

**United States Sports Academy**  
*America's Sports University®*



**Doctor of Education in Sports Management  
(Ed.D.)  
Academic Catalog 2017-2018**

1 September 2017



**“Pair Skating”**  
By Bart Forbes  
1986 Sport Artist of the Year

## About the Cover Photo

“Pair Skating” by Bart Forbes shows the concentration it takes to maintain perfect rhythm with another person while competing at the highest levels. Forbes, who has many pieces on display at the American Sport Art Museum and Archives (ASAMA), was selected as the Academy’s 1986 Sport Artist of the Year. This piece can be purchased from the Academy’s Bookstore by visiting [bookstore.ussa.edu](http://bookstore.ussa.edu).

This year’s cover depicts winter sports in recognition of the XXIII Winter Olympic Games being held in PyeongChang, South Korea, from 9-25 February 2018.

## TABLE OF CONTENTS

1.	GENERAL POLICIES AND INFORMATION .....	1
1.1	Communicating with the Academy .....	1
1.2	Regional Accreditation .....	1
1.3	Alabama State Licensure and Certification .....	1
1.4	Equal Opportunity Statement.....	1
1.5	Military Programs .....	1
1.6	History .....	2
1.7	Mission Statement.....	3
1.8	The Philosophy of the Academy .....	3
1.9	Goals of the Doctor in Education in Sports Management Degree Program .....	4
1.10	Expectations of Students at the Doctoral Degree Level .....	4
1.11	Honor Code for the United States Sports Academy .....	5
1.12	Special Provisions.....	5
1.13	Location .....	5
1.14	Memberships and Affiliations.....	6
1.15	The Robert Block Library .....	7
1.15.1	Library Books .....	7
2.	ACADEMIC CALENDAR .....	8
3.	ADMISSIONS .....	9
3.1	General Admission .....	9
3.1.1	Doctoral Degree Program .....	9
3.1.2	International Student Admission.....	10
3.2	Issuance of a Certificate of Eligibility (Form I-20) .....	11
3.3	International Students-Employment .....	11
3.4	Social Security Number Disclosure .....	11
3.5	Transfer/Credit Acceptance .....	11
3.5.1	Specific Transfer Policies in the Doctoral Program.....	12
3.5.2	Transfer Request Procedures Submitted by Students .....	12
3.6	Admission Status .....	13

3.6.1	Full-Standing Status.....	13
3.6.2	Conditional Admission .....	13
3.6.2.1	Conditional Academic .....	13
3.6.3	Non-Degree Seeking Status .....	14
3.6.4	Transient Student Status .....	14
3.6.5	Concurrent Enrollment .....	14
3.7	Statute of Limitations on Acceptance .....	15
3.8	Standardized Entrance Examinations .....	15
3.8.1	Institutional Testing Codes .....	15
3.8.2	Specific Tests Accepted.....	15
3.9	Alabama and Other State Certification Requirements .....	15
3.10	Post-Doctoral Graduate Work.....	16
3.10.1	Post-Doctoral Completion Procedure .....	16
4.	ACADEMIC AFFAIRS .....	17
4.1	Doctor of Education in Sports Management Degree Program.....	17
4.2	Delivery Options.....	17
4.2.1	Online Delivery.....	17
4.2.2	Residential Study Option.....	17
4.2.3	Directed Individualized Study .....	18
4.3	Affiliated Credit Options .....	18
4.4	Mentorship and Two-Course Option .....	18
4.4.1	Doctoral Degree Mentorship Program.....	18
4.4.2	Two-Course Option .....	18
4.5	Doctoral Dissertation .....	19
4.5.1	Dissertation Proposal .....	19
4.5.2	Final Dissertation Defense.....	19
4.5.3	Dissertation Publication and Distribution.....	20
4.6	Doctoral Degree Core Course Requirements.....	20
4.7	Doctoral Degree Options .....	21
4.8	Areas of Specialization .....	22
4.9	Cognate Courses .....	22
4.10	Elective Courses .....	22
4.11	Doctoral Degree with Emphasis in Sports Medicine .....	23

4.12	Doctoral Degree with Emphasis in Sports Coaching.....	23
4.13	Doctoral Degree with Emphasis in Sports Theory.....	24
4.14	Doctoral Degree with Emphasis in Sports Health & Fitness .....	25
4.15	600-Level Course Descriptions (Master's & Doctoral Students) .....	26
4.16	700-Level Course Descriptions (Doctoral Students Only) .....	28
5.	ACADEMY ONLINE WRITING LAB .....	31
6.	TUITION AND FEES .....	32
7.	FINANCIAL AID .....	33
7.1	Financial Aid Programs for Qualifying Students.....	33
7.1.1	Loans .....	33
7.1.1.1	Federal Stafford Loans.....	33
7.1.1.2	Graduate PLUS Loans .....	33
7.1.1.3	Annual Loan Limits for Stafford Loans.....	34
7.1.2	Distribution of Financial Aid Funds .....	34
7.1.3	In-School Deferments .....	35
7.1.3.1	In-School Deferment for Dissertation.....	35
7.2	Veterans Administration Programs .....	35
7.2.1	Veterans Benefits.....	35
7.2.1.1	Complaint Policy for Students Receiving VA Education Benefits. 36	
7.3	Military Financial Aid Program.....	36
7.4	Definition of Academic Year.....	38
7.5	Satisfactory Academic Progress .....	38
7.5.1	Required Qualitative Measure .....	38
7.5.2	Measurable Quantitative Progress .....	39
7.5.3	Reasonable Length of Time Requirement .....	39
7.5.4	Reinstatement of Financial Aid, Academic Eligibility, and Appeals .....	39
7.6	Return of Title IV Funds.....	39
7.7	Academy Financial Aid Review .....	40
7.8	National Student Clearinghouse .....	41
7.8.1	Loan Program .....	41
8.	REGULATIONS/POLICIES/PROCEDURES.....	42

8.1	Academic Integrity .....	42
8.1.1	Residential Registration-Policies and Procedures .....	42
8.1.1.1	Registration - Residential.....	42
8.1.1.2	Failure to Register - Residential .....	43
8.1.1.3	Payment Information - Residential .....	43
8.1.1.4	Building Security Access - Residential.....	43
8.1.1.5	Student Access Doors - Residential.....	43
8.1.1.6	Change in Schedule: Adding or Dropping - Residential .....	43
8.1.1.7	Withdrawal from the Academy - Residential .....	44
8.1.1.8	Attendance Policy - Residential.....	44
8.1.1.9	Credit Loads - Residential .....	44
8.1.1.10	Transcripts - Residential .....	44
8.2	Academic Probation and Dismissal .....	44
8.2.1	Academic Probation.....	44
8.2.2	Dismissal.....	45
8.3	<i>Academic Update</i> .....	45
8.4	Accounts Receivable from Students .....	45
8.5	Admission to Doctoral Degree Candidacy .....	45
8.6	Advising Program.....	46
8.7	Animals and Pets .....	46
8.8	Application for Graduation.....	46
8.9	Attendance Policy - Distance Learning .....	46
8.10	Auditing Classes .....	46
8.11	Campus Computing and Email .....	47
8.12	Catalog Coverage and Change.....	47
8.13	Change of Address.....	47
8.14	Change of Major .....	48
8.15	Committees – Structure and Function.....	48
8.16	Conferring of Degrees .....	48
8.17	Course Descriptions-Expanded.....	48
8.18	Course/Instructor Evaluation .....	48
8.19	Course Materials Policy.....	49
8.20	Dropping Courses .....	49
8.21	Drug and Alcohol Policy .....	49

8.21.1	Monitoring Student Criminal Activity Off-Campus.....	49
8.21.2	Policies and Programs Concerning Alcohol and Drugs.....	49
8.22	Examinations at the Doctoral Level and Doctoral Portfolio.....	50
8.22.1	Online Proctoring.....	50
8.22.2	Third-Party Testing Center .....	51
8.22.3	Doctoral Portfolio .....	51
8.23	Exit Surveys .....	52
8.24	Facilities .....	52
8.24.1	Recreational Facilities and Activities .....	52
8.25	Food and Drink .....	53
8.26	Full-Time Student.....	53
8.27	Grading Policies and Procedures .....	53
8.28	Grading System - Graduate .....	54
8.29	Grading Rubrics.....	54
8.30	Grade Appeal Procedures .....	54
8.31	Graduation Requirements .....	56
8.31.1	Academic Honors and Awards upon Graduation .....	56
8.31.2	Alumnus of the Year Award.....	57
8.32	Health Services .....	57
8.33	Holds on Student Records.....	57
8.33.1	Academic Holds.....	57
8.33.2	Administrative or Business Holds .....	57
8.34	Insurance Requirements.....	57
8.35	Lost and Found .....	58
8.36	Motor Vehicle Registration/Parking.....	58
8.37	Online Course Structure and Grading.....	58
8.38	Online Student Security .....	58
8.38.1	Password Reset Policy .....	59
8.38.1.1	Automated Password Recovery/Reset .....	59
8.38.1.2	Assisted Password Recovery/Reset .....	59
8.38.1.3	Personal Identification Number (PIN) .....	59
8.39	Photos-Students .....	59
8.39.1	Student Identity Verification-Registration Requirement .....	59
8.39.2	Student Photo Option for Online Course Display.....	59

8.40	Program of Study .....	60
8.41	Re-Enrollment .....	60
8.42	Refund Policy .....	60
	8.42.1 For Complete Withdrawal .....	61
	8.42.2 For Partial Withdrawal.....	61
	8.42.3 For Mentorship Withdrawal.....	61
	8.42.4 Withdrawals for Students Using VA Benefits .....	61
8.43	Release of Information.....	61
	8.43.1 Release of Grades .....	61
	8.43.2 Release of Student Portal Log-in/Password Information.....	62
8.44	Repeat Policy .....	62
8.45	Replacement Diplomas .....	62
8.46	Resident and Non-Resident Faculty.....	62
8.47	Special Student Services .....	62
	8.47.1 Students with Disabilities .....	62
	8.47.1.1 Providing Services for Students with Disabilities.....	62
	8.47.2 International Students .....	64
	8.47.3 Students with Military Obligations.....	64
8.48	Statute of Limitations for Degree Completion.....	65
8.49	Student Conduct.....	65
	8.49.1 Threatening Behavior by Students.....	66
	8.49.1.1 Prohibited Behavior .....	66
	8.49.1.2 Procedures for Mandatory Reporting of Threatening Behavior ....	66
	8.49.1.3 Disciplinary Process .....	67
8.50	Student Mail .....	67
8.51	Student Organizations.....	67
8.52	Student Petitions Not Related to Grades.....	68
8.53	Student Rights .....	69
	8.53.1 Student Rights for Records and Disclosure .....	69
	8.53.2 Student Rights: Complaint Process .....	70
8.54	Title IX/Violence against Women Act (VAWA) Policies and Procedures .....	70
	8.54.1 Non-Discrimination Statement .....	70
	8.54.2 Sexual Misconduct Policy .....	70
	8.54.2.1 Gender/Sexual Discrimination, Misconduct.....	70



8.54.2.2 Dissemination of the Policy and Training .....	70
8.54.2.3 Definitions and Examples of Sexual Misconduct .....	71
8.54.2.4 Sexual Harassment.....	71
8.54.2.4.1 Sexual Assault.....	72
8.54.2.4.2 Sexual Violence .....	72
8.54.2.4.3 Consent .....	72
8.54.2.4.4 Incapacitation.....	72
8.54.2.4.5 Sexual Exploitation.....	73
8.54.2.4.6 Domestic Violence.....	73
8.54.2.4.7 Dating Violence .....	74
8.54.2.4.8 Stalking .....	74
8.54.2.5 Confidentiality .....	75
8.54.2.6 Retaliation.....	76
8.54.2.7 Recordkeeping .....	76
8.54.2.8 Reporting/Filing a Title IX Complaint .....	76
8.54.2.8.1 Gender/Sex.....	76
8.54.2.8.2 Other Complaints .....	77
8.54.2.8.3 Receipt of Complaint .....	77
8.54.2.8.4 Referral to Title IX Investigator .....	78
8.54.2.8.5 Office of Title IX Investigator .....	78
8.54.2.8.6 Notice of Charges and Investigation of Complaint.....	79
8.54.2.8.7 Investigation Findings: Communication.....	80
8.54.2.8.8 Investigation Findings: Acceptance .....	80
8.54.2.8.9 Investigation Findings: Appeal.....	80
8.54.2.8.10 Investigation Findings: Appeal Process.....	81
8.54.2.9 Additional Information for Sexual Misconduct Investigation .....	82
8.54.2.10 Possible Sanctions.....	83
8.54.2.11 Sanction Process: Student.....	84
8.54.2.11.1 Administrative Hearing (Student).....	84
8.54.2.11.2 Student Community Standards Formal Hearing .....	84
8.54.2.11.3 Sanction Appeal Process: Student Only .....	84
8.54.2.12 Special Procedural Provisions for Sexual Misconduct .....	85
8.54.2.13 Complaints to State and Accrediting Bodies .....	86
8.55 Transcripts .....	86

8.56	Weapons Policy .....	86
8.57	Withdrawing from the Academy .....	86
9.	FACULTY .....	87
10.	ADDENDA .....	89
A.	Doctor of Education in Sports Management Program of Study .....	91
B.	Doctor of Education in Sports Management POS for Emphasis Courses .....	92
C.	Doctoral Cognate Course Matrix .....	93
D.	Doctoral Degree Program Recommendation Form .....	94
E.	Family Educational Rights and Privacy Act (FERPA) Recommendation Request Form .....	96
F.	FERPA Release of Records to Third Party .....	97
G.	FERPA Declaration Withhold Release of Directory Information .....	98
H.	Graduate Transfer Credit Evaluation Fee Form.....	100
I.	Cognate Course Preapproval Form.....	101
J.	Doctoral Portfolio .....	102
K.	Doctoral Qualifying Essay Writer's Guide.....	108
L.	Dissertation Proposal Approval .....	114
M.	Dissertation Final Submission Approval Form.....	115
N.	Graduation Checklist for Doctoral Degree Candidates.....	116
O.	Request for Transcript Form .....	117
P.	Change of Catalog Request Form.....	118
Q.	Withdrawal Form.....	119
R.	Student Information Change Form (Personal).....	120
S.	Student Information Change Form (Academic).....	121
T.	Drop/Add Form .....	122
U.	Doctoral Article Critique Rubric .....	123
V.	Doctoral Discussion Rubric .....	124
W.	Doctoral Final Class Paper Rubric.....	126
X.	Doctoral Writing Assignment Rubric .....	129
Y.	Americans with Disabilities Act (Student) and Application.....	130
Z.	Doctoral Dissertation Manual .....	134

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8/17: 45

# **1. GENERAL POLICIES AND INFORMATION**

## **1.1. Communicating with the Academy**

For information concerning a specific program or area of study, address correspondence to the Division of Student Services.

