involved, within one week of the discovery of the suspected infraction and before the imposition of a penalty.

After discussion with the student(s) involved and their response, the instructor(s) shall conclude, within a reasonable period of time and based on available evidence, whether the suspected violation(s) occurred. Instructors are encouraged to consult with their department/program head about the nature of the suspected violations, the nature of the evidence of these violations and the range of penalties under consideration. If the conclusion is that the suspected violation(s) did occur, the instructor(s) shall choose an appropriate penalty.

The most severe penalty available at this level of review and action shall be failure in the course or dismissal from a project although instructors may also recommend a more severe penalty, which retains the option to impose more severe penalties (e.g., suspension or dismissal from the program). Elements to consider include prior incidents of academic disciplinary action can be found in a student's record which is readily available from the

Dean. The department/program head may discuss the issue with a student and choose to convene a disciplinary hearing according to the procedures of the department/program.

The student shall be notified immediately, in writing, of this decision, the basis for this decision and the penalty imposed. This notification will come from the instructor and/or department/program head depending on the penalty involved. Students whose penalty is failure in the course in question will not be allowed to drop the course and will be informed. Students should also be informed at this time of their right (and attendant procedures) for an appeal.

Reporting of Initial Action(s)

A copy of the letter outlining the initial decision and action to the student(s) involved in cases of academic disciplinary violations should also be directed to the following parties:

- (a) Chief Academic Officer (CAO)
- (b) Head of Student Services

The CAO will maintain the central record of academic disciplinary violations and actions. If the head of student affairs is aware of information on prior incidents of academic disciplinary actions in the student's record, he or she will communicate that information to the department/program head and give the department/program head the opportunity to impose an appropriate sanction.

Second-level Review and Action(s)

A second-level review of an initial decision and action follows from at least one of two sources: (1) appeal by the student(s) involved because the student deems the penalty inappropriate and/or believes that improper procedure has been followed, (2) recommendation by the instructor, that the student be permanently expelled from the school.

If an appeal is made or a second-level action appears warranted, the Dean will determine what action should be taken. The Dean may decide to deny the appeal or waive the opportunity for a second-level action. They can also forward the case to the department/program head for additional consideration, order a new or different penalty or convene a Review Committee meeting for additional investigation of facts and/or determination of appropriate sanctions.

Non-Academic Disciplinary Action

Students are expected to conduct themselves in a responsible manner at all times. Such conduct includes that relating to other persons, property within any campus or other location in which a program of study is being delivered, the online and other facilities of the College and, when on College related activities off- campus. Students must treat fellow students with respect and in a non-discriminatory manner with regard to gender, marital status, family status, age, disability, race/nationality/color, religion, sexual orientation and membership of the travelling community.

Students are expected to adopt a responsible attitude to their studies in respect of face-to-face or online lectures, practical classes or such other academic activities in which they are

involved. Students must not engage in any behavior that may constitute inconvenience or nuisance to any person(s) within or outside the College. As well as observing these general College-wide regulations students are also bound to observe specific regulations attached to particular areas, activities and programs of study.

If students fail to demonstrate reasonable, responsible and professional standards of behavior, the College may initiate disciplinary proceedings to protect the quality of the learning environment in the interests of all students and staff.

Examples of conduct which may render a student liable to disciplinary action include:

- Any action which disrupts or is likely to disrupt teaching or research or the professional operation of the College.
- Intolerant or discriminatory behavior including discrimination on the grounds of gender, marital status, family status, age, disability, race/nationality/color, religion, sexual orientation or membership of the travelling community.
- Use or attempted use of unauthorized or unfair means in connection with examinations or other assessed work.
- Violent, reckless or negligent conduct causing, or intending to cause, damage to persons or property, or disorderly conduct whether online or in person.
- Falsification, misappropriation or misuse of College documents or records or materials.
- Theft, misappropriation or misapplication or misuse of College documents or equipment or other property or those of others.
- Inappropriate use of the College's online learning portal.
- Gross or offensive behavior towards any member of the staff or student bodies whether online or in person;
- Failure to comply with a request to produce student identification card or any reasonable request made by any member of the College staff.
- Refusal to leave any College building, grounds or other premises being used by the College when requested to do so by a member of the staff.
- Failure to comply with Health and Safety Regulations and Regulations of the College or any other organization whose premises is being used by the College including those concerning smoking, litter, alcohol and substance misuse, parking of vehicles and use of thoroughfares, freedom of speech, discrimination and harassment, assessments, the College's computing facilities, and such other regulations which may be issued from time to time.
- Any other behavior that may compromise the quality of the College's learning environment
- or its reputation.
- These behaviors will be considered to be unacceptable whether they take place within the College's property or learning environment, within that of the College's collaborators and partners or within any other premises being used for College activities.

Informal Resolution

Many problems are best resolved locally, at the point closest to where the issue has arisen. For this reason, staff or students who object with cause to the behavior of another student

should make every effort to resolve the problem by communicating directly with the student concerned and attempting to resolve the matter appropriately. Giving a person the opportunity to consider and reply to a concern often eases tension that may exist, may resolve the matter and removes a necessity to involve other persons.

Informal processes are not appropriate for addressing issues where a student is alleged to have contravened the examination regulations of the College and may or may not be appropriate where a student is alleged to have gained an unfair advantage in the context of coursework or continuous assessment.

In the case of alleged plagiarism or other attempt to gain unfair advantage in any form of assessment other than an examination, the decision on how to address such allegation shall be made by the relevant Tutor in consultation with the Program Leader. In such cases the Tutor may decide to make a nil award for the assessment in question, may award a reduced mark or may issue a verbal or written warning. If the student accepts such an imposition the appropriate mark shall be recorded and no further action shall be taken.

Formal Resolution

If a problem cannot be resolved informally, it should be reported to the relevant Program Leader as quickly as possible but in any event, within 30 days of the incident or matter of concern having arisen.

In the case of an alleged attempt to gain an unfair assessment advantage, if the Tutor considers the matter to be of such a serious nature that it warrants it or if the student refuses to accept the initial determination of the Tutor, the Tutor should initial the candidate's work on the front cover or electronically on an online submission as appropriate; make a note detailing the location of any suspected plagiarized passages; identify as much collaborating evidence as possible; prepare a written report on the allegation and send it with copies of any plagiarized passages and their source(s) where appropriate to the relevant Program Leader. The Program Leader should be notified immediately with regard to serious breaches or within 5 days of it becoming clear that the matter cannot be resolved informally.

Investigation by Program Leader

Upon receipt of a written report alleging a breach of Regulations, the relevant Program Leader will invite the student involved to a meeting or other form of engagement, to discuss the allegation. The student may be accompanied by a third party of his or her choice at that meeting.

Breach of Assessment Regulations

Where an alleged breach of assessment regulations or a serious breach of other is involved:

- Documents regarding serious allegations of plagiarism or attempting to gain an unfair advantage in continuous assessment will be forwarded by the Program Leader to the Registrar.
- The student will be informed in writing or electronically by the Registrar that cheating, plagiarism, or attempting to gain unfair advantage over other candidates is suspected. The student will be notified of her/his right to respond in writing or

electronically within ten days of receiving the written notification. He/she will also be advised that he/she may attend for interview before the Program Leader, either in person or through an on-line meeting system. The student must indicate in writing or electronically if he/she wishes to attend the meeting.

- In addition, any examination scripts or other assessment record that may be involved shall be sent to the Internal Examiner for marking and any confiscated materials shall also be sent to the Internal Examiner so that she/he can express an opinion on its relevance to the assessment in question. Following marking and any necessary consideration of other material, the documents and comments will immediately be returned to the Registrar. Should no infringement be found to have occurred, the script or other assessment record shall be automatically included amongst those scripts to be sent to the External Examiner.

Following the discussion or investigation as appropriate the relevant Program Leader may decide on one or more of the following:

- To dismiss the case
- To invoke student support mechanisms such as counselling, training or mentoring
- To withdraw services from the student for a period not exceeding five days pending further investigation where the good of the College or the students so warrant. Such withdrawal of services may include denial of all access to the College's physical and electronic resources and those of its partners and collaborators.
- To refer the matter to the Registrar for consideration of the withdrawal of services from the student for a period exceeding five days and for the establishment of an Investigation and Disciplinary Committee to investigate the allegation and to determine any penalty. Such withdrawal of services may include denial of all access to the College's physical and electronic resources and those of its partners and collaborators.
- In cases where the alleged breach of regulations relates to an allegation of plagiarism or other attempt to gain an unfair assessment advantage the action to be taken may, in the case of serious offences include failure of the subject, without right to be reassessed, failure in year or assessments, restriction of final classification, or termination of studies.
- Gross plagiarism, use of unauthorized materials in assessments and all second offences will be considered serious offences.

Decision of a Program Leader

When deciding on one of the above-mentioned responses, the Program Leader shall take into account whether or not any breach of Regulations is willful or deliberate or is a first or repeat offence. The Program Leader may also consider the extent of any harm caused, any remorse demonstrated by the student and other matters that may be relevant to the circumstances of the case.

Where the behavior is not considered to be willful or deliberate, the provision of support to assist the student to avoid any future recurrence of inappropriate behavior may be a more appropriate response than disciplinary measures. Where a student refuses to co-operate fully with the supports made available by the College, or where those supports prove not to be

effective, the matter shall be referred to the Registrar. In certain circumstances, it may also be necessary to withdraw services from the student pending the establishment of an Investigation and Disciplinary Committee to investigate the allegation and to determine any penalty.

The Program Leader shall complete a report on the designated form, which shall include his or her decision regarding the appropriate action, and shall forward the form to the Registrar and, if it involves a member of staff, to the HR Manager.

The Registrar will inform the student in writing by registered post to the student's notified home address and/or electronically, that a breach of the Student Regulations has been alleged and of the decision of the Program Leader regarding the matter. In addition, a copy of any material that may substantiate the allegation shall be sent to the student by registered post and/or electronically.

Where a student wishes to appeal the decision of a Program Leader, a full meeting of the Investigation and Disciplinary Committee will be convened to hear the case. A student appealing the decision of a Program Leader must appeal in writing to the Registrar within 10 days of the date of posting of the letter or sending of the electronic communication advising of the decision of the Program Leader.

Investigation and Disciplinary Committee

Where a matter is referred to the Registrar either directly by a Program Leader or on appeal, the student will be informed in writing by the Registrar that a breach of the regulations/codes of practice is alleged and that a meeting of the Investigation and Disciplinary Committee is to be convened. The student shall be advised that she/he may provide a written statement to the Investigation and Disciplinary Committee. This statement may include reference to mitigating circumstances should any exist. The student will be notified of her/his right to attend this hearing. Where an alleged breach of regulations would also be a criminal offence the Gardaí may be advised of the allegation at such time as is considered appropriate by the College.

The Registrar or his or her nominee is the convener and chairperson of the Investigation and Disciplinary Committee. The Investigation and Disciplinary Committee will be composed of three members of staff, one of whom must be a Program Leader and one of whom must be a student representative. The Registrar will endeavor to ensure that there is an appropriate balance of male and female members on the Investigation and Disciplinary Committee. The Registrar shall annually appoint a panel of persons to serve on Investigation and Disciplinary Committees as required. The members of the committee shall be persons unconnected with the matter involved in the alleged incident. Each Committee shall appoint a member to act as secretary at the outset of the meeting.

At a meeting of the Investigation and Disciplinary Committee the student shall have the right to be accompanied by another person. The student shall have the right to submit oral or written evidence to the meeting. To assist in establishing the facts, the Investigation and Disciplinary Committee may request to hear evidence from third parties. Should the Investigation and Disciplinary Committee choose to do so, the student must be advised in writing prior to the meeting of the Committee. The student may be present for this presentation and may ask questions of the third party to assist in establishing the facts.

All proceedings and papers shall be confidential to those attending. Should the student choose not to attend the meeting the Investigation and Disciplinary Committee shall make a decision based on the information available to it at the time.

Following the meeting, the Investigation and Disciplinary Committee will prepare a report outlining the circumstances of the case and may where appropriate impose an appropriate penalty. This report will be available to the student but shall be treated as confidential.