**United States Sports Academy**  
One Academy Drive  
Daphne, Alabama 36526-7055  
Telephone: 251-626-3303  
1-800-223-2668 (Admissions only)  
Fax: 251-625-1035 (Student Services)  
Email: [academy@ussa.edu](mailto:academy@ussa.edu)  
Website: <http://www.ussa.edu>

## **1.2. Regional Accreditation**

The United States Sports Academy, hereinafter called “the Academy,” is regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master’s, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the Academy.

## **1.3. Alabama State Licensure and Certification**

The Academy is exempt from licensure by the State of Alabama Department of Postsecondary Education to grant the Bachelor of Sports Science (B.S.S.), Master of Sports Science (M.S.S.), and Doctor of Education (Ed.D.) degrees.

Students seeking teaching certification should contact their local school district administration and State Department of Education. See the Admissions section of this catalog for more information.

## **1.4. Equal Opportunity Statement**

The United States Sports Academy accepts students regardless of race, religion, gender, age, disability, or national origin.

## **1.5 Military Programs**

The Academy is currently affiliated with the Department of Defense Activity for Non-Traditional Education Support (DANTES) distance-learning program. Members of the Armed Forces who wish to use the Services Tuition Assistance Program to pursue distance-learning opportunities with the Academy may do so. The Academy is a member of the Servicemembers Opportunity Colleges (SOC) and a participant in the Concurrent Admissions Program (ConAP). Service members should visit their Education Centers or Navy campus offices for information about current tuition assistance policy and procedures. The Academy is also an approved educational institution for the Veteran’s Administration and is a participant in the Post 9/11 GI Bill “Yellow Ribbon Program.” The Academy has earned designation as a “Military Friendly” school since 2010.

## 1.6. History

The United States Sports Academy was founded in 1972 in Milwaukee, WI, by Thomas P. Rosandich, Ph.D. He served as President and Chief Executive Officer for the next 43 years before being named President Emeritus by the Academy Board of Trustees in November 2015. Academy alumnus, faculty member and long-time senior administrator Dr. T.J. Rosandich, was named as the institution's second President and Chief Executive Officer. Dr. Thomas P. Rosandich was given the permanent title of "Founding President" upon his retirement in 2017.

When Dr. Thomas P. Rosandich founded the Academy, the ever-increasing needs and demands of sports and society in America indicated a need for an organization to serve as a resource to provide instruction, research, and service to the world of sport. This need was brought into stark relief by two key events at that time. The first of these was the publishing of the landmark Blythe-Mueller Report that demonstrated the correlation between the professional preparation of coaches and the number and severity of injuries to their athletes. In a word, untrained coaches hurt their athletes. Concurrently, the sub-par performance of the 1972 U.S. Olympic Team in Munich highlighted this need for a new approach to the profession. Combined, they became the impetus that launched the formation of the Academy.

From its inception, the Academy has focused on developing sport-specific courses, employing a combination of educational delivery modes. These include traditional on-campus course work, a unique mentorship program, continuing education, and distance learning.

During the Academy's formative years, the National Association of Collegiate Directors of Athletics (NACDA) provided a forum for the exchange of ideas as a means of addressing the void in sports education, particularly in coaching, sports management, and sports medicine (specifically, athletic trainers). This body gave rise to the Academy's first Board of Advisors (currently the Board of Visitors) who continue to this day to advise and evaluate the efforts of the institution in its mission.

Encouraged to go forward, Dr. Rosandich worked with a small group of professionals with expertise relevant to the formation of what has become the United States Sports Academy. Together they developed the initial mission statement, goals, curriculum, and academic program. In addition to Dr. Rosandich, who was experienced in international coaching and administration, this group consisted of Mr. Robert Block, media specialist; Mr. Charles Cape, attorney; Mr. Gerald Hock, accountant; and Dr. George Uhlig, educator. This body became the first Board of Directors, now known as the Board of Trustees.

In 1976, the Academy relocated from Wisconsin and became affiliated with the University of South Alabama. This affiliation continued until the early 80's when the Academy simply outgrew the ability of the university to comfortably accommodate the institution. Also in 1976, the Academy secured its first major international agreement to deliver educational and training programs in the State of Bahrain, a small nation in the Middle East. The Academy developed the Bahrain Sport Institute, which was modeled after the Academy and through which the Academy provided the full-charge development of their national sports effort. The Academy continues to work in the Middle East to this day. In addition to this effort, the Academy worked to develop service programs locally, nationally, and internationally. Since it was founded, the Academy has extended its educational and cultural exchange programs to some 65 nations around the world.

One of the keys to the Academy's ability to deliver its international and distance learning programs is the Academy's National Faculty. This group numbers some 200 distinguished educators from diverse areas of sports, who specialize in one or more of the Academy's areas of concentration: Sports Coaching, Sports Management, Sports Studies, and Sports Fitness Management. These non-resident faculty members are also valuable in the Academy's mentorship program, which provides students with the opportunity to have direct experience with renowned experts in their discipline of study.

The Academy became a candidate for membership in the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in 1981. In 1983, the Academy received accreditation to award the Master of Sports Science degree (Level III), making it the first and only graduate school dedicated solely to studies in sports. The Academy was admitted to candidacy for accreditation to confer the Doctor of Education degree (Level V) in 1991 and received accreditation in 1996 for its doctoral program and approval for its distance learning delivery system. The Academy went through the Substantive Change process one more time when its Bachelor of Sport Science degree program was reviewed and accredited in 2005. Since it was first accredited, the Academy has maintained its accreditation in good standing having gone through the reaffirmation process ever since with its last decennial review in 2008.

Because art has traditionally been a feature of the Olympics in both the ancient and modern games, it was fitting that the Academy also combined sports and art in keeping with this tradition. In 1984, Dr. Rosandich introduced a program entitled, “The Academy’s Awards of Sport: A Tribute to the Artist and the Athlete,” which recognizes outstanding performances and contributions to the world of sports by national and international sports leaders, coaches, administrators, athletes, and artists. This promotional event gained momentum when the Academy purchased a permanent campus in 1986. The artistic lines and beauty of the main building served to inspire the establishment of the American Sport Art Museum and Archives (ASAMA). This division of the Academy is dedicated to preserving sport art and sport art forms for posterity. The archives currently include both printed and electronic sports information, which can be accessed by the Academy’s students and the general public. The art gallery features periodic showings of renowned sports artists.

The Academy provides further service to the sports world through its many publications, both in traditional print and online delivery. *The Academy* is a full-color print publication with a semi-annual circulation of some 10,000. The *Sport Update* and *Alumni Network* are also periodic publications distributed by e-mail to selected constituencies around the globe. Additionally the Academy publishes an online refereed journal entitled *The Sport Journal* which is free to the profession and which has an extensive readership. The Academy posts regularly to a blog entitled the *Sport Digest* featuring current issues and topics in the profession. All of these publications are designed to provide sports administrators and practitioners with current information on a variety of topics of interest in the profession.

### **1.7. Mission Statement**

The United States Sports Academy is an independent, non-profit, accredited, special mission sports university created to serve the nation and the world with programs in instruction, research, and service. The role of the Academy is to prepare men and women for careers in the profession of sports.

### **1.8. The Philosophy of the Academy**

The Academy believes that sports is an industry, as well as an academic discipline. The discipline of sports is based on a discernible set of ethical principles and a distinct body of knowledge. The role of the Academy in higher education is to prepare men and women who are well grounded in the practices and theories of sports, health, and fitness for careers in the sports industry. In addition to a strong theoretical base of knowledge, the Academy also supports the provision of experiential education. Students are encouraged to study with leaders in their areas of interest through mentorships.

The Academy believes in encouraging students who are already professionally employed to pursue higher degrees and advanced training. This is accomplished by providing a flexible approach to course work, incorporating a number of delivery alternatives including distance learning. Much of this can be done online and at home by computer. The Academy also offers continuing education to upgrade the skills of the practitioners in this country and abroad. Finally, the Academy believes that scholarly activity is an essential component of graduate education and it encourages faculty members and students to undertake research.

The Academy has a rich history and strong traditions of excellence. The staff and faculty are looking forward to continuing this history and these traditions and are counting on people such as you to make this vision a reality.

### **1.9. Goals of the Doctor of Education in Sports Management Degree Program**

The specific goals of the doctoral program are derived from the mission of the academy and developed to award a terminal degree in the profession of sports.

1. Develop the knowledge and skills necessary to provide effective leadership in academic or administrative environments
2. Summarize instruction and supervised practice in:
  - a. Assessing existing research in the profession
  - b. Synthesizing theories by integrating current or related knowledge with existing concepts
  - c. Construct and defend original research as part of the professional dissertation
3. Synthesize and evaluate theoretical information and integrate it into practice by:
  - a. Interpreting issues and trends in sports
  - b. Designing innovative programs through effective individual leadership
  - c. Developing knowledge and skills in program administration
  - d. Interpreting issues through self-directed study, critical thinking, and problem solving
4. Value the need to develop a personal philosophy and ethical principles related to sports by:
  - a. Combining the knowledge of the sociological, historical, political, and philosophical aspects of sports
  - b. Generating contributions to the body of knowledge in the sport profession
  - c. Describing how sports impact human behavior
5. Summarize the principles and methods of research in the profession of sports by:
  - a. Designing research questions and comparing them with existing theories
  - b. Evaluating questions critically through analysis of data
  - c. Developing mastery of quantitative and qualitative methodologies utilized in research

### **1.10. Expectations of Students at the Doctoral Degree Level**

The Academy anticipates that students will come from a variety of backgrounds to pursue the doctoral degree. Upon receipt of a doctoral degree, students are expected to assume regional, national, or international positions in the development, delivery, or administration of sport or sport education programs. Those already employed in sport or sport education are expected to have enhanced skills, knowledge, and understanding, which will promote the advancement of sport, sport education, or sports sciences.

There are statements throughout this catalog that create the policy for student rights and responsibilities. These should be read thoroughly by each doctoral student.

### 1.11. Honor Code for the Academy

By enrolling at the Academy, students join a global community of scholars who are committed to the pursuit of excellence in the instructional process. The Academy expects that all students will pursue their studies with integrity and honesty. Those students who choose not to do so are forewarned that academic integrity and honesty are taken seriously at the Academy. Any student caught in academic dishonesty, including but not limited to plagiarism and cheating, will be subject to disciplinary action, which may include dismissal from the program.

### 1.12. Special Provisions

Every effort has been made to include information in this catalog that, at the time of printing, most accurately and pertinently reflects the academic curriculum policies and procedures of the Academy. The provisions of this catalog do not constitute a contract between any student and the Academy.

**Fees, charges, and costs set forth in this catalog are subject to change at any time without prior notice. All courses, programs, and activities described in this catalog are subject to change, cancellation, or termination by the institution at any time.** Academy regulations and degree requirements are subject to revision during the effective period of this catalog to reflect changes in policies, occupational and licensure requirements, or other factors related to the quality of the program. The catalog that will govern a student's enrollment at the Academy will be the one in force on the date of the first enrollment in any course of the institution.

As a private institution, the Academy explicitly reserves the right to judge whether it is in the best interest of the institution that a student be allowed to continue affiliation and may, for reasons deemed sufficient by the Academy itself, discontinue affiliation. By registering, the student concedes to the Academy the right to require withdrawal whenever the Academy deems withdrawal necessary.

### 1.13. Location

The Academy campus is located in Daphne, Alabama, on the beautiful eastern shore of historic Mobile Bay. To reach the Academy, take Exit 35 from U.S. Interstate 10 and travel one mile south on U.S. Highway 98 East. The area enjoys semi-tropical weather most of the year. Average temperatures range from the 50s in January to the 90s in July.

Famous for its boating, fishing and its close proximity to the white sand beaches of the Gulf of Mexico, the area is also well known for the beauty of its architecture and its abundant greenery and flowers.

Metropolitan Mobile has a strong international flavor dating back almost 500 years to when the Spanish, the first European explorers in the area, sailed into Mobile Bay. Since then, five other flags have flown over Mobile in addition to Mobile's own, including those of the French, English, Confederacy, Alabama, and the United States.

Mobile, also called the Port City, has much to offer residents, visitors, and Academy students. It is the home of the Senior Bowl (an all-star college football competition), the Dollar General Bowl, the Mobile BayBears (Anaheim Angels' Double A baseball team), Mardi Gras (a festival of parades and activities prior to Lent), America's Distinguished Young Women pageant, and numerous cultural and recreational activities. This is a great place in which to live and learn.

### **1.14. Memberships and Affiliations**

Listed below are some of the organizations in which the Academy, its faculty and/or staff are represented by affiliations or memberships as of the publication date of this catalog.