If the Investigation and Disciplinary Committee determines that any alleged breach of the Regulations is not upheld, it may recommend that any suspended services be restored.

If the allegation is upheld, either by the admission of the student or following investigation, the Investigation and Disciplinary Committee will decide on the degree of damage caused to the College community or specific members of that community, by the student's actions and decide any appropriate penalty or support.

Possible responses include:

- The provision of various supports
- The dismissal of the case
- The suspension of various services for a period of time
- The formal recording of the offence on the student's academic record
- The restriction from attending classes and presenting for examinations for a period of time
- Permanent expulsion from the College
- Being obliged to make good any damage to property
- Being obliged to make good any damage to the Colleges good name through a public apology
- Being obliged to apologize to any member of the student or staff body specifically aggrieved by the student's actions
- A combination of any of the above
- Where an alleged breach of regulations involves plagiarism or other attempt to gain an unfair assessment advantage the penalties may also include those outlined above

Where the behavior is considered to be willful or deliberate, disciplinary measures may be appropriate. Where the behavior is not considered to be willful or deliberate, the provision of support to assist the student to avoid any future recurrence of inappropriate behavior may be a more appropriate response than disciplinary measures. Where a student refuses to cooperate fully with the supports made available by the College, or where those supports prove not to be effective, it may be necessary to withdraw services from the student on a temporary or permanent basis.

Appeal of Decision

A student affected by a decision of the Investigation and Disciplinary Committee to impose a penalty, may exercise the option of appealing a decision to the College Registrar. An appeal may be made to the College Registrar within ten working days from the date of issue of the decision of the Investigation and Disciplinary Committee and the appellant shall submit in writing the grounds for appeal. The date of issue of the said decision shall be the day on

which the decision is posted by registered post to the student's address as appears on the College's register of students, or the date on which the said decision is handed to or sent electronically to the student.

An appeal against the finding of the Investigation and Disciplinary Committee may be made on the grounds of the severity of the penalty imposed where extenuating circumstances exist or on the decision of guilt. Where an appeal is made on the decision of guilt such an appeal should adduce new evidence not available to the Investigation and Disciplinary Committee in order to be deemed to be valid.

Disciplinary Appeal Committee

The Registrar shall convene the Disciplinary Appeal Committee to hear appeals of decisions of the Investigation and Disciplinary Committee.

- The Disciplinary Appeal Committee shall be composed of an uneven number of senior staff nominated by the College Registrar, who shall also nominate the Chairperson. Members of the Disciplinary Appeal Committee shall normally be members of the Academic Council. Both genders will be represented on the Committee.
- No person who has participated in the decision being appealed against or who has any involvement in the case shall sit on the Disciplinary Appeal Committee.
- A separate member of staff may be appointed as a non-voting secretary to the Disciplinary Appeal Committee.
- Decisions of the Disciplinary Appeal Committee shall be taken by simple majority.
- A record, written or otherwise, of the proceedings shall be made.
- A copy of the appellant's grounds of appeal including the appellant's submission, if any, shall be provided to the Committee.
- A copy of the relevant record of the Investigation and Disciplinary Committee shall be obtained from the said Committee.
- The appellant or the appellant's representative and the Registrar may make oral submissions to the Disciplinary Appeal Committee.
- Where, in the opinion of the Disciplinary Appeal Committee, the requirements of justice so dictate, the Committee may consider evidence which was not tendered at the hearing before the Investigation and Disciplinary Committee. This provision, to adduce such fresh evidence, must be notified to the student and to the Registrar in sufficient time to enable the relevant party(s) to consider properly the said fresh evidence and subsequently to respond adequately at the hearing of the appeal. 10 working days is regarded as sufficient notice.

The Disciplinary Appeal Committee may:

- Allow the appeal
- Decrease or increase the penalty or vary the nature of the penalty or support.
- Dismiss the appeal

The determination of the Disciplinary Appeal Committee shall be given in writing and a copy thereof forwarded to the student concerned by registered post to the student's home address appearing on the College register of students, or by electronic means.

Student Grievance Policy

Student dissatisfaction or concern may arise in relation to perceived problems with College staff, services or facilities, or in relation to the conduct of other students. In the event of the complaint being against a member of staff, the line manager of that staff member shall consider whether to address the matter formally or informally.

Informal Resolution

Problems are best resolved locally, at the point closest to where the issue has arisen. For this reason, every effort should be made to resolve a problem by communicating directly with the student or staff member involved and attempting to resolve the matter appropriately. Giving a person the opportunity to consider and reply to a concern often eases tension that may exist, may resolve the matter and removes a necessity to involve other persons.

Where speaking to the person directly concerned does not resolve a situation, the student should approach a lecturer or tutor informally (other than the staff member involved if the issue is with a member of staff) and bring to that person's attention the concern. If the student is not satisfied with the conclusion of the discussion or with the outcome of any subsequent action, she/he may choose to initiate a formal Notification of Concern procedure as outlined below. The student should only seek to invoke the formal route if informal recourse to a Lecturer, Tutor or program leader has first been attempted and has not resolved the problem or, in the case of a staff member, if their line manager decides that the informal route is inappropriate.

Formal Resolution

If a problem cannot be resolved informally and the student wishes to pursue the matter, he/she must write a letter of concern to the Student Support Officer. The Student Support Officer must receive the letter of concern within 30 days of the incident or matter of concern having arisen.

The Student Support Officer will, where practicable, acknowledge receipt of such a letter in writing within five working days and subsequently arrange to meet with or otherwise engage with the Student to discuss the problem.

The College Registrar will decide whether to seek to resolve the matter formally or informally. If the Registrar decides to have the matter addressed formally the Program Leader or his/her nominee will conduct a full and fair investigation into the problem and, as soon as possible thereafter, provide a written response to the student and all others concerned to detail the findings of the investigation and any proposed remedy. This response will be copied to the College Registrar.

Appeal

In the event that a student is not satisfied with the outcome of the above process, he/she may appeal to the College Registrar. Any such appeal must be made in writing within ten working days of the decision of the Program Leader, and clearly set out the grounds on which the appeal is based.

The Registrar will decide whether to review the investigation and decision of the Program Leader or whether to carry out a fresh investigation. If the Registrar decides to have the matter re-investigated the Registrar or his/her nominee will conduct a full and fair investigation into the problem. As soon as possible after either a review or re-investigation, the Registrar will provide a written response to the student to detail the findings of the appeal and any proposed remedy. This response will not be sent until the matter has been discussed with the Program Leader involved.

Student Records and Transcripts

Student records for all students are maintained indefinitely. Transcripts are kept permanently. Students may inspect and review their educational records. To do so, a student should submit a written request identifying the specific information to be reviewed. Should a student find upon review that records that are inaccurate or misleading, the student may request that errors be corrected. In the event that a difference of opinion exists regarding the existence of errors, a student may ask that a meeting be held to resolve the matter.

An individual is only entitled to their own personal data, and not to information relating to other people (unless the information is also about them or they are acting on behalf of someone). For this reason, Setanta College will take reasonable steps to verify that the information requested falls within the definition of personal data. Individuals can make a subject access request verbally or in writing to any staff member of Setanta College. Setanta College encourages the submission of requests in writing, to the Data Protection Controller at admin@setantacollege.com, to ensure it is wholly understood what is being requested at what specific time and date. Subject access requests are to be processed free of charge and to be completed by law within thirty days of the individuals request.

Each student's file will contain student's records, including a transcript of grades earned. The first copy of the official transcript is provided at no charge. Transcripts will only be released to the student upon receipt of a written request bearing the student's live signature. No transcript will be issued until all tuition and other fees due the institution are paid current. Students must contact the Student Services Office to request a Transcript Request Form.

Student Identity Verification

Setanta College has processes in place through which to ensure that the student who registers in a program is the same student who participates in and completes the course or program and receives the academic credit. Setanta College requires a copy of Driver License or Passport to be kept on file at the school. Supporting documents are compared by the registrar to verify the identity of the student.

Identity verification begins when a student applies for admissions. Each student will also receive a unique and secure username and password that is required to log into the course management system and access any of Setanta Colleges' systems.

The student is responsible for maintaining current contact information such as email address(es) and phone number(s) in the student account because the email address or phone number along with the student ID are used as the primary means of identification and for communication purposes.

Student Support

Academic Services

Earning a degree can help student to develop the skills that improve professional opportunities after graduation. At Setanta College, the Academic Services and Student Support departments strive to provide students with the tools and support needed to succeed both while attending and post-graduation.

We offer a variety of services, including:

- Serving as the representative office of the Head of Student Services for the Institution in assisting students in the steps and milestones required to achieve degree completion
- Maintaining records for Setanta College of all enrolled, attending and graduate students
- Working with the President in preparing and enhancing the program for the benefit of the students
- Student Accounts is available to help students address any questions related to fees related to enrollment at Setanta College
- Student support staff or Professors assigned by your academic department will provide advising for the students

Student Services

Setanta College office of Student Services is the central point of contact for assisting students with enrollment and course registration, new student orientation, updated textbook list, and guidance on the various policies and procedures. Setanta College offers a mentorship program where students will be paired with a faculty member that promote guidance through their personal and academic experience through a personal relationship-based paradigm.

The Student Services Officer (SSO) is a member of the student services team and supports the team and other college departments to deliver the college mission and vision. The SSO is responsible for leading the day-to-day wellbeing and communications with students such that they have a positive experience with Setanta College.

Disability Services

Setanta College is committed to implementing a policy of equal opportunities for students with disabilities. “Disability” is understood to mean: “a substantial restriction in the capacity of the person to carry on a profession, business or occupation in the State or to participate in social or cultural life in the State by reason of an enduring physical, sensory, mental health or intellectual impairment.” (Irish Disability Act, 2005).

The college will ensure, through the availability of student support services, that no student is disadvantaged by reason of having a disability, within reason and budgetary limitations. The College welcomes applications from students with disabilities and will take every reasonable action, within budgetary limitations, to ensure that specific requirements are met and that all students are able to participate as fully as is practicable in the academic and social life of the College. The College encourages students to disclose their disabilities during the application

process or following admission to the college. This is done by notifying the college administration staff.

All students are encouraged to disclose their disabilities, as non-disclosure will severely limit ability to access appropriate procedures, accommodations and supports. The College will ensure that all facilities are accessible to all students insofar as is possible. This includes physical accessibility to and within the buildings, as well as access to information.

Career Services

One of the most valuable services provided by Setanta College is career assistance for its students and graduates. The purpose of this service is to advise students concerning their careers and to assist every graduate in obtaining employment in the field in which the student has received training. Students will work directly with the Director of Career Services who will assist students with resume development, interview preparation and job search assistance. While Setanta College offers assistance to its alumni with managing his/her job search efforts, it does not and cannot guarantee job placement or employment or salary ranges to expect after graduation.

Technical Support

The Office for Information Technologies at Setanta College maintains a computing help desk that may be contacted for assistance with any academic computing problems. They can be contacted online at IT@setantacollege.com.

Academic Calendar and Holidays

- New Student Orientation September 5, 2022
- New Students Start (BS & Certificates) September 6, 2022
- New Masters Students Start September 26, 2022
- Graduation November 25, 2022
- New Student Orientation December 5, 2022
- New Students Start (BS & Certificates) December 6, 2022
- Christmas Holiday December 23-30, 2022
- New Year's Holiday January 1, 2023
- New Student Orientation March 6, 2023
- New Students Start (BS & Certificates) March 7, 2023
- St Patrick's Day March 17, 2023
- Easter Monday April 10, 2023

Courses

Course # BS001: Functional Screening
6 Credit Hours

Course Description

This course aims to provide the student with an understanding of the scientific principles underpinning postural and functional screening and the scientific literature investigating the efficacy of such procedures. It also facilitates practical based screening such that the student becomes competent at screening and also prescribing a movement corrective strategy.

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

- Describe the mechanisms associated with movement pattern dysfunction and muscle imbalance.
- Discuss the literature relating to the impact of abnormal posture on muscle imbalance and function and the relationship between functional screening outcomes and injury risk.
- Administer a basic screen for one or more athletes/players.
- Construct a basic corrective strategy including an initial screen and corrective exercises that aim to improve muscle imbalance and movement patterns.
- State the limitations of the student's role in assessing imbalance and dysfunction and in diagnosing injuries.