Alabama Association of Independent Colleges and Universities (AAICU)  
Alabama Association of International Educators (AAIE)  
Alabama Association of Student Financial Aid Administrators (AASFAA)  
Alabama Council of Graduate Deans (ACGD)  
Alabama Recreation and Parks Association (ARPA)  
American Association of Collegiate Registrars and Admissions Officers (AACRAO)  
American Baseball Coaches Association (ABCA)  
American College of Sports Medicine (ACSM)  
American Library Association (ALA)  
Association for the Advancement of Applied Sports Psychology (AAASP)  
Association of American International Colleges and Universities (AAC&U)  
Business Council of Alabama  
Colleges & Universities Professional Association for Human Resources (CUPA-HR)  
Conference of Southern Graduate Schools (CSGS)  
Council for the Advancement and Support of Education (CASE)  
Council on Higher Education Accreditation (CHEA)  
Defense Activity for Non-Traditional Education Support (DANTES)  
Department of Veterans Affairs Yellow Ribbon Program  
Eastern Shore Chamber of Commerce  
European College of Sport Science  
International Council for Health, Physical Education, Recreation, Sport and Dance (ICHPER-SD)  
International Council of Sports Science & Physical Education (ICSSPE)  
International Sports Heritage Association (ISHA)  
International Society of Sports Nutrition (ISSN)  
National Association for Sport & Physical Education (NASPE)  
National Association of Academic Advisors for Athletics (N4A)  
National Association of Collegiate Directors of Athletics (NACDA)  
National Association of Independent Colleges and Universities (NAICU)  
National Council for State Authorization Reciprocity Agreement (NC-SARA)  
National Council on Accreditation of Coaching Education (NCACE)  
National Federation of State High School Associations (NFHS)  
National Recreation and Parks Association)  
National Soccer Coaches Association of America (NSCAA)  
National Society for Human Resource Managers (SHRM)  
National Strength and Conditioning Association (NSCA)  
National Student Clearinghouse  
National Wrestling Coaches Association (NWCA)  
Network of Alabama Academic Libraries (NAAL)  
North American Society for Sport Management (NASSM)  
Online Computer Library Center (OCLC)  
Positive Coaching Alliance (PCA)  
Society of Health & Physical Educators (SHAPE America)  
Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)  
Southern Association of Student Financial Aid Administrators (SASFAA)  
Southern Regional Education Board (SREB)  
Study Alabama: A Consortium for Global Engagement and Economic Development (SA/CGEED)



United States Distance Learning Association (USDLA)  
U.S. Track and Field and Cross Country Coaches Association (USTFCCCA)  
USA Archery (USAA)  
Visit Mobile  
World Leisure Organization

### **1.15. The Robert Block Library**

The Academy's Robert Block Library supports the mission of the Academy by ensuring that faculty and students have access to superior academic and sports-specific learning resources and services. The Academy Library, available to students on and off campus, holds over 9,000 monographs, 650 audiovisual materials, and 3,033 microforms. The Academy is a member of the Online Computer Library Center (OCLC) with access to 16,737 libraries in 170 countries, representing over 1.5 billion records. The Academy is also a member of the Network of Alabama Academic Libraries (NAAL) which was founded to promote resource sharing among Alabama academic libraries.

The Academy Library also participates in 24/7 Librarian, a world-wide network of librarians that provides students access to a librarian 24 hours a day, seven days a week.

Through the Online Public Access Catalog (OPAC), students can access Library holdings via the Internet. In addition, the virtual Library consists of major databases: Gale, EBSCO, and ProQuest. Library resources are also accessible through the Canvas Learning Management System. Students needing assistance may contact Library staff by phone or by email at [library@ussa.edu](mailto:library@ussa.edu).

#### **1.15.1. Library Books**

Students may borrow books from the Academy Library by emailing [library@ussa.edu](mailto:library@ussa.edu). Students will be billed postage fees. If a book is not returned, the student will be billed the full cost of the book. If payment is not made, a hold will be placed on the student's records. The misuse of library materials by writing on pages, tearing out pages, or taking materials is strictly forbidden.

## 2. ACADEMIC CALENDAR - Doctoral

<b>2017</b>	<b>FALL</b>
1 September	First Day to Register for Fall Semester Online Classes
4 September	Labor Day Holiday
5 September	Residential Orientation
8 September	Residential Classes Begin
23-24 November	Thanksgiving Holiday
21 December	Last Day to Withdraw from Residential Course with Grade of "W"
21 December	Residential Courses End
25 December	Christmas Holiday
29 December	Last Day to Register for Fall Semester Online Classes
<b>2018</b>	<b>SPRING</b>
1 January	First Day to Register for Spring Semester Online Classes
2 January	Residential Orientation
9 January	Residential Classes Begin
15 January	Martin Luther King Holiday
13 February	Mardi Gras Holiday
24 April	Last Day to Withdraw from Residential Course with Grade of "W"
24 April	Residential Courses End
30 April	Last Day to Register for Spring Semester Online Classes
<b>2018</b>	<b>SUMMER</b>
1 May	First Day to Register for Summer Semester Online Classes
1 May	Residential Orientation
8 May	Residential Courses Begin
28 May	Memorial Day Holiday
21-22 June	Master's Comprehensive Examination
4 July	American Independence Day Holiday
23 August	Last Day to Withdraw from Residential Course with Grade of "W"
23 August	Residential Courses End
31 August	Last Day to Register for Summer Semester Online Classes

### 3. ADMISSIONS

All inquiries and applications should be sent to the United States Sports Academy Student Services office. Applications for admission to the doctoral program are accepted on an ongoing basis. Online students may start course work at any time following acceptance. Registration for online students is done through the Academy's website through the Student Portal.

The doctoral degree is offered online, but at the Academy's discretion, a residential cohort can be accepted. Orientation and registration are held on campus for all resident students. All fees and tuition are due at the time of registration for both online and resident students.

#### 3.1. General Admission

All Academy students, regardless of status, who have not been enrolled in a degree credit-bearing course or activity for one calendar year or longer, are required to follow the Re-Enrollment Procedures (or Re-Admittance Procedures) as stated in Section 8 of this catalog.

##### 3.1.1. Doctoral Degree Program

An applicant interested in pursuing a Doctor of Education in Sport Management degree may be accepted from a variety of backgrounds. For full-standing admission to the doctoral program, an applicant must hold (or be a candidate for) a master's degree or higher from a regionally accredited institution. Approval of an application from a student currently enrolled in a master's program is conditional upon the successful completion of a degree prior to commencement of study at the Academy. A student who has graduated from a recognized, non-accredited institution may apply for the doctoral degree program only as a conditional student.

An applicant to the doctoral degree program is required to submit the following to the Division of Student Services:

1. A completed Application for Doctoral Degree Study. The application fee must be submitted with the application. This fee is non-refundable.
2. An official transcript. Full disclosure of all institutions attended and official transcripts from each institution is mandatory. Failure to do so may delay the application process and/or disqualify a student from admission. Official transcripts may be sent electronically by the registrar using a secured electronic submission system (e.g., Parchment, Clearinghouse, E-Script). Send secure electronic transcripts to: [admissions@ussa.edu](mailto:admissions@ussa.edu). Official transcripts on paper should be sent in a sealed envelope to the Student Services Admissions Office.
3. Three recommendation forms and FERPA release forms (forms are available on the Academy website, [www.ussa.edu/admissions/requirements/doctoral](http://www.ussa.edu/admissions/requirements/doctoral)).
4. A qualifying essay in narrative form (see Addenda or the Academy's website at [www.ussa.edu/admissions/requirements/doctoral](http://www.ussa.edu/admissions/requirements/doctoral)). This essay must be well organized and neatly typed. It will be used to judge the student's ability to write at a level appropriate to doctoral work and must include the following:
  - A brief biographical sketch
  - An explanation of why the student wants to enter the Academy's doctoral degree program and what the applicant expects to learn with respect to earning a doctoral degree
  - Planned area of research for student's dissertation

In addition, the essay must be written in accordance with guidelines set forth in the most recent edition of the *Publication Manual of the American Psychological Association*. Personal interviews are encouraged but are not required.

Qualifying essays are generally five-seven (5-7) pages in length. The essay should be saved as a “.doc” file and sent to [admissions@ussa.edu](mailto:admissions@ussa.edu). The essay will become a part of the student’s Learning Portfolio. (See Addenda for complete Portfolio requirements.)

5. Resident students must purchase health insurance through the Academy.

### **3.1.2. International Student Admission**

In addition to the applicable domestic requirements, an international applicant seeking full-standing admission to the graduate program must provide the following to the Student Services office within one year from the date of submission of the application and fees:

1. A completed Application for Doctoral Degree Study (International). The application fee must be submitted with the application. The fee is non-refundable.
2. An official, certified copy (English translation) of all college transcripts. Full disclosure of all institutions attended, and official copies of transcripts from each institution, is mandatory. Failure to do so may delay the application process and/or disqualify a student for admission. All official transcripts are to be sent from the student’s previous institution’s Registrar’s office in sealed envelopes.

Students who have obtained previous graduate education in a country other than the U.S. or Canada must have certified English translations of foreign school transcripts reviewed by a member of the National Association of Credential Evaluation Services ([www.naces.org/members](http://www.naces.org/members)) in a course-by-course evaluation. Transcripts must demonstrate that a student has attained a minimum of the equivalent of a graduate degree from an accredited institution in order to be admitted to the doctoral program. Once an international student has been officially admitted, the Academy expressly reserves the right to mandate English as a second language (ESL) instruction until reasonable mastery of the English language has been attained

3. Three recommendation forms and three FERPA release forms, which can be found on the Academy’s website at [www.ussa.edu/admissions/requirements/doctoral](http://www.ussa.edu/admissions/requirements/doctoral).
4. A satisfactory score on the Test of English as a Foreign Language (TOEFL) in an Internet-based format (minimum 79), or paper-based format (minimum 550), or a satisfactory score on the International English Language Testing System (IELTS) in the academic module (minimum overall band score of 6).

One of these examinations is required of non-native-English-speaking applicants regardless of previous training in the English language (Note: Applicants whose native language is English or students who have a degree from an institution whose primary language of instruction is English are not required to take the TOEFL or IELTS.).

5. A Certificate of Eligibility (Form I-20) must be obtained if the international student plans to study in the United States.

6. A copy of a valid passport and visa (resident students only).
7. Statement of Available Funds (see *Issuance of a Certificate of Eligibility*).

### **3.2. Issuance of a Certificate of Eligibility (Form I-20)**

While an international student can complete the entire degree online, without having to travel to the United States, those students seeking residential study must submit the following to Student Services for issuance of a Certificate of Eligibility (Form I-20), which is issued to accepted degree-seeking students only:

1. Documentary evidence, in the form of a letter from a bank, a sponsoring government agency, a sponsoring company, or acceptable third-party source, stating the amount of financial resources available and/or the amount guaranteed to be provided for transportation and normal living expenses for the period of time to be spent in the United States.
2. Payment of the \$200 SEVIS fee for non-immigrant students and visitor exchange. Visit [www.fmjfee.com](http://www.fmjfee.com) for information. The SEVIS fee is a U.S. government assessment to defray the cost of a background check for entry into the United States.
3. International students who intend to pursue degrees entirely by distance learning may pay tuition on a course-by course basis. In this instance, the financial capability documentation will not be required.

The Certificate of Eligibility (Form I-20) is issued for a 36-month period for doctoral students. International students who have been enrolled on a full-time basis with a satisfactory grade point average for a period of one year will be eligible to have their I-20 forms renewed for a subsequent 12-month period. International students studying in their own countries do not need to apply for an I-20.

### **3.3. International Students-Employment**

International students at the United States Sports Academy who are on an F-1 visa are not allowed to work off campus. In some circumstances, international students may work on the campus but these situations are rare. There are also exceptions for students when they are approved to perform optional practical training (OPT). A student must perform OPT in an area directly related to his/her major area of study.

Additional information is covered during Student Orientation and can be provided by speaking with the Designated School Official (DSO) located in the Division of Student Services.

### **3.4. Social Security Number Disclosure**

Social Security Numbers (SSN) are required at the time of application. The SSN will not be used as the student's ID number but will be provided to governmental or regulatory entities that require SSNs. The privacy and confidentiality of student records are protected by federal and state law. The Academy will not disclose a SSN without a student's consent for any other purpose except as allowed by law.

### **3.5. Transfer/Credit Acceptance**

Any applicant to one of the Academy's degree programs is eligible to transfer equivalent degree level courses from other colleges or universities. The maximum number of transfer credit allowed in the doctoral degree program is 24 credit hours. All such requests are subject to review and approval as follows:

**3.5.1. Specific Transfer Policies in the Doctoral Degree Program**

All requests for transfer credit must follow this procedure:

1. Course work transferred or accepted for credit toward graduate degree must represent graduate course work relevant to the degree, with course content and level of instruction in student competencies at least equivalent to those of students enrolled in the Academy's own graduate degree program.
2. In assessing and documenting "equivalent" learning, the Academy uses guidelines prepared by the American Council on Education (ACE) and the American Association of Collegiate Registrars and Admission Officers (AACRAO). If transfer courses are not substantially equivalent to courses in the specific degree program of the Academy, transfer credit will not be approved.
3. It is the policy of the Academy to accept transfer courses based on the requirements of various regulatory and licensure authorities to which the Academy must be responsive.
4. The Academy accepts courses from all accredited institutions that are equivalent to courses in the Academy's curriculum.
5. The Academy accepts courses from all nationally-accredited institutions as recognized by the Department of Education that are equivalent to courses in the Academy's curriculum.
6. The Academy will accept courses from international institutions that are equivalent to courses in the Academy's curriculum provided that the institution is approved by a foreign nation's Ministry of Education (where that approval process is comparable to accreditation in the United States).
7. The Academy will accept transfer credits from a credential-evaluation service that is a member of the National Association of Credential Evaluation Services, provided the courses are equivalent to courses found in the Academy's curriculum.
8. The Academy may accept transfer credits from non-accredited institutions provided they are equivalent to courses found in the Academy's curriculum. All such transfer credits must be reviewed on a case-by-case basis.
9. The Academy will not accept transfer courses unless the earned grade is a "B" or better.
10. Under no circumstances may courses be used to fulfill degree requirement for more than one degree. For example, if the student has already received a doctoral degree from another institution, those courses for which credit was received for the degree cannot be applied to the Ed.D. degree.
11. If transfer credit is accepted for an Academy course, which has a required portfolio assignment, the student must complete that portfolio assignment.
12. The Academy will not consider or evaluate transfer course requests until the student has applied to and been accepted by the Academy.

**3.5.2. Transfer Request Procedures Submitted by Students**

1. A non-refundable \$50 fee will be charged for each Graduate Credit Transfer Evaluation form submitted. The evaluation form can be found on the Academy's website: [www.ussa.edu/current-students/forms-applications](http://www.ussa.edu/current-students/forms-applications).

2. The following documentation must be submitted: the official transcript(s) showing the grade earned, a catalog description of the course, and a copy of the syllabus outlining learning objectives and course content. In addition, the applicant should specify which of the Academy's courses the transfer courses might be able to replace on the Graduate Credit Transfer Evaluation Form.
3. In the case of international students, the official transcript(s) in English or a verified translation into English from a foreign language. In the case of the alternate for international courses, a certified transcript evaluation from a member of the National Association of Credential Evaluation Services is required.

### **3.6. Admission Status**

Applicants to the Academy are admitted to the doctoral degree program in one of the following categories:

#### **3.6.1. Full Standing Status**

An applicant meeting all admission requirements is granted admission in full standing.

#### **3.6.2. Conditional Admission**

A conditionally admitted student is one who has not met all admission requirements and must comply with all admission requirements within the first 18 semester hours of enrollment or get permission from the Chief Academic Officer for an extension of one semester. A conditionally admitted student, while so classified, cannot register for mentorship credits. A conditionally admitted student, while so classified, has no right to petition the Academic Committee.

A conditionally admitted student can be granted full-standing by completing and submitting any missing materials or by successful completion of 18 semester hours with a cumulative grade point average of 3.0 or better. Such a student must have all required admission documents on file. Courses taken by a student with conditional status will automatically apply toward that student's degree once he or she is granted admission in full standing.

##### **3.6.2.1. Conditional Academic**

Conditional Academic admission is offered to students who do not meet one or more of the requirements for full admission. A student may be admitted conditionally as follows:

1. A student with a master's degree from a regionally accredited institution who has not met the required academic standard;
2. A student with a master's degree from a nationally accredited institution who has a GPA of 3.0 or higher may be admitted conditionally provided he or she satisfies full-admission criteria within the first 18 semester hours of matriculation at the Academy while maintaining a 3.0 or higher GPA;
3. A student with a master's degree from a non-accredited institution who has a GPA of 3.0 or higher may be admitted conditionally provided he or she completes the full-admissions criteria within the first 18 semester hours of matriculation at the Academy while maintaining a 3.0 or higher GPA;
4. International students who have completed a master's degree at a foreign institution approved by a foreign nation's ministry of education, where the approval process is similar to the accreditation process in the United States, may be admitted conditionally provided they complete the full-

admission requirements within the first 18 semester hours of matriculation at the Academy while maintaining a 3.0 or higher GPA; and

5. International students who have completed master's degrees or the equivalent at foreign institutions as evaluated and certified by a member of the National Association of Credential Evaluation Services may be conditionally admitted provided they meet the full-admission requirements within the first 18 semester hours of matriculation at the Academy while maintaining a 3.0 or higher GPA.

### **3.6.3. Non-Degree Seeking Status**

A non-degree seeking student is an applicant who has successfully enrolled and holds the appropriate prerequisite degree but has not applied for admission to the doctoral degree program. If a non-degree-seeking student fails to enroll within any six-month period, he or she must reapply to the program. Financial aid is not available to non-degree-seeking students. Conditions for enrollment include:

1. A completed Application for Doctoral Degree Study. The application fee must be submitted with the application. This fee is non-refundable.
2. An official transcript showing a conferred master's, or doctoral degree from a regionally accredited institution. (Note: Academy transcripts will not be available to students without the completed application and official transcript requirements); and
3. If a non-degree seeking student applies to become a degree-seeking student, all deferred fees associated with regular admission to the Academy will become due and payable at the time status is changed and all required admissions documents must be submitted.

### **3.6.4. Transient Student Status**

Transient Student Status is a special category given to a student who wishes to attend an institution other than the home institution on a temporary basis. The following conditions apply:

1. The student must adhere to the home institution's policy for transient student status. This policy must be consistent with the policies of the statewide Articulation and General Studies Program.
2. The student must present written evidence of advisement from the home institution that identifies the recommended courses the student is advised to take while on transient status. In the advisement process, in order to facilitate articulation of credit, these courses should be approved for transfer back to the home institution.

### **3.6.5. Concurrent Enrollment**

A special category given to a student enrolled at two institutions simultaneously. The following conditions apply:

1. The student must declare a home institution.
2. The student must adhere to the home institution's policy on concurrent enrollment status.
3. The home institution's policy must be consistent with the policies of the statewide Articulation and General Studies Program.



### **3.7. Statute of Limitations on Acceptance**

Once accepted, a prospective student has one year from the date of acceptance to enroll in the doctoral degree program. A student failing to enroll within the time limit is required to reapply for admission. The Academy reserves the right to request any or all of the required admission materials and fees for readmission. **The year of a student's catalog is based on the first term in which the student enrolls in a course; it is not based on the date of acceptance.**

### **3.8. Standardized Entrance Examinations**

#### **3.8.1. Institutional Testing Codes**

The Educational Testing Service (ETS) has assigned the Academy an institutional code of **1885** for the Test of English as a Foreign Language (TOEFL). The Psychological Corporation has assigned the Academy the institutional code number **1016** for the Miller Analogies Test (MAT). Examinees who wish to have official scores reported to the Academy should use these numbers. It should be noted that the testing agencies will not send score reports from tests, which were taken more than five years ago.

#### **3.8.2. Specific Tests Accepted**

The following testing facilities and services may be of help to students who seek admission to the graduate program at the Academy:

##### **IELTS (International English Language Testing System—international students)**

[www.ielts.org](http://www.ielts.org)

Score Required = 6 (Academic Module) School code: 1885

##### **TOEFL (Test of English as a Foreign Language -international students)**

[www.toefl.org](http://www.toefl.org)

Score Required = 550 (paper-based) or 79 (Internet-based). School code: 1885

##### **ETS (Educational Testing Services)**

(609) 771-7630 [www.ets.org](http://www.ets.org)

##### **CCTC (Consortium of College Testing Centers)**

[www.ncta-testing.org/cctc/](http://www.ncta-testing.org/cctc/)

### **3.9. Alabama and Other State Certification Requirements**

Doctoral students planning to be certified as teachers in the state of Alabama or another state must contact the respective state department of education for current requirements and to determine if the state recognizes degrees earned by online or distance learning education. It is each student's responsibility to check on these requirements.

Alabama applicants for teaching certifications will be required to obtain background clearance through a fingerprint review conducted by the Alabama State Bureau of Investigation (ASBI) and the Federal Bureau of Investigation (FBI) if they have not completed a background check since July 1, 1999 as required by the Alabama Child Protection Act of 1999.

An individual who obtains background clearance for the issuance of an Alabama teaching certificate and allows that certification to lapse more than 90 days will be required to obtain another background clearance

for the issuance of a certificate. Alabama applicants must meet the teacher certificate requirements in effect on the date the application is received in the Teacher Education and Certification Office. See the Alabama State Department of Education website, [www.alsde.edu](http://www.alsde.edu) for more information.

### **3.10. Post-Doctoral Graduate Work**

The Academy provides a program in which students who have already graduated with an Academy conferred doctoral degree may take more courses from the Academy concentrating in a specified area. The following conditions apply:

1. A student's degree must have been conferred within the five years preceding application to the new program;
2. Students must apply and pay the application fee for the new program;
3. The Academic Committee will review all applications and make recommendations to the Chief Academic Officer as to admissions status;
4. Students will follow the requirements for the program of study as they are specified in the academic catalog in effect at the time of application;
5. Students must complete all requirements for the new area of specialization or emphasis (to include a mentorship, if required by the major);
6. Students will have three years from the date of application to complete all academic requirements;
7. All fees and tuition charges will be those in effect on the date of registration;
8. Students who have successfully met all of the Portfolio requirements will not be required to post new submissions from post-graduate courses taken.

#### **3.10.1 Post-Doctoral Completion Procedure**

After all coursework associated with Post-Doctoral graduate work has been successfully completed, the student may complete the Application for Graduation (found in My Student Portal) and pay the graduation fee. After the application has been processed, the student may request a copy of his/her official transcript to reflect the Post-Doctoral work by submitting a Request for Transcript form, also found in My Student Portal.

The transcript will show the original degree conferred with the addition of the Specialization or Emphasis area. This additional graduate work does not result in another diploma being issued.

## **4. ACADEMIC AFFAIRS**

### **4.1. Doctor of Education in Sports Management Degree Program**

The Academy's Doctor of Education in Sports Management (Ed.D.) degree is a 66-semester hour program beyond the master's degree. The doctoral degree is designed to prepare students to perform with a high degree of proficiency in the sports industry, including sports education. There are three areas of specialization: Human Resource Management, Leadership, and Marketing. There are four emphasis areas: Sports Coaching, Sports Health & Fitness, Sports Theory, and, for those already licensed or certified in the area, Sports Medicine.

The curriculum is designed to enable students who are recent master's degree graduates, working professionals, sports enthusiasts, athletic administrators, and sports educators to achieve personal, educational, and professional objectives in a sport-specific environment.

As part of the curriculum, each student will take a practical, field-based component called a Mentorship. The Mentorship requires each student to engage in hands-on, sports-related activities in the industry.

### **4.2. Delivery Options**

#### **4.2.1 Online Delivery**

The Academy's doctoral degree is delivered online in an asynchronous, computer-mediated environment. This means that the professor and student do not have to be in simultaneous contact for learning to take place or assignments to be completed.

Upon acceptance, Academy students will receive a Central Login ID and password to access online courses, the student portal, and to provide access to learning support services such as the Academy's online writing laboratory (ACCESS), the Library, and Academy domain email. Students will automatically receive the required learning materials for each course.

Every doctoral course includes written assignments, required participation in threaded discussions, and, depending upon the course, a final examination OR a final class paper. There are specific time limits, 16 weeks (plus extensions, if needed) for completing online courses. The 16-week period allowed includes one week built into the course schedule for shipping and handling of materials. Students are allowed 17 weeks in which to complete their first core course, SAB 661 Contemporary Issues in Sports, as an orientation module has been built into the course. Students who are active-duty military personnel are allowed 18 weeks (16 weeks plus an automatic two week extension) to complete their online course work.

Reference materials are available through the Academy Library and its extensive database system. The Library can be accessed through the Academy website or the LMS.

#### **4.2.2. Residential Study Option**

While the doctoral degree is offered entirely online, a residential cohort may be accepted at the Academy's discretion. Attendance at the regularly scheduled orientation is mandatory for all new and returning residential students. Students should check the Academy's website or the Division of Student Services for the schedule of residential course offerings.

#### **4.2.3. Directed Individualized Study**

Individualized study is directed by a qualified graduate faculty member in a specific interest area. It is designed to provide flexible alternatives, and it is personalized to the individual student. This course may involve scholarly research, data collection and reporting, preparation of educational materials, or the design and application of policy and programs. It requires the permission of the Chief Academic Officer prior to registration.

#### **4.3. Affiliated Credit Options**

The Academy is a member of the Southern Regional Education Board's (SREB) Electronic Campus. The SREB consists of colleges and universities in 16 Southern states. It offers more than 1,250 courses and 60 degree programs through the SREB web portal. The Academy was among one of the first independent colleges and universities in Alabama selected for participation in the SREB consortium. Academy courses offered through the SREB Electronic Campus can be found at <http://www.electroniccampus.org/>.

#### **4.4. Mentorship and Two-Course Option**

At the doctoral level, the student is required to complete a practical "learning by doing" experience called a mentorship.

##### **4.4.1. Doctoral Degree Mentorship Program**

The Academy's mentorship program enables a student to get in-depth training under the direct supervision of a leader in the student's chosen field. Mentorship study can provide many opportunities for valuable practical experiences, since the student can select, within established guidelines, both the site and the type of experience desired. The flexibility of mentorship study is particularly important for the professional who seeks career advancement but prefers to remain employed while pursuing a degree.

Experiencing a mentorship is an excellent opportunity to work side-by-side with experts in the sports profession. The mentorship could provide a student an opportunity to build a network with professionals in the industry. Students should attempt to procure a mentorship in their local areas. Students are advised to contact the mentorship office to discuss possible mentorship ideas prior to initiating the necessary paperwork.

The mentorship is required in the doctoral program, however due to authorization laws in certain states, some students may not be allowed to complete a mentorship. Those students must contact their academic advisor for details. For full details regarding the mentorship program, students should download the mentorship handbook from the student portal.

##### **4.4.2. Two-Course Option**

Students, with significant sports-related experience, may request permission to opt out of the mentorship by taking two additional, approved courses in lieu of the mentorship. Students wishing to exercise this option must petition the Academic Committee for approval. This option is primarily for those students who have amassed significant experience over a career, justifying substitution of course work for the mentorship, or for those students in extenuating circumstances where no opportunity exists to pursue a mentorship, such as military deployment.

#### **4.5. Doctoral Dissertation**

The dissertation is an original piece of research completed by the candidate on a topic related to the candidate's area of specialization in Sports Management or in management within Sports Coaching, Sports Health & Fitness, Sports Medicine, or Sports Theory. An acceptable dissertation topic will be related to a documented problem or issue. Guidelines for formatting the doctoral dissertation are contained in the most current edition of the *Publication Manual of the American Psychological Association*. In addition, students are encouraged to use the Academy's *Doctoral Dissertation Manual*, which can be found in the Addenda to this catalog.

The dissertation is the culminating experience of the candidate's doctoral degree program. It can be started only after all coursework, the Mentorship, and the Doctoral Portfolio have been successfully completed. At this point, the student gains "Candidate" status. The dissertation process includes the presentation of the dissertation proposal and the final dissertation defense.

To be eligible for the Doctor of Education in Sports Management or the Doctor of Education in Sports Management with an emphasis in Sports Coaching, Sports Health & Fitness, Sports Medicine, or Sports Theory degree, a candidate must complete 12 semester hours of dissertation credit. Before registering for the dissertation credit, the candidate must select and consult with his/her dissertation chairperson as to the time to be devoted to dissertation work.