Course # BS002: Resistance Training I
6 Credit Hours

Course Description

This course aims to provide the student with a range of skills, knowledge and competencies in the coaching and planning of resistance training across a range of activities and for a variety of participants.

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

- Coach a variety of exercises.
- Identify the strength related needs for individual and team athletes.
- Match the principles of training to resistance training approaches and programs.
- Construct a block of resistance training for an individual athlete or client.

Course # BS003: Resistance Training II
6 Credit Hours

Course Description

This course aims to provide the student to acquire the knowledge, skill, and practical competency in delivering safe and effective coaching practice related to Olympic style weightlifting and related core exercise coaching and program progression.

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

- Coach the main weightlifting exercises and their derivatives.
- Devise and illustrate appropriate exercise progressions within the broader strength and conditioning program.
- Discuss the effectiveness of different resistance training approaches.
- Construct a periodized macrocycle strength and conditioning program for an individual or group/team participants.

Course # BS004: Advanced Resistance Training
6 Credit Hours

Course Description

The advanced approach to coaching resistance training is designed to support the learner to develop an understanding of a structured and periodized coaching process in resistance training using body weight, selectorized and externally loaded exercises using a variety of exercises including simple, complex and functional resistance exercises for team and individual exercise prescription. Planning and periodization models are examined, and the learner becomes competent in this important aspect of Resistance Training. The workshops provide opportunities for task-related coaching and the learner is prepared for this through audio-visual presentations and related instructional video files. The course throughout focuses on the application of the principles of training to various resistance training modes and methods.

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

- Select and coach a wide range of resistance training exercises.
- Identify the strength related needs for individual and team athletes and individual fitness related clients.
- Apply the principles of training to the creation of resistance training programs including hypertrophy, power and maximum strength development.

Course # BS005: Speed Development
6 Credit Hours

Course Description

This course aims to examine the characteristics of the sprint athlete and the various components of speed. In addition, supporting literature and coaching methodology that relates to the development of speed over the various stages of development up to and including elite level sport will be examined. The course also provides the opportunity to deliver practical coaching of speed related techniques.

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

- Describe the factors and principles associated with speed development.
- Identify the various elements of speed.
- Coach selected speed related training modes.
- Evaluate the supporting literature for different approaches to speed development.
- Plan and provide a supporting rationale for a short-term speed development program.

Course # BS006: Endurance Development
5 Credit Hours

Course Description

This course aims to provide the student with an historical background to the marathon event as well as an opportunity to examine the characteristics and traits associated with elite endurance performance. In addition, the student will study the various elements of endurance and the theory of endurance training. The development process that relates to endurance and integrated with other components will be studied. Further, the course aims to encourage the student to apply the principles already described in relation to training in an endurance specific manner.

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

- Identify the factors and traits associated with elite endurance performance.
- Construct and coach endurance-based activities.
- Explain the testing method used to assess endurance capacity.
- Discuss the scientific support and application thereof for different methods of developing endurance fitness.
- Plan and provide a supporting rationale for an endurance training macrocycle within a sport/physical activity program.

Course # BS007: Anatomy, Physiology and Biomechanics
5 Credit Hours

Course Description

This course aims to develop a working understanding of anatomy, physiology, and biomechanical principles, allowing the student to effectively apply this basic knowledge to related courses within the program of study and ultimately to the practice of strength and conditioning.

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

- Describe and illustrate the structure and organization of the systems of the body.
- Explain the function of the muscles of the body during exercise.
- Illustrate and discuss the application of the lever system to commonly used resistance training exercises.
- Identify the energy systems and their contribution to work during exercise.
- Analyze the biomechanical characteristics of core exercise variations.

Course # BS008: Youth Athletic Development
6 Credit Hours

Course Description

The aim of this course is to describe physical activity and movement development opportunities within society in general and specifically within a physical education, sporting and non-sport related setting. The course traces the development of the child through to adulthood in terms of rudimentary, fundamental and athletic movement skill and sport specific skills.

In addition, the course considers the origins and principles of long-term athletic planning as well as the stages of development within a range of models. The course also aims to critique the limitations of such models in terms of the practical application of a model's aims and outcomes. The course aims to develop the theoretical and applied skills of the learner in devising a long-term plan adapted to his or her sport.

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

- Identify the opportunities and challenges that exist in enhancing and attaining a mature stage of development in physical movement patterns
- Assess and Coach rudimentary and fundamental movement skills.
- Construct a program of practical progressions of formal and informal play and physical activity.

Course # BS009: Sport and Exercise Nutrition
5 Credit Hours

Course Description

This course provides the learner with key nutritional knowledge that will allow the learner to support physical performance in terms of energy and its recovery within the role as strength and conditioning coach or exercise specialist. Understanding the limitation of their role the learner will become competent in describing the recommended nutritional guidelines to support performance. Further, their remit will allow for an understanding of the limitations of current knowledge in nutritional supplementation. The learner will also demonstrate specialized assessment and application skills within the area of nutritional analysis and be competent to formulate a nutritional program for a specified athlete following a dietary assessment and activity demands assessment.

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

- Describe the recommended nutritional guidelines to support exercise participation and athletic performance.
- Demonstrate specialized assessment and application skills within the area of nutritional analysis.
- Formulate a nutritional program for a specified athlete or client following a dietary assessment and activity demands assessment.

Course # BS010: Coaching Skills

6 Credit Hours

Course Description

This course aims to investigate the impact that practical coaching and coaching style has on a strength and conditioning coach's performance and to provide them with a theoretical and practical basis upon which to develop effective coaching strategies. The course aims to provide the opportunity to evaluate and develop the student's own coaching skills through a range of practical activities.

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

- Describe the different approaches and styles of coaching.
- Describe the traits of an effective coaching process.
- Explain the complex discontinuous nature of motor skill development.
- Formulate an appropriate coaching plan and justify the proposal giving due consideration to the athlete's needs and stage of development.
- Evaluate the coach's own coaching approach/style.

Course # BS011: Coaching Technology and Fitness Testing
6 Credit Hours

Course Description

The learner can expect to gain a broad understanding of the issues relating to technology in sport and to be able to display specialist skills in using and interpreting specific technological items that relate to the physical, physiological and biomechanical assessment of the individual athlete or team. The course also aims to provide the learner with the opportunity to become a specialist in assessing fitness and in analyzing data gained and reporting on test outcomes as well as reviewing the effectiveness of a given technology and effecting a more targeted programming of strength and conditioning.

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

- Critically evaluate the efficacy of commonly used coaching technologies within the sport and exercise industries. (PLO2)
- Assess the reliability of gym-based work-related instruments and applications. (PLO5)
- Exhibit specialized technical and practical skills in testing and monitoring performance. (PLO5)
- Evaluate fitness testing outcomes and make appropriate recommendations. (PLO3)

Course # BS012: Business of Fitness and Sport
6 Credit Hours

Course Description

This course will address key concepts related to the business of sport and exercise and in particular on providing case study guidance as to effective practice in the market opportunity creation, marketing and the use of social media in the promotion of a potential business. The

foundations of creating a business based on supplying services and innovative technologies that capture the ever changing and varied context of the support of sport related training, general exercise, health and fitness will be considered.

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

- Display a comprehensive knowledge and understanding of the goals and objectives of a business in the strength and conditioning and personal training fields.
- Display a comprehensive knowledge and understanding of the regulatory laws and requirements affecting small business.
- Critically evaluate the potential of social networks and media in supporting a sport/exercise business.
- Develop a plan for an effective independent business.

Course # BS013: Injuries and Rehabilitation

6 Credit Hours

Course Description

In this course the learner will get to focus on injuries and rehabilitation as they relate to sport and exercise in general. The development of knowledge, skills and competencies with respect to factors associated with injury and injury risk reduction and later stage management of injury rehabilitation is an important focus for the modern S&C coach. The course aims to provide a coach-focused description of the common injuries in sport and the epidemiology of injuries. The factors associated with injury in sport and the incidence, type and severity of injury that occurs will be elucidated. The course also aims to clarify the role of the strength and conditioning specialist in injury management as well as their role within the sport support team in relation to injury preventive and rehabilitation practices.

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

- Recognize the factors associated with injuries in a variety of sports.
- Present a sports specific profile on injuries and make recommendations for screening and training practices.
- Reflect on the role played in injury risk reduction practice within a team support setting.
- Construct a collaborative specific injury focused risk reduction program.

Course # BS014: Research Methods and Data Management

6 Credit Hours

Course Description

This course includes an in-depth description and consideration of the basic skills of research design and prosecution within the quantitative and qualitative research approaches. It will promote the continued use of data provided to the learner and drawn/ recorded/gathering by the learner within their own working environment and used in a formal statistical manner such that the learner becomes confident in recording and then conducting basic statistical analyses within their own coaching environment.

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

- Understand effective research designs and statistical concepts.
- Analyze athlete data using quantitative and qualitative statistics.
- Create a research proposal in relation to an applied S&C project.

Course # BS015: Professional Practice Portfolio

5 Credit Hours

Course Description

Recognizing the experiential learning that occurs within the coaching environment of the learner has been central in introducing this new course at Level 7 to the program. This course will allow the learner to draw from their specific working environment and to compile a record of their activities related to planning, agreeing, implementing and reviewing their coaching practice. This will form a portfolio that will form the basis for self-reflection and will include feedback elements drawn for the participants and colleagues involved within the coaching setting. The portfolio will include an audio-visual presentation which tracks the development process undertaken.

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

- Work collaboratively with colleagues in delivering an effective S&C program.
- Synthesize previous learnings as applied to their coaching practice in their working environment.
- Critically evaluate their work performance within a real-world setting.

Course # BS016: Strength and Conditioning for Special Populations

5 Credit Hours

Course Description

This course aims to evaluate the effectiveness of physical activity initiatives and programs in promoting physical activity and fitness. This course also aims to facilitate the student's previous learning in the application of strength and conditioning principles and methods in formulating and coaching appropriate and progressive programs of strength and conditioning to a variety of special populations.

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

- Display an understanding of the varied programs of physical activity that exist within society and within the health and fitness industry.
- Evaluate the impact and limitations associated with different physical activity and fitness programs.
- Adapt standard strength and conditioning routines to specific special population needs.
- Evaluate the potential limitations of standard strength and conditioning interventions within a given special population.

- Assess the current gaps in the provision of strength and conditioning and exercise to special populations.
- Formulate appropriate models of coaching, training, and long-term planning relevant to the target population.
- Evaluate own learning needs in relation to the management and provision of exercise and development programs to special populations.

Course # BS017: Sport and Exercise Psychology
5 Credit Hours

Course Description

Review of this previous course has resulted in the re-structuring of this course to reflect a more concentrated focus on sport and exercise psychology. Preparing the participant to perform is impacted by many factors and approaches including physical, nutritional and psycho-emotional components. Drawing from the realm of the psychology of sport and exercise the course will assist the learner to evaluate their own needs and that of the athlete within the broader program in planning, delivering and evaluating a sports and exercise psychology support program.

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

- Demonstrate understanding of the theoretical foundation of the psychological processes that influence human performance in athletic settings.
- Identify and apply psychological techniques and strategies to enhance performance in sport and exercise settings.
- Evaluate the needs of clients and plan interventions based on this evaluation.
- Participate in a structured team environment across a range of athlete-player support systems.

Course # BS018: Health and Wellness
6 Credit Hours

The World Health Organization defines health as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity” (www.sportanddev.org, 2020). Within this context the practice of and delivery of programs of S&C is becoming more and more expansive in its reach and remit. Going beyond the practice of prescribing and supervising a physical program of training the S&C specialist is now required to have a well-informed understanding and knowledge of the issues that impact on the ability and capacity to perform in a physical, psychological and emotional manner.

Encouraged by the responses from a number of stakeholders this course is designed to address general well-being through the various components of physical, mental/emotional, social, environmental and intellectual health within the community of participants and support staff. Critical issues in relation to general health and well-being are considered and this moves from an individual perspective to a group community and workplace environment. The course considers the evidence that exists describing the benefits of engaging in healthy lifestyle choices across all these sectors. Further, interventions that are used and seek to promote greater health and wellness related benefits are considered within the remit of the S&C coach and exercise specialist.