The dissertation chairperson must be a member of the Academy's resident faculty or an appropriately credentialed member of the graduate non-resident faculty, approved by the Chief Academic Officer. The candidate must select two additional faculty members to serve on the dissertation committee. The candidate has the option of selecting a committee member from Academy or non-Academy faculty members, provided the non-Academy faculty member has held graduate faculty rank at an accredited institution. In the event that the candidate selects either a non-resident Academy faculty member or non-Academy faculty member for membership on the committee, these persons must possess a terminal degree in the profession and be approved by the Chief Academic Officer.

##### **4.5.1. Dissertation Proposal**

The purpose of the proposal is to provide written evidence that the candidate has a clear understanding of the topic proposed for research. The candidate is responsible for the identification and development of a research topic that must be acceptable to the dissertation committee. The topic should:

1. Investigate an issue in the field of Sports Management or the management of Sports Coaching, Sports Health & Fitness, Sports Medicine, or Sports Theory;
2. Be a researchable project, in that a problem can be identified through a body of existing scholarly literature relevant to the topic. The problem is to be addressed by utilizing one of the types of research commonly recognized as appropriate; and
3. Possess the potential to incorporate a research methodology that is acceptable for a dissertation in Sports Management.

##### **4.5.2. Final Dissertation Defense**

The candidate must schedule the oral defense of the dissertation, in coordination with the dissertation chair, in accordance with the following:

1. The manuscript must be distributed in final form to all members of the committee no later than 30 days prior to the scheduled defense.

2. The candidate must apply for and reserve a scheduled time for the proposal defense and final defense. This can be done by contacting the dissertation chair.
3. An oral defense may be conducted on the Academy campus or the candidate may conduct the defense via web or video conferencing. In this event, the candidate will make all arrangements and bear all expenses for the video conference and will be responsible for ensuring all presentation materials used in the proposal defense or final defense (such as props, PowerPoint presentations, or web page URLs) are distributed to all individuals off-campus involved in the defense.
4. Approval of the completed dissertation is made by the candidate's committee and is subject to review and final approval by the Chief Academic Officer or his or her designee (see Addenda section for form.) Both committee and CAO approvals are prerequisites to the awarding of the degree.
5. All dissertation hours are graded as Pass or Fail. On the dissertation chairperson's final approval of any committee-mandated rewrites or edits, the candidate is awarded 12 semester hours of project credit "Pass." Failure to have the dissertation approved by the dissertation chairperson and the Chief Academic Officer may lead to a grade of "Fail" for the registered 12 semester-hours.
6. After final approval of the dissertation is secured, the candidate is required to provide four copies of the dissertation on cotton bond paper. The four copies will be sent to ProQuest/UMI for professional binding and microfilming. The copies are to be distributed as follows: two copies to the Academy Library, one copy to the dissertation chairperson, and one copy to the candidate.

Failure of the candidate to comply with any of these requirements may result in the dissertation being assigned a failing grade and the doctoral degree not awarded.

For an in-depth review of the entire dissertation process, the student should refer to the *Doctoral Dissertation Manual* that may be found online and in the Addenda of this catalog.

#### **4.5.3. Dissertation Publication and Distribution**

Copies of the approved dissertation, including the abstract, will be submitted to ProQuest/UMI, which will publish the abstract; the dissertation will be microfilmed. The candidate is charged a fee for this process. (See the Tuition & Fee schedule in this catalog.) If the candidate desires ProQuest/UMI to register a copyright, an additional fee must be paid. Publication of the dissertation in part or in whole is encouraged.

#### **4.6. Doctoral Degree Core Course Requirements**

Although the doctoral degree represents the attainment of independent and comprehensive scholarship in the field of sports, as opposed to the earning of a specific amount of credit, the Academy requires the doctoral degree student to complete 66 semester hours of work beyond the master's degree. Included in the 66 semester hours are 12 semester hours of doctoral research dissertation credit and six semester hours of mentorship credit.

Students must complete the General Sports Management core courses first, then proceed through the Area of Specialization Courses, Cognates, Research Core, and Dissertation. The Mentorship may be taken any time after the General Sports Management core courses have been completed. In special instances, students may petition the Academic Committee to begin the Mentorship before completion of the General Sports Management core. SAR 790 Selected Readings in Sports must be taken during the last semester of study.

**General Sports Management Core**

- SAB 661 Contemporary Issues in Sports (3 sem. hrs.)
- SAM 660 Financial Aspects of Sports (3 sem. hrs.)
- SAB 634 Ethics in Sports (3 sem. hrs.)
- SAM 743 Advanced Studies in Sports Management (3 sem. hrs.)
- SAM 730 Sports Leadership Principles (3 sem. hrs.)
- SAM 786 Legal Aspects of Sports (3 sem. hrs.)

**Research Core**

- SAR 674 Research Statistics in Sports (3 sem. hrs.)
- SAR 776 Research Methodologies (3 sem. hrs.)
- SAR 790 Selected Readings in Sports (3 sem. hrs.)

**Mentorship and Dissertation**

- SPT 798 Mentorship (6 sem. hrs.)
- SPT 799 Dissertation (12 sem. hrs.)

(Also see the Addenda of this catalog for the Doctoral Program of Study.)

**4.7. Doctoral Degree Options**

The doctoral degree is offered with two study options. The main 66 semester hour curriculum consists of required and elective courses, six to 12 semester hours of cognate courses, a six semester hour doctoral mentorship, and a 12 semester hour dissertation.

The doctoral student may follow one of two study options for the 66 semester hour degree. These options are an Ed.D. or an Ed.D. degree with an Emphasis in Sports Medicine, Sports Theory, Sports Coaching, or Sports Health & Fitness. Students who select the Ed.D. degree with an emphasis are not required to take nine credits of electives. The nine credits (three emphasis courses) replace the nine credits of electives. These plans are flexible and can, with the approval of the Chief Academic Officer, be adjusted to meet the needs of individual students.

Each of the options is designed to start at any time, however students must follow the prescribed course progression. Core courses must be taken first, with SAB 661 Contemporary Issues in Sports the first course the student will take. Following the program of study, after all core courses are complete, the student will take the Area of Specialization courses (including Cognates), then the elective courses. SAR 790 Selected Readings in Sports should be taken during the last semester of study. In the doctoral degree curriculum, the 66 semester hours are distributed as follows:

<b>Program Component</b>	<b>Hours</b>
General Sports Management Core	18
Research Core	9
Area of Specialization, including Cognate Courses	12
Electives	9
Mentorship	6
Dissertation	12
<b>Total</b>	<b>66</b>

#### **4.8. Area of Specialization**

The doctoral curriculum in Sports Management requires a student to select an Area of Specialization comprising at least six hours of in-depth study in sports leadership, sports marketing, or human resources management.

With prior approval and special advisement and permission from the Director of Doctoral Studies, these 6-12 semester hours may be taken at the Academy or at a regionally accredited college or university. A doctoral degree student is to submit a plan to the Director of Doctoral Studies that includes the following:

1. The two, three, or four courses projected to complete these requirements;
2. The institution(s) offering the courses, a catalog description of each course, and course syllabus;
3. The rationale showing the relationship of the courses to the area of specialization and to each of the other courses.

Approval of the submitted plan by the Director of Doctoral Studies is needed before the student registers for any of the specialization courses. The student may request a change in the plan due to extenuating circumstances by submitting a letter to the Director of Doctoral Studies. Submission of such a letter is no assurance that the requested change will be approved. All such requests are subject to review.

#### **4.9. Cognate Courses**

Students must successfully complete (with a grade of B or better) two electives (six semester credit hours) from a related area of their specialization or emphasis to support the selected specialization or emphasis (Cognate Courses).

The selected electives will enhance the student's knowledge of, and familiarity with, the details of the chosen specialization or emphasis, thus establishing an unquestionable subject matter credentialing for the student in the designated Specialization or Emphasis.

The Specialization Related Electives (SRE) and the Emphasis Related Electives (ERE) must be approved by submitting a cognate course pre-approval form (see Addenda) to the Director of Doctoral Studies prior to enrolling in them. SREs and EREs augment the area of specialization or emphasis chosen by the student and serve as the minor field of study. A minimum of 18 semester hours must be completed and an area of specialization must be selected before seeking cognate course approval.

#### **4.10. Electives**

The 66-semester hour curriculum includes the required core courses and specialization courses previously cited and three elective courses (nine semester hours) selected from the following list:

- SAB 660 Sports in America Current Issues: Sport and Public Policy (3 sem. hrs.)
- SAM 622 Structure and Function of Amateur and Professional Sports Organizations (3 sem. hrs.)
- SAM 640 Labor Relations in Sports (3 sem. hrs.)
- SAM 644 Sports Marketing Research (3 sem. hrs.)
- SAM 662 Sports Entrepreneurship (3 sem. hrs.)
- SAM 672 Personnel Training/Development (3 sem. hrs.)
- SAM 682 Facilities Planning in Sports (3 sem. hrs.)
- SAB 768 Psychology of Human Behavior (3 sem. hrs.)
- SPT 797 Directed Individualized Study (3-6 sem. hrs.)



If a student has taken 500 or 600-level courses at the master's level to fulfill master's degree requirements, those same courses cannot be used to fulfill the doctoral degree requirements.

#### **4.11. Doctoral Degree with an Emphasis in Sports Medicine**

The Ed.D. with an emphasis in Sports Medicine is a 66 semester hour program beyond the master's degree. It is considered a "Post-Certification Degree Program" designed for those who are already in the sports medicine field and currently have certifications or licenses in the healthcare profession. Note: Completion of this program will not qualify the student to sit for the National Athletic Trainers' Association (NATA) board certification exam and will not qualify the student to become a certified athletic trainer. Students are selected on the basis of academic and professional accomplishments, past experiences, skills, and goals.

As part of its practical experience component, the Academy requires each student to complete a mentorship in which the student engages in doctoral level management of Sports Medicine related activities. Course requirements for the Ed.D. with a Sports Medicine emphasis are as follows:

##### **General Sport Management Core**

- SAB 661 Contemporary Issues in Sports (3 sem. hrs.)
- SAM 660 Financial Aspects of Sports (3 sem. hrs.)
- SAB 634 Ethics in Sports (3 sem. hrs.)
- SAM 743 Advanced Studies in Sports Management (3 sem. hrs.)
- SAM 730 Sports Leadership Principles (3 sem. hrs.)
- SAM 786 Legal Aspects of Sports (3 sem. hrs.)

##### **Emphasis Courses**

- SAM 787 Sports Related Concussions (3 sem. hrs.)
- SAM 788 Principles of Management in Sports Medicine (3 sem. hrs.)
- SAM 789 Seminar in Sports Medicine Management Issues (3 sem. hrs.)

##### **Research Core**

- SAR 674 Research Statistics in Sports (3 sem. hrs.)
- SAR 776 Research Methodologies (3 sem. hrs.)
- SAR 790 Selected Readings in Sports (3 sem. hrs.)

##### **Mentorship and Dissertation**

- SPT 798 Mentorship (6 sem. hrs.)
- SPT 799 Dissertation (12 sem. hrs.)

SAR 790 Selected Readings in Sports must be taken during the student's last semester of study. Also see Addendum for the Ed.D. with Emphasis in Sports Medicine Program of Study.

#### **4.12. Doctoral Degree with an Emphasis in Sports Coaching**

The Ed.D. degree in Sports Management with an emphasis in Sports Coaching is a 66-semester hour program beyond the master's degree. This degree is designed to prepare students to complete numerous responsibilities associated with coaching individuals in team and/or individual sports settings. The area of specialization places emphasis on the academic areas of management and psychology as applied to sports coaching. Students are selected on the basis of academic and professional accomplishments, past experiences, skills, and goals. Students should have some experience in sports coaching. Course requirements for the Ed.D. with an Emphasis in Sports Coaching are:

**General Sport Management Core**

- SAB 661 Contemporary Issues in Sports (3 sem. hrs.)
- SAM 660 Financial Aspects of Sports (3 sem. hrs.)
- SAB 634 Ethics in Sports (3 sem. hrs.)
- SAM 743 Advanced Studies in Sports Management (3 sem. hrs.)
- SAM 730 Sports Leadership Principles (3 sem. hrs.)
- SAM 786 Legal Aspects of Sports (3 sem. hrs.)

**Emphasis Courses**

- SAB 657 Psychology of Elite Performance (3 sem. hrs.)
- SAB 670 Selected Readings in Sports Coaching (3 sem. hrs.)
- SAB 671 Advanced Coaching Theories (3 sem. hrs.)

**Research Core**

- SAR 674 Research Statistics in Sports (3 sem. hrs.)
- SAR 776 Research Methodologies (3 sem. hrs.)
- SAR 790 Selected Readings in Sports (3 sem. hrs.)

**Mentorship and Dissertation**

- SPT 798 Mentorship (6 sem. hrs.)
- SPT 799 Dissertation (12 sem. hrs.)

SAR 790 Selected Readings in Sports must be taken during the student's last semester of study. Also see Addendum for the Ed.D. with Emphasis in Sports Medicine Program of Study.

**4.13. Doctoral Degree with an Emphasis in Sports Theory**

The Ed.D. with an emphasis in Sports Theory is a 66-semester hour program beyond the master's degree. This degree is designed to prepare students for varying roles in sports organizations and the world of sport. Students are selected on the basis of academic and professional accomplishments, past experiences, skills, and personal goals. Course requirements for the Ed.D. with an Emphasis in Sports Theory are:

**General Sport Management Core**

- SAB 661 Contemporary Issues in Sports (3 sem. hrs.)
- SAM 660 Financial Aspects of Sports (3 sem. hrs.)
- SAB 634 Ethics in Sports (3 sem. hrs.)
- SAM 743 Advanced Studies in Sports Management (3 sem. hrs.)
- SAM 730 Sports Leadership Principles (3 sem. hrs.)
- SAM 786 Legal Aspects of Sports (3 sem. hrs.)

**Emphasis Courses**

- SAB 659 Group Dynamics in Sports (3 sem. hrs.)
- SAB 791 Selected Readings in Sports Theory (3 sem. hrs.)
- SAM 735 Strategic Planning for Sports Organizations (3 sem. hrs.)

**Research Core**

- SAR 674 Research Statistics in Sports (3 sem. hrs.)
- SAR 776 Research Methodologies (3 sem. hrs.)
- SAR 790 Selected Readings in Sports (3 sem. hrs.)

**Mentorship and Dissertation**

- SPT 798 Mentorship (6 sem. hrs.)
- SPT 799 Dissertation (12 sem. hrs.)

SAR 790 Selected Readings in Sports must taken during the student's last semester of study. Also see Addendum for the Ed.D. with Emphasis in Sports Medicine Program of Study.

**4.14. Doctoral Degree with an Emphasis in Sports Health & Fitness**

The Ed.D. in Sports Management with an emphasis in Health & Fitness is a 66-semester hour program beyond the master's degree. This degree is designed to prepare students for careers in strength and conditioning, sports nutrition, and exercise physiology. Students are selected on the basis of academic and professional accomplishments, past experiences, skills, and personal goals. Students should have a background in strength and conditioning and/or personal training, nutrition and/or sports nutrition, and basic and/or advanced exercise physiology. Course requirements for the Ed.D. with an Emphasis in Sports Health & Fitness are:

**General Sport Management Core**

- SAB 661 Contemporary Issues in Sports (3 sem. hrs.)
- SAM 660 Financial Aspects of Sports (3 sem. hrs.)
- SAB 634 Ethics in Sports (3 sem. hrs.)
- SAM 743 Advanced Studies in Sports Management (3 sem. hrs.)
- SAM 730 Sports Leadership Principles (3 sem. hrs.)
- SAM 786 Legal Aspects of Sports (3 sem. hrs.)

**Emphasis Courses**

- SAR 710 Advanced Exercise Physiology & Scientific Principles (3 sem. hrs.)
- SAR 715 Contemporary Issues in Health & Fitness (3 sem. hrs.)
- SAR 720 Advanced Strength & Conditioning (3 sem. hrs.)

**Research Core**

- SAR 674 Research Statistics in Sports (3 sem. hrs.)
- SAR 776 Research Methodologies (3 sem. hrs.)
- SAR 790 Selected Readings in Sports (3 sem. hrs.)

**Mentorship and Dissertation**

- SPT 798 Mentorship (6 sem. hrs.)
- SPT 799 Dissertation (12 sem. hrs.)

SAR 790 Selected Readings in Sports must be taken during the student's last semester of study. Also see Addendum for the Ed.D. with Emphasis in Sports Medicine Program of Study.

#### **4.15. 600-Level Courses (Master's and Doctoral Students)**

##### **SAB 622: Structure and Function of the Olympic Games (3 semester hours)**

The structure and function of the Olympic Movement, starting with the International Olympic Committee and moving through the national governing bodies to international sports associations, is the focus of this course. It emphasizes the unique characteristics of the Olympic Movement and various political, social, and economic influences on the Games. *This course requires a final exam.*

##### **SAB 634: Ethics in Sport (3 semester hours)**

This course is concerned with the study of Sports Management ethics and the manner in which ethics can be applied and implemented in an individual's personal and professional life both now and in the future. Students will be reminded that "whereas ethics are precepts of right and wrong in our behavior and judgments, the word morality often refers to a way of life, to beliefs, attitudes, motives, and values individuals learn and exhibit in social context." **This course is required in the doctoral program core.** *This course requires a final paper.*

##### **SAB 657: Psychology of Elite Performance (3 semester hours)**

This course examines the psychological factors that are most critical to elite sport performances. Special emphasis is focused on the physical, mental, and emotional variables related to optimal performance conditions. Theory and practice for athletes and coaches will be discussed. *This course requires a final paper.*

##### **SAB 659: Group Dynamics in Sports and Exercise (3 semester hours)**

This course provides an in-depth study of the influence of teams on the individual performance and the influence of individuals on team performance in sport and exercise settings with particular focus on interpersonal aspects such as cohesion and leadership. *This course requires a final paper.*

##### **SAB 660: Sports in America Current Issues: Sport and Public Policy (3 semester hours)**

This course examines some of the most compelling policy issues affecting the sports world from an interdisciplinary perspective including economics, history, urban planning, not-for-profit administration, public health communications, political science, and philosophy. *This course requires a final paper.*

##### **SAB 661: Contemporary Issues in Sports (3 semester hours)**

This course is designed to provide students with an overview of the major issues in the world of sports. Primary issues impacting contemporary sports are covered, including performance-enhancing drugs; human growth hormones; gender inequity; race and ethnicity; youth, adolescent, and adult programs; media involvement; economics; management structures; and globalization. **This course is required in the doctoral program core.** This course includes the Doctoral Orientation course and has an extra week for completion. *This course requires a final paper.*

##### **SAB 670: Selected Readings in Sports Coaching (3 semester hours)**

This course will provide students an opportunity to conduct a series of literature reviews about an approved sports coaching topic. The selected topic should include literature reviews pertaining to the concepts and/or issues faced by coaches while performing their coaching responsibilities. The focus of this course is to enhance the student's research and composition abilities while gaining in-depth knowledge regarding the profession of sports coaching. *This course requires a final paper.*

##### **SAB 671: Advanced Coaching Theories (3 semester hours)**

This course allows students to select sports coaching readings from a preselected reading list in order to complete a series of book reports. These sports coaching readings will consist of topics such as leadership, communication, management, skill acquisition, and risk management. The focus of this course is to enhance the student's knowledge concerning the profession of sports coaching. *This course requires a final paper.*

**SAM 622: Structure and Function of Professional and Amateur Sports Organizations (3 semester hours)**

This course is an analysis of professional and amateur sports organizations from a philosophical, historical, and operational perspective. The course takes an in-depth look at management and business practices in this industry. It is designed for leaders in the industry who will deal with issues related to running an effective and efficient sports organization. *This course requires a final paper.*

**SAM 640: Labor Relations in Sports (3 semester hours)**

An in-depth examination of areas of labor relations that are particularly relevant to sports. The growth and development of unions within the sports industry is explored, with emphasis on labor-management agreements currently utilized in professional sports. *This course requires a final exam.*

**SAM 644: Sports Marketing Research (3 semester hours)**

An examination of the marketing process as it pertains to sports. Specific attention is given to the marketing research that is pertinent to the successful operation of sports enterprises. *This course requires a final paper.*

**SAM 660: Financial Aspects of Sports (3 semester hours)**

A study of financial challenges faced by sports administrators, including an examination of economic impact analysis, ticket operations, food service and concessions, public-private partnerships, sports sponsorships, and collegiate fundraising. **This course is required in the doctoral program core.** *This course requires a final exam.*

**SAM 662: Sports Entrepreneurship (3 semester hours)**

This course is a study of entrepreneurship for those with a serious interest in owning their own businesses. Students prepare a comprehensive business plan for starting or acquiring a business. The problems of operating a business are also explored. *This course requires a final paper.*

**SAM 672: Personnel Training and Development (3 semester hours)**

The study of the various forms of training and development will help a sports organization meet competitive challenges. The implementation of both on-the-job and off-the-job training programs is explored. *This course requires a final exam.*

**SAM 682: Facilities Planning in Sports (3 semester hours)**

This course is a study of the principles, guidelines, and recommendations for planning, constructing, using, and maintaining sports facilities. It is designed to provide students with an awareness of the facilities appropriate to sports programs, ranging from colleges to ultra-modern, private fitness centers. *This course requires a final exam.*

**SAR 674: Research Statistics in Sports (3 semester hours)**

This course is an overview of the methods of statistics utilized in sports and exercise science. Emphasis will be placed on computer software utilization for analysis. Topics include hypothesis testing, normal distributions, *t*-tests, analysis of variance, chi-square, nonparametric techniques, correlation, and linear regression. **This course is required in the doctoral program research core.** *This course requires a final paper or project.*

#### **4.16. 700-Level Courses (Doctoral Students Only)**

##### **SAB 768: Psychology of Human Behavior (3 semester hours)**

This course is a focus on the theoretical study of human behavior patterns in sports and exercise settings. It is designed to provide students with information about research in the field of sports psychology as well as with practical knowledge to allow them to become more effective fitness instructors, athletes, athletic administrators, physical educators, or coaches. This course includes selected topics in organizational behavior. *This course requires a final paper.*

##### **SAB 791: Selected Readings in Sports Theory (3 semester hours)**

The goal for this course is to conduct database searches on an approved topic in sports theory. In this course, students will present a comprehensive analysis and application of the approved topic within the scope of sports theory. It is advisable to compile readings and research on topics that may relate to one's dissertation topic. *This course requires a final paper.*

##### **SAM 730: Sports Leadership Principles (3 semester hours)**

This course is designed to provide an examination of effective leadership. Students will examine general concepts of leadership (theories, principles, traits, skills, etc.) that are necessary to every sports organization. The course is designed to give individuals a practical look at numerous aspects of leadership. Success in a leadership position is often related to an individual's preparation, experience, and knowledge. **This course is required in the doctoral program core.** *This course requires a final paper.*

##### **SAM 735: Strategic Planning for Sports Organizations (3 semester hours)**

The course is designed to provide an analysis of strategic planning, including the development of vision and mission statements and the use of environmental scans, gap analysis, action planning, and benchmarking. A variety of strategic issues in sports will be explored. An understanding of the policies and mechanics of strategic planning in sports will be provided. *This course requires a final paper.*

##### **SAM 736: Communication for Leadership (3 semester hours)**

This course will assist sports professionals with improving the communication process. Effective communication is needed to lead a sports organization successfully. Problems that may occur in a sports organization as a result of people failing to communicate properly are identified. A variety of communication skills are explored. *This course requires a final exam.*

##### **SAM 737: Leadership: Theory and Practice (3 semester hours)**

This course explores a variety of contemporary notions of leadership, including traditional theories, salient models, new domains, and the importance of understanding change. The course will allow you to explore how leadership theory can inform and direct the way leadership is practiced. Included are leadership topics, research finds, questionnaires, case studies, and everyday applications. *This course requires a final paper.*

##### **SAM 743: Advanced Studies in Sports Management (3 semester hours)**

The integration of concepts in the major disciplines of business, management, marketing, finance, information technology, accounting, ethics, and law as they are applied to sport is at the core of course management and undergird the structure of this course. Understanding the specific and theoretical applications of these concepts in the contemporary environments of the multibillion-dollar sports industry is the primary focus of this advanced level course. **This course is required in the doctoral program core.** *This course requires a final paper.*

##### **SAM 744: Advanced Sports Marketing (3 semester hours)**

The objective of this course is to expose students to advanced topics in the study of sports marketing. Specific topics in the course include advanced sports marketing theory related to consumer behavior, advertising, sponsorship, e-commerce, and global marketing. The information acquired in this course will equip students for a career in sports marketing or a related field. *This course requires a final paper.*

**SAM 786: Legal Aspects of Sports (3 semester hours)**

An in-depth examination of areas of the law that are particularly relevant to sports. Specifically, developments in negligence law, contract law, and constitutional law as they apply to sports are considered, and recent developments and trends are studied. This course is designed to build on previous studies of law and sports to provide students with opportunities for in-depth study and appreciation of the legal aspects of sports and the most significant current impacts of law on sports. *This course requires a final paper.*

**SAM 787: Sports Related Concussions (3 semester hours)**

Widespread dissemination of knowledge has the potential to decrease the rate of concussions occurring in sports, as well as improve the current guidelines in place. This course provides an in-depth review of the risks, prevention, recognition, treatment, and management of sport-related concussions. This course also discusses the importance of awareness and education strategies for coaches, athletes, parents, administrators, and health care professionals. *This course requires a final exam.*

**SAM 788: Principles of Management in Sports Medicine (3 semester hours)**

In this course, the administrative components of Sports Medicine are explored. Topics include advanced concepts of legal liability, financial management, scheduling, supervision, documentation, and general administration. *This course requires a final exam.*

**SAM 789: Seminar in Sports Medicine Management Issues (3 semester hours)**

This course is an advanced study of historical foundations, contemporary trends and issues, organizational planning, and risk management in the field of Sports Medicine. Topics include an in-depth case analysis of the role of Sports Medicine, traditional and non-traditional settings in Sports Medicine, and the impact of health-care reforms on the profession of Sports Medicine. *This course requires a final paper.*

**SAR 710: Advanced Exercise Physiology and Scientific Principles in Fitness and Health (3 semester hours)**

This course is designed to develop a comprehensive understanding of exercise physiology and the scientific principles used to evaluate physiological components. Through selected readings, past and current research will be evaluated and considered for future research and application in the health and fitness industry. Topics include nutrition, bioenergetics, cardiorespiratory physiology, neuromuscular physiology, and endocrinology. Prerequisite: SAR 520: Exercise Physiology. *This course requires a final paper.*

**SAR 715: Contemporary Issues in Health and Fitness (3 semester hours)**

The health and fitness industry is dynamic. Constantly new research is changing the way we think about health and fitness programs and design. Through selected readings, current 'hot topics' in the health and fitness industry will be evaluated. Topics include nutritional, exercise physiology, strength and conditioning, cardiorespiratory fitness, and body composition. Prerequisite: SAR 520: Exercise Physiology. *This course requires a final paper.*

**SAR 720: Advanced Strength and Conditioning (3 semester hours)**

The focus of this course is to develop a comprehensive understanding of the physiological principles, mechanisms, and program design necessary to plan, evaluate, and modify exercise programs. Particular attention will be given to periodization techniques. Through selected readings, past and current research will be evaluated and considered for future research and application in the health and fitness industry. Topics include speed, power, strength, hypertrophy, agility, bioenergetics, program design, and periodization techniques. Prerequisite: SAR 710: Advanced Exercise Physiology and Scientific Principles in Fitness and Health. *This course requires a final project.*

**SAR 776: Research Methodologies (3 semester hours)**

This course will introduce research design methods to sports professionals employed in a variety of settings. The format and techniques for writing a scholarly research paper will be presented. Various types of research commonly used in Sports Management are reviewed. Descriptive and inferential statistical analyses are covered, with an emphasis on their application to sports. **This course is required in the doctoral program research core.** *This course requires a final exam.*

**SAR 790: Selected Readings in Sports (3 semester hours)**

The goal for this course is to conduct library database searches on an approved sports topic. This course is a comprehensive analysis and discussion of selected aspects of sports. It is advisable to compile readings and research on topics that may relate to one's dissertation topic. The focus of this course is to support a student's specific research interests. **This course is required in the doctoral program research core. This course must be taken during the student's final semester of course work.** *This course requires a final paper.*

**SPT 797: Directed Individualized Study (3-6 semester hours)**

Individualized study is directed by a qualified graduate faculty member in a specific interest area. It is designed to provide flexible alternatives, and it is personalized to the individual student. This course may involve scholarly research, data collection and reporting, preparation of educational materials, or the design and application of policy and programs. It requires the permission of the Chief Academic Officer prior to registration.