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

- Demonstrate a critical understanding and knowledge of the impact and contribution of sport and exercise to the mental health of the individual athlete/client.
- Critically evaluate strategies and techniques used to maintain positive health and wellness for the individual athlete or client.
- Demonstrate an awareness of the effectiveness of interventions for the enhancement of physical and mental health within the wider community.
- Design an evidence-based health and wellness intervention for individuals participating within a sport and exercise environment.

Course # COM101: Introduction to Oral Communication
5 Credit Hours

Course Description

This course provides an introduction to the essentials of the spoken and written message as it relates to the sender and the receiver, the design of the message, and the environment in which the message is delivered. Students gain experience in preparing and delivering both formal and informal talks. The students will be introduced to the fundamentals of communications necessary to achieve success in various social and professional situations. This course can be used as partial fulfilment of the general education requirement.

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

- Understand the role of communication in personal and professional success.
- Develop awareness of appropriate communication strategies.
- Prepare and present messages with a specific intent.
- Analyze a variety of communication acts.

Course # ENG101: English Composition
5 Credit Hours

Course Description

This course provides students with the rhetorical foundations that prepare them for the demands of academic and professional writing. In this course, students will learn and practice the strategies and processes that successful writers employ as they work to accomplish specific purposes. In college, these purposes include comprehension, instruction, entertainment, persuasion, investigation, problem-resolution, evaluation, explanation, and refutation. In addition to preparing students for academic communication, this core-curriculum course prepares students to use writing to realize professional and personal goals.

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

- Communicate effectively in speech and writing and demonstrate proficiency in reading.
- Use critical thinking and problem-solving skills in analyzing information.

- Recognize when information is needed and have the knowledge and skills to locate, and evaluate.
- Use computers to access, analyze or present information, solve problems, and communicate with others.
- Effectively use information for college level work.
- Use computers to access, analyze or present information, solve problems, and communicate with others.

Course # ENG201: College Composition
5 Credit Hours

Course Description

The four literary forms – poetry, drama, the short story, and the novel – are studied. Major emphasis is on teaching students to read critically and to write critical essays based on the analysis of various literary works. Students are encouraged to take ENG 200 prior to taking other 200 –level courses.

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

- Analyze and evaluate the elements of fiction in short stories and in the novel including plot, dynamic character, setting, dramatic irony, situational irony, exposition, foreshadowing, flashback, and theme in critical essays.
- Analyze and evaluate the elements of drama from the modern period as well as ancient Greek tragedy including characterization, theme, resolution, rising and falling action, influence of Greek tragedy on modern theater.
- Analyze, evaluate, and create poetry.

Course # ENV101: Introduction to Environmental Science
5 Credit Hours

Course Description

This course provides a comprehensive overview of environmental science. Environmental Science presents a broad overview of environmental processes and their influence on humans. Emphasis is placed on introducing students to what it means to think critically about what it means to take care of the environment we live in. Topics include Earth systems and the physical interactions among different systems, climate and climate change, soils and food supply, energy systems, surface water and groundwater, waste generation and management, pollution, and catastrophic natural processes.

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

- Explain the basic chemistry and biology behind environmental issues.
- Explain the interactions between humans and other organisms within environmental issues.
- Describe how we can affect environmental issues in the future.

Course # MAT101: College Algebra

5 Credit Hours

Course Description

This course is designed to bridge the gap between high school mathematics and college level mathematics and science courses. While much of the content is a review of high school algebra topics, the emphasis is on application and higher order thinking skills. The topics covered in this class are: equations (linear, quadratic, conic, polynomial, exponential, logarithmic, and rational); graphing (inequalities, equations, functions and relations); calculator use (both scientific and graphing); trigonometric functions and their applications.

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

- Solving linear, quadratic, rational, radical, and absolute value equations and their applications.
- Finding equations of, and graphing, lines and circles and their applications.
- Fundamental concepts of functions, including composition of functions and inverse functions, and their application as mathematical models.
- Fundamental properties of polynomials, the factor and remainder theorems, and the number of real zeros of a polynomial.
- Solving systems of linear equations in two or three variables and applications.
- Solving exponential and logarithmic equations.

Course # MAT201: Introduction to Statistics

5 Credit Hours

Course Description

This course provides a comprehensive overview to statistics and the art of using data to make numerical conjectures about problems. Basic statistical concepts and methods are presented in a manner that emphasizes understanding the principles of data collection and analysis rather than theory. Much of the course will be devoted to discussions of how statistics is commonly used in the real world.

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

- Identify the difference between qualitative and quantitative data, be able to organize the data and present a meaningful overview of the data through the use of frequency distributions, measures of central tendency
- Understand the rules involved in developing outcome probabilities and how to apply the appropriate counting methods in the development of the probabilities of outcomes in an experiment.
- Understand the difference between a discrete probability distribution and a continuous probability distribution.
- Understand linear regression analysis and lines of best fit.

Course # MS001: Advanced Conditioning and Recovery Methods

6 Credit Hours

Course Description

This course is designed to provide a multidimensional and interdisciplinary approach to performance development, thus providing the practitioner with a variety of current tools and approaches to assess and maximize performance in a range of related components and settings. The two main themes of this course are closely linked; any well-planned conditioning or training method can only be successfully applied when planning includes key factors of development and recovery. The course begins with a discussion of key principles and approaches using the methodology of performance development within physical activity. Methods of conditioning are addressed and the management of recovery and peaking for optimal performance is integrated within this discussion. These advanced training strategies and approaches related to advancing performance are considered and evaluated.

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

- Critically evaluate traditional and current conditioning and recovery approaches in sport and physical activity.
- Apply scientific and practical reflection in participant and program evaluation using evidence-based science.
- Design a specific conditioning program informed by the needs of the participant and demands of the sport/activity.