**SPT 798: Doctoral Degree Mentorship (6 semester hours)**

The mentorship entails 300 contact hours of supervised work in Sports Management in schools, colleges, universities, businesses, or industries. A prerequisite for this course is completion of the general sport management core of the degree program. **The mentorship is required in the doctoral program general core.**

**SPT 799: Dissertation (12 semester hours)**

The dissertation represents the formal development of an original piece of research under the direction of a dissertation chairperson and two committee members. The dissertation experience includes two 90-minute oral presentations, which the candidate may present at the Daphne, Alabama campus or via web or video conferencing. The plan for a Sports Management research project and associated data collection procedures is presented at the time of the oral proposal defense. A final oral defense of the completed research manuscript is scheduled following data collection and statistical analysis. Both oral defenses shall be augmented by the use of PowerPoint technology. **This course is a required in the doctoral program research core.**

**SPT PRTD Doctoral Portfolio**

The Portfolio focuses on research which is the foundation of doctoral study. When completed, the Portfolio will be a clear academic portrait of the candidate as it relates to interest, scholarly ability, writing capability, independent and critical thinking, and research capability. At the core of the Portfolio development is the concept of "Success Orientation" for the candidate. It is a self-correcting project with numerous points of intervention to ensure candidate success.



## 5. ACADEMY ONLINE WRITING LAB

Effective writing skills are essential for professional and academic success, and academic programs at the Academy depend on solid writing skills. With this in mind the Academy maintains an online writing lab known as the Academy's Center for Collegiate Excellence and Student Success (ACCESS).

Housed in the LMS, the writing lab presents 50 online tutorials designed to help students foster better writing in an effort to further their academic success and professional advancement. Once completed, the tutorial is assessed and feedback provided to the student.

Student participation in the ACCESS program is *optional* and is generally prompted by suggestions from faculty members when assignments have been reviewed and certain deficiencies have been noted. While participation does not affect a student's grade, it is widely acknowledged by students who have used the tutorials that ACCESS can and does improve academic performance.

Students are given the opportunity to engage one, or more, of the online tutorials which are built around six writing fields:

1. The General Writing Process in the Sport Profession
2. Academic Writing in the Sport Profession
3. Editorial Style and Formatting within the Sport Profession
4. Grammar and Language Mechanics within the Sport Profession
5. Professional and Technical Writing for the Sport Professional
6. Job Search Writing in the Sport Profession

Within each writing field, students will find online tutorials on various topics. For example, to review and practice using commas there is a tutorial on "Using Commas," found within "Grammar and Language Mechanics Within the Sport Profession."

Assessment of the ACCESS tutorials is based upon specific rubrics. As students submit their writing assignments, they are graded by the course instructor according to the appropriate grading rubric. Students are strongly encouraged to complete the suggested tutorial(s) and to complete and upload the tutorial exercises in an effort to master any deficiencies in writing.

Grading Rubrics may be found in the Addenda of this catalog.

## 6. TUITION AND FEES

All tuition and fees are due upon registration. Registration is not complete until financial clearance is received, indicating full payment. The Academy reserves the right to change tuition, fees, and other expenses as deemed necessary, without prior notice. No student may register for any course until all Academy charges are satisfied.

<b>TUITION AND FEES – Doctoral Degree Program</b>		
	Tuition Fee (per semester hour)	\$747
	Application Fee	\$100
	Application Fee (International)	\$155
	Application Fee (Post-Doctoral)	\$200
	Application Fee (Non-Degree)	\$50
	Distance Learning Fee (per course)	\$110
	<b>One Time Fees:</b>	
	Graduation Fee	\$250
	Portfolio Fee	\$500
	<b>EXPRESS SHIPPING FEES (as applicable)</b>	
	Fed Ex 2 <sup>nd</sup> day (per course)	\$26
	Fed Ex Overnight (per course) (additional charge will apply for Saturday delivery)	\$47
	International Goods, Services, and Taxes	Varies
	International Postage Fee	Varies
	International Shipping	Varies
	<b>ADMINISTRATIVE FEES (as applicable)</b>	
	Course Extension Fee (per 30-days, allowed only 2 per course)**	\$100
	Course Extension Fee (60 days)**	\$200
	Doctoral Program Continuation Fee	\$500
	Graduate Transfer Evaluation Fee	\$50
	Independent Study Fee (per course)	\$75
	Readmittance Fee	\$200
	Re-enrollment Application Fee	\$50
	Residential Administrative Fee (per semester)	\$200
	Returned Check Fee (each occurrence)	\$40
	Transcript Fee (per copy)	\$10
	Replacement Diploma Fees:	
	Parchment Copy (8 ½" x 11")	\$25
	Plaque Diploma (11" x 14")	\$75
	<b>SPECIAL FEES</b>	
	Dissertation Processing Fee (must accompany first 3 hours of dissertation)	\$1,500

\*\*Students may not purchase more than a total of 60 days for an extension in any one course.

The published fees and costs schedule includes the basic fees required of all students enrolling in the Academy. Since personal expenses (including supplies, food, and living expenses) vary, no attempt is made to estimate such costs in this catalog. However, estimated costs are available through the Division of Student Services.

Active duty members of the Armed Forces, including members of the National Guard who are under orders placing them on active duty and who are eligible to participate in Department of Defense tuition assistance programs, will be charged the normal tuition rate.

**The spouses of active duty members of the armed forces will receive a 10% discount on tuition.**

## **7. FINANCIAL AID**

The Academy has a variety of financial aid programs available to qualified students enrolled in the doctoral degree program. Federal financial aid is not available for non-degree-seeking students or those enrolled in certification programs, nor does it apply to Continuing Education Units.

The availability of financial aid funds may be limited from year to year. In addition, the Academy's participation in federally funded financial aid programs is subject to change without notice. The criteria for eligibility and the rules governing the administration of the programs are subject to change without prior notice.

All students receiving financial assistance must maintain at least half-time enrollment status (which is three credit hours per semester at the doctoral degree level). To apply for any financial aid program, students must complete the Free Application for Federal Student Aid (FAFSA).

The Academy awards financial aid to eligible students regardless of race, religion, gender, age, disability, or national origin.

### **7.1. Financial Aid Programs for Qualifying Students**

#### **7.1.1 Loans**

##### **7.1.1.1 Federal Direct Student Loans**

Federal Direct Student Loans are long term, low-interest loans. The loans a student receives will be unsubsidized.

An unsubsidized loan is a long-term loan made to students. The borrower will be charged interest from the time the loan is disbursed until it is paid in full. If the borrower allows the interest to accrue in school or during other periods of nonpayment, it will be capitalized. This means the interest will be added to the principal amount of the loan and additional interest will be based on that higher amount.

Based on demonstrated financial need, a graduate student may receive unsubsidized Federal Direct Student Loans totaling up to \$20,500 or the cost of attendance (whichever is less) per academic year. The total aggregate loan limit cannot exceed \$138,500, including debt accrued in undergraduate programs.

Repayment is deferred until six months after graduation or after the student ceases to be enrolled at least half time. Federal Direct Student Loan information, including the current interest rate, is available on the Internet at [www.studentaid.ed.gov](http://www.studentaid.ed.gov).

##### **7.1.1.2 Graduate PLUS Loans**

Graduate PLUS Loans are unsubsidized loans a student can obtain to pay for educational expenses. A student must be enrolled at least half-time and must have good credit history. The yearly limit on a PLUS loan is equal to the student's cost of attendance minus any other financial aid the student receives. Graduate students must complete the PLUS loan application and Master Promissory Note (MPN). The application and MPN can be obtained online from Direct Loans ([www.studentloans.gov](http://www.studentloans.gov)). Contact the Financial Aid office for further details.

**7.1.1.3 Annual Loan Limits for Unsubsidized Direct Student Loans**

	<b>Graduate/Professional Student</b>
1 <sup>st</sup> Year 2 <sup>nd</sup> Year 3 <sup>rd</sup> Year	\$20,500 is the maximum annual award based upon the cost of attendance.
Maximum Total Debt from Direct Student Loans when You Graduate	\$138,500. The graduate debt limit includes Direct Student Loans received for undergraduate study

**7.1.2 Distribution of Financial Aid Funds**

Payment of tuition and fees is due when a student registers for a course. In the event that a student has been awarded financial aid and intends to use the proceeds to pay for the course registration, the Academy, with the concurrence of the student, will post the incoming funds to the student's account. The Academy will deduct from the proceeds all costs associated with the registration including (but not limited to) tuition, fees and learning materials. Remaining funds will be provided to the student after funds have been disbursed, and after the student has attended class (per the policy stated below). Additionally, the amount of this refund is limited to the amount of the financial aid proceeds actually received for the term of the award.

The following procedures will be followed:

1. Students must be eligible based on enrollment status according to U.S. Department of Education guidelines to receive Title IV funds.
2. Students must maintain satisfactory academic progress to be eligible to receive financial aid.
3. Financial aid funds will be disbursed once per each student's term.
4. **To receive the financial aid disbursement, a distance learning student must "attend a class" by posting to the Virtual Café and by completing the Catalog and Syllabus statement within 14 days of the date of registration. The financial aid office is responsible for verifying this attendance.**
5. Accounts receivable balances will be subject to collection procedures, as indicated in Section 3022 in the Academy's Administrative Manual.
6. All refunds will be issued by direct deposit to the student's designated bank account. No checks will be issued.

**Drop/Add Course:** Recipients of federal Title IV financial aid funds must submit a Drop/Add Course request prior to said funds posting to their account (typically two weeks from the official course start date). After financial aid funds have been disbursed, the student may be required to request a withdrawal from the course instead.

**Withdrawal:** If students withdraw or drop out prior to completing 60% of the term, they will be required to return a prorated portion of the financial aid received. This includes loans. The Academy is also required to return a portion of financial aid on the student's behalf. Students will be responsible for any portion the Academy is required to return due to withdrawal (see the Return of Title IV Funds section in the respective academic catalogs or online at [http://ussa.edu/admissions/financial aid](http://ussa.edu/admissions/financial%20aid) for further details). This policy will be updated annually to ascertain that changes in federal regulations are accommodated.

**Unofficial Withdrawal:** A student who registers for a course and fails to attend the course (or in the case of distance-learning students, fails to log-on and begin course work), who does not officially withdraw from the Academy in accordance with academic policy, will be deemed an "unofficial withdrawal" for the purposes of financial aid. In the case of residential students, "unofficial withdrawal" occurs after a student has missed

25% of the scheduled class sessions. For distance learning students, “unofficial withdrawal” occurs when a student has failed to log-on and commence any course work within 14 days of the official start date of a course. Students subject to the “unofficial withdrawal” provisions of the financial aid policy are deemed not to have earned their financial aid awards and will be required to return 100% of said awards to the federal government. If an unofficial withdrawal occurs between 15-68 days, a student’s refund will be calculated based on U.S. Department of Education Title IV refund policy.

Distance learning students, who receive a grade of “F” or “W” at the end of the term, will have attendance verified to determine if a refund needs to be calculated for Return of Title IV Funds.

### **7.1.3 In-School Deferments**

Students who are registered at least half-time (three credit units) in the doctoral program are eligible for an in-school deferment of their student loans. A student must provide in writing the lender’s name, mailing address, and/or fax number to the Financial Aid office in order to receive a deferment.

#### **7.1.3.1 In-School Deferment for Dissertation**

A student working on a dissertation is eligible to receive an in-school deferment of student loan repayment up to the statute of limitations for the program of study, upon verification of the following:

1. Written confirmation from the student’s chair that the student is progressing toward the completion of the dissertation, which must be received prior to certifying an in-school deferment; and
2. The student’s compliance with limitations on the academic program as delineated in the student’s academic catalog and program of study (See *Statute of Limitations for Degree Completion* in this academic catalog)

## **7.2 Veterans Administration Programs**

### **7.2.1 Veterans Benefits**

**Veterans Benefits:** Veterans of any branch of the armed forces may be eligible to receive educational benefits while attending the Academy. Veterans must be enrolled in approved program of study. For eligibility, veterans should check with their regional Veterans Administration office. The Academy is a participant in the Post 9/11 GI Bill “Yellow Ribbon Program.” For more information about the program, contact [www.gibill.va.gov](http://www.gibill.va.gov)

After the 38<sup>th</sup> day and up to the 45<sup>th</sup> day of course enrollment, a student utilizing Veteran Affairs (VA) educational benefits may submit a request for withdrawal. The 45<sup>th</sup> day of enrollment is the last day to receive a grade of “W” for the course. The grade of “W” does not affect a student’s GPA. After the 45<sup>th</sup> day of enrollment, the student will be awarded a grade based on the work completed up until the end of the course.

**Dependent Benefits:** Dependents of some veterans may be eligible for educational assistance while attending the Academy. For eligibility, dependents of veterans should check with their regional Veterans Administration office.

### 7.2.1.1 Complaint Policy for Students Receiving VA Education Benefits

Any complaint against the school should be routed through the VA GI Bill Feedback System by going to the following link: <http://www.benefits.va.gov/GIBILL/Feedback.asp>. The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily.