Course # MS002: Coaching and Monitoring Technology
6 Credit Hours

Course Description

This course considers the many and varied approaches to monitoring a performer's lifestyle, workload, performance metrics and crucially the options from coaching and monitoring technologies that are used in doing so. Advanced movement and athletic programs and individual exercise enthusiasts are now embracing, with varying degrees of success, technology-based systems to track adaptations to competition, conditioning, training, and recovery stimuli. The operational principles and the role of technology in this process, as well as key valid procedures of a range of technologies, will be considered and critically assessed.

This course will promote a principle led approach to monitoring and assessing such that the practitioner becomes more critical, effective, efficient, competent, and confident in the use of and application of technology in monitoring his or her athletes/clients/performers.

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

- Assess and critically evaluate the precision, reliability, and effectiveness of a range of sport, exercise and lifestyle related technologies.
- Effectively apply a diverse range of sport and lifestyle technologies in an efficient and meaningful manner in performance monitoring.
- Demonstrate the ability to develop an athlete and program monitoring system within a practical performance setting.

Course # MS003: Data Management and Research Methods
6 Credit Hours

Course Description

A key skill of the advanced practitioner will be the ability to generate independent solutions to the unique challenges they face in their individual training environment, particularly in the modern era of technology and “big data”. Ultimately, they will require the ability to generate their own evidence-based practice that blends external data, their own findings and observations with the unique challenges and confines of their own training environment using evidence-based, and objective science. Subsequently, the capacity for independent investigation will be critical, allowing the generation of context specific solutions to key performance problems and scientific principles of research will be emphasized here. This course will extend the course aim of developing multidisciplinary, independent thinkers, enabling practitioners to generate true evidence-based practice that can be directly applied into their own coaching practices. The student will also develop advanced understanding of Microsoft Excel for data management in the process.

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

- Form compliant strategies in the gathering, storing and management of participant and activity related data.
- Present and interpret data in a meaningful format using current best practice.
- Prepare a research project/proposal based on sound fundamentals of applied research.

Course # MS004: Movement Analysis and Biomedical Aspects
6 Credit Hours

Course Description

This course advances the practitioner’s knowledge, understanding and skill competence in gathering meaningful data that assesses posture and movement quality. This means assessing for symmetry, balance and imbalance within specific patterns that are static, dynamic and sport or exercise-specific related. Using both observation skills and technology-based analysis such as video, 2-D and 3-D movement analysis technology, the practitioner will learn to apply such applications to assist and enhance observational analysis. Such skills will facilitate the practitioner to understand the factors associated with natural age-related reductions in performance and disease-related medical conditions. Injury is often an inevitable consequence of sport, exercise, and movement involvement. The practitioner may or may not be involved in the acute treatment of injury, however, he or she will play a critical role in seeking to reduce the risk of injury onset. In addition, this course will enable students to identify injury risk factors, to design programs of exercise that reduce the risk of injury, and programs that better manage diseased conditions and that facilitate continued involvement in sport, physical movement, and exercise.

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

- Assess and quantify quality of static posture and dynamic movement using evidenced based criteria
- Demonstrate competence in the application of technology for movement analysis
- Critically evaluate factors associated with injury incidence in sport and physical activity
- Devise strategies to reduce injury risk as part of a support team

Course # MS005: Sport and Exercise Nutrition
6 Credit Hours

Course Description

The knowledge and insight gained from this course will allow the practitioner to work closely with sport and exercise nutritionists and other support staff members in ensuring that the performer is appropriately supported in meeting their energetic and nutritional needs. The student will not be expected to be an expert in sports and exercise nutrition following completion of this course. However, the student will have an in-depth understanding of the best practices for ensuring that the performer is well prepared nutritionally and energetically for the demands of his or her physical activity, by understanding the evidence-based demands of sports and performances from an energetic perspective.

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

- Effectively use available technology and software to assess the individual macro- and micro-nutrient requirements of the participant.
- Critically evaluate the energetic demands of training and competition.
- Make nutrition recommendations using best practice methodology to support the energetic demands of the participant's sport or activity.

Course # MS006: Applied Coaching
6 Credit Hours

Course Description

The aim in this course is to advance the understanding and capability of the student to meet the challenges of a changing environment of approaches and methodologies guided by evidence-based practice in sport and exercise performance. Related topics considered in an applied manner include applied coaching science and best practice, motor skills development and long-term athlete development approaches and models. In addition, the key aspects and traits associated with effective coaching practice such as communication and leadership are addressed. The skills that are required to lead a program that is collaborative, team focused and innovative will require sensitive management skills and these are also addressed.

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

- Use an evidence-based approach to devising solutions to complex and challenging issues within a coaching environment.
- Apply evidence based coaching science to participant development

- Critically evaluate appropriate leadership and communication strategies in a range of performance and management situations

Course # MS007: Project
5 Credit Hours

Course Description

The individual project will enable the practitioner to focus on a specific, self-directed research question and to generate an evidence-based solution to this challenge. The project will be selected from a number of industry specific options that best suit the practitioner's current situation or future direction. The practitioner will be challenged with developing an evidence based, objective and robust project drawing from the skills developed throughout the previous courses.

For individuals working within a performance organization, and where the practitioner is sponsored by the organization, the project will take the form of an agreed solutions-based project based on a challenge faced by the organization. Here the project will be agreed between the practitioner, the College, and the employer.

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

- Demonstrate a critical knowledge and understanding of effective enquiry in the strategic development of a performance-based solution.
- Demonstrate the ability to plan and conduct an effective professional enquiry following a systematic approach to an identified problem.
- Effectively present the findings of the enquiry, along with key practical application for future practice.

Course # PSY101: Introduction to Psychology
5 Credit Hours

Course Description

This course is designed for students interested in studying the psychological development of humans in all their sociocultural diversity from conception to death. Students learn major theoretical positions related to growth and change. The course emphasizes the variety of factors that shape similarities and differences in life. Psychology majors wishing to transfer are advised to take this course.

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

- Describe key concepts, principles, and overarching themes in psychology.
- Describe key historical events and figures, definitions, concepts, principles, and overarching themes in psychology.
- Develop a working knowledge of psychology's content domains.
- Demonstrate knowledge of psychology's content domains (e.g., cognition, learning, developmental, biological, socio-cultural) including their major characteristics, theoretical perspectives, and complex behaviors.

- Describe examples of practical applications of psychological principles in everyday life.