## 7.3. Military Financial Aid Program

The Academy welcomes opportunities to assist students with the pursuit of the financial aid for which they qualify. Questions about the financial aid process or available military financial aid should be directed to the Academy's Financial Aid office.

The Academy has been approved by the United States Department of Defense to offer its courses to members of the Armed Forces, including members of the Army National Guard.

DANTES (Defense Activity for Non-Traditional Education Support) has included the Academy and its degree program in its DANTES External Degree Catalog.

The Academy recognizes that how a student pays for education is an important decision. The Academy staff strives to provide students with the information needed to receive the maximum financial aid available. The following information is current as of the date of publication of this catalog.

Assistance Program	Tuition Assistance
<b>What is It</b>	Tuition Assistance is a military benefit that pays the cost of tuition and some fees.
<b>Who is Eligible</b>	Virtually all military service members are eligible; however, each service branch determines its criteria for eligibility.
<b>Contact</b>	<a href="http://www.military.com/money-for-school">www.military.com/money-for-school</a>

Assistance Program	Tuition Assistance "Top-Up Program"
<b>What is It</b>	The "Top-Up" program is an additional benefit intended to supplement other tuition assistance programs.
<b>Who is Eligible</b>	To be eligible for the "Top-Up" benefit, an individual must be approved for federal Tuition Assistance by a military department and for MGIB-active duty benefits.
<b>Contact</b>	<a href="http://www.military.com">www.military.com</a>

Assistance Program	Montgomery GI Bill (MGIB) – Active Duty and Selected Reserves
<b>What is It</b>	MGIB provides up to 36 months (four regular school years) of educational benefits to eligible veterans for: College, business, technical, or vocational courses; Correspondence courses; Apprenticeships or job training; Flight training.
<b>Who is Eligible</b>	Active-duty members who have served at least two years on active duty. Veterans fitting one of four eligibility categories reflecting enlistment date and length of active duty.
<b>Contact</b>	<a href="http://www.gibill.va.gov">www.gibill.va.gov</a>

Assistance Program	Post-9/11 GI Bill
What is It	The Post-9/11 GI Bill is a new education benefit program for individuals who served on active duty on or after September 11, 2001.
Who is Eligible	Service members may be eligible if they served at least 90 aggregate days on active duty after September 10, 2011, and they are still on active duty; OR were honorably discharged from active duty; OR released from active duty and placed on the retired list; OR released from active duty and transferred to the Fleet Reserve or Fleet Marine Corps Reserve; OR released from the active duty for further service in a reserve component of the Armed Forces.  Service members may also be eligible if they were honorably discharged from active duty for a service-connected disability and they served 30 continuous days after September 10, 2011.
Contact	<a href="http://www.gibill.va.gov">www.gibill.va.gov</a>

Assistance Program	Yellow Ribbon Program
What is It	The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. This program was designed to help decrease the out-of-pocket expenses of veterans attending schools whose tuition and fees exceed the maximum amount under the Post-9/11 GI Bill.
Who is Eligible	Individuals entitled to the maximum benefit rate (based on service requirements) under the Post-9/11 GI Bill may receive this funding: If you served an aggregate period of active duty after September 10, 2011, of at least 36 months; if you were honorably discharged from active duty for a service-connected disability and had served 30 continuous days after September 10, 2011; or, if you are a dependent eligible for Transfer of Entitlement under the Post-9/11 GI Bill based on a veteran's service under the eligibility criteria listed above.
Contact	<a href="http://www.gibill.va.gov">www.gibill.va.gov</a>

Assistance Program	Reserve Educational Assistance Program (REAP)
What is It	A program designed to provide educational assistance to members of the Reserve components called or ordered to active duty in response to a war or national emergency as declared by the President or Congress.
Who is Eligible	A member of a <b>reserve component</b> who served on active duty on or after September 11, 2001 under Title 10 U.S. Code for a contingency operation and who served at least 90 consecutive days or more.  <b>National Guard</b> members are also eligible if their active duty is under Section 502(f) Title 32 USC and they serve for 90 consecutive days when authorized by the President or Secretary of Defense for a national emergency and is supported by federal funds.  Individuals are eligible as soon as they reach the 90-day point whether or not they are currently on active duty. DoD will fully identify contingency operations that qualify for benefits under Chapter 1607.  Disabled members who have an illness or disease incurred or aggravated in the line of duty, and are released before completing 90 consecutive days, are also eligible.
Contact	<a href="http://www.benefits.va.gov/gibill/reap.asp">www.benefits.va.gov/gibill/reap.asp</a>

<b>Assistance Program</b>	<b>Veterans Educational Assistance Program (VEAP)</b>
<b>What is It</b>	This is available if an individual elected to make contributions from his/her military pay in order to participate.  It can be used for a degree, certification course, correspondence course, apprenticeship, or on the job-training program, or vocational flight training programs, as well as for remedial, deficiency, and refresher training.
<b>Who is Eligible</b>	To be eligible the individual must have:  <ul style="list-style-type: none"> <li>•Entered the serve for the first time between January 1, 1977 and June 30, 1985;</li> <li>•Opened a contribution account before April 1, 1987;</li> <li>•Contributed \$25 to \$2,700;</li> <li>•Completed first period of service;</li> <li>•Received a discharge that was not dishonorable.</li> </ul>
<b>Contact</b>	<a href="http://www.benefits.va.gov/gibill/veap.asp">www.benefits.va.gov/gibill/veap.asp</a>
<b>Assistance Program</b>	<b>Vocational Rehabilitation and Employment Service</b>
<b>What is It</b>	An individualized, detailed outline of service that will be provided under Chapter 31, VRE program. It also prepares an individual for obtaining and retaining employment consistent with one's abilities, aptitudes, and interests
<b>Who is Eligible</b>	Veterans who have a VA disability rating and an employment handicap.
<b>Contact</b>	<a href="http://www.vba.va.gov">http://www.vba.va.gov</a>

#### **7.4. Definition of Academic Year**

The Academy's academic increments are termed as 16-week semesters. Students receiving financial aid at the doctoral level are permitted ten (10) years to complete their program of study. At the end of three semesters, 9 credit hours must have been completed with a minimum cumulative grade point average of 3.0 on a 4.0 scale.

#### **7.5. Satisfactory Academic Progress**

All students at the Academy who receive federal financial aid must make satisfactory progress toward completion of a degree program within a reasonable period. The Academy has developed the following standards defining satisfactory progress, in accordance with regulations issued by the U.S. Department of Education.

Doctoral students are considered to be making satisfactory progress if they

- Are admitted and enrolled as degree-seeking students;
- Meet the required qualitative measure for financial aid recipients;
- Maintain measurable progress toward the completion of the degree; and
- Complete degree requirements within a reasonable length of time.

##### **7.5.1. Required Qualitative Measure**

In order to meet the required qualitative measure, a doctoral student must maintain a minimum cumulative GPA of at least 3.0 on a 4.0 scale. This measure comes into effect after the student has attempted six (6) semester-hours at the Academy.



**7.5.2. Measurable Quantitative Progress Requirement**

In order to maintain measurable progress toward the completion of a degree, a student must successfully complete 67% of all the Academy credit-hours attempted (hours attempted include repeated courses, dropped courses, withdrawals and incomplete courses). This measure becomes effective when a student has attempted six (6) semester-hours or two (2) semesters at the Academy.

**7.5.3. Reasonable Length of Time Requirement**

At the Academy, a reasonable length of time for the completion of a degree program is defined as no more than 150% of the normal time required to complete a degree program measured in terms of academic years or terms, credit-hours attempted or clock-hours completed. The time allotted to complete the doctoral degree is ten years. Course work, which transfers into a degree program, will adjust the period accordingly. Satisfactory academic progress status will be determined for each student when financial aid applications are reviewed.

**7.5.4. Reinstatement of Financial Aid, Academic Eligibility, and Appeals of Decision**

Students who become ineligible for financial aid because they do not maintain satisfactory progress towards the completion of a degree may reapply for financial aid when they have cleared the deficiency and are again progressing satisfactorily according to the requirements outlined above.

When mitigating circumstances are involved, students may appeal decisions that they have not complied with the academic requirements for financial aid. To do so, they must submit letters to the Financial Aid Appeals Committee, addressed to the Dean of Student Services, requesting reinstatement of eligibility for financial aid. The letters must explain why satisfactory progress is not being made and include any documentation that supports the rationale for the appeal.

Appeals may be accepted without provision, or they may be accepted provisionally, entailing a probationary period in which a student must earn a given number of credit-hours and/or earn a specified GPA. Appeals may also be denied. It is each student's responsibility to initiate any appeal for financial aid eligibility. Appeals for academic reinstatement do not constitute reinstatement of financial aid eligibility.

**7.6 Return of Title IV Funds**

The Academy's Financial Aid office is governed by rules concerning Title IV Federal Student Aid funds, which include Stafford Loans.

The Academy awards aid to students based on 100% completion of courses. If students withdraw, the Academy must determine the percentage of financial aid "earned." If students do not complete 60% of the term they have not "earned" the full allotment of financial aid. In this case, the Academy is required to return the "unearned" portion of aid to its originating source (i.e. the student loan lender).

Upon withdrawal, if the Academy determines that a student is due a refund, it will credit the student's account. Then, the Academy determines the amount, if any, that must be returned on his behalf. If return of aid is required, the Academy will use any credit balance a student may have to fulfill this responsibility. If those funds are more than the Academy is required to return, the student will receive the remainder. In most instances, however, those funds are not enough to cover the amount, which could leave the student owing the Academy a balance.

In order to determine if funds have to be returned, the Academy determines how much aid was earned. Each 16-week term contains 112 class days. Once the student has completed 60% of the term, or 68 days, it is considered that 100% of the funds are earned. However, if the student completed only 50%, for instance, or 56 days, the Academy would be required to return 50% of aid awarded/dispensed to the student during that term. Therefore, if the Academy awarded and dispensed \$2800.00 of aid to the student, the Academy would have to return \$1400.00

to the federal government. Note that in this situation, the student would not be afforded a refund, from the Academy as 56 days exceed the 38-day maximum, as stated in the *Academy Refund Policy*.

Students can determine the amount of their personal situations by using the same formula. The amount of days attended is determined by the shipping date of the course materials, based on seven (7) school days per week. This number can then be compared to 112 to determine what percentage of aid was earned. That percentage, if less than 60%, can then be compared to a student's financial aid award amount for that term to determine the amount the Academy will return on a student's behalf to the student-loan lender.

### **7.7. Academy Financial Aid Review**

1. Students can apply for financial aid before applying for admission to the Academy.
2. A student must be a U.S. citizen or a permanent resident of the United States to apply for federal financial assistance.
3. To receive funds, a student must be accepted for admission in a degree-seeking program.
4. International students can apply for International Student Loans. Application information is available on the Internet at [www.internationalstudentloan.com](http://www.internationalstudentloan.com). A co-signer who is a U.S. citizen is usually required.
5. To apply for financial aid, students must complete the *Free Application for Federal Student Aid (FAFSA)*. FAFSA is available at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Students can sign their applications electronically with a Personal Identification Number (PIN) issued by the U.S. Department of Education. If a student does not have a PIN, the U.S. Department of Education will email one within three days. The proper year (2017-2018 begins with the summer semester) and the Academy's Federal School Code (021706) must be selected.
6. The Academy will receive student information electronically from the federal processor. A student must be accepted for admission to the Academy before financial aid award can be processed. The Academy will review the information and an email will be sent to the student notifying them to log into his/her Student Portal for the official award letter.

The U.S. Department of Education selects financial aid applications for a process called verification. If selected, the Academy will ask for documentation of the information reported on the FAFSA.

7. First time applicants must complete the required Federal Student Loan Entrance Counseling and sign the Stafford Master Promissory Note on the Internet at [www.studentloans.gov](http://www.studentloans.gov)
8. All students who receive Federal Title IV student financial assistance are required to undergo Exit Loan Counseling upon the completion of their study at the Academy. The Exit Counseling is administered online at [www.studentloans.gov](http://www.studentloans.gov) under Tools and Resources.

## **7.8. National Student Clearinghouse**

The Academy has an agreement with the National Student Clearinghouse. The Clearinghouse provides a nationwide, central repository of information on the enrollment status of students.

### **7.8.1 Loan Program**

Under the Federal Direct Student Loan Program, the institution reports information on the enrollment status of students to various lenders, services, guaranty agencies, and the U.S. Department of Education.

All agencies and organizations to which the institution reports student enrollment information (as described above) are “eligible requestors.” The Academy has appointed the Clearinghouse as its agent for purposes of reporting information on the enrollment status of students to eligible requestors.

The Registrar provides to the Clearinghouse on a mutually agreeable schedule, an electronic listing containing the enrollment status of all Academy students. The listing contains the data elements and is transmitted in a format as reasonably required by the Clearinghouse. The listing shall indicate which students have blocked the release of directory information under FERPA.

The Registrar and the Financial Aid Office promptly refer to the Clearinghouse all requests received from eligible requestors for certification of a borrower’s enrollment status, except for requests relating to periods of enrollment prior to the date of the institution’s participation in the Clearinghouse.

The Clearinghouse makes its best effort to respond to requests within 14 calendar days of receipt, or 21 days if the request is not in an automated format.

The Registrar’s office institutes reasonable controls to ensure that enrollment information provided to the Clearinghouse is correct and accurate.

The Clearinghouse institutes reasonable controls to ensure that enrollment information it receives from the institution is shared with eligible requestors. The Clearinghouse has no authority to disclose information that it receives from the Academy, other than as described in the agreement between the two entities. All disclosures of information by the Clearinghouse comply with applicable Family Educational Rights and Privacy Act (FERPA) requirements. For assistance, email: [financialaid@ussa.edu](mailto:financialaid@ussa.edu) or call 251-626-3303.

## **8. REGULATIONS/POLICIES/PROCEDURES**

**It is each student's responsibility to know and comply with the regulations, policies, and procedures as stipulated in the Academy's Academic Catalogs.**

### **8.1. Academic Integrity**

Students should maintain high standards of conduct both in their personal behavior and in their academic work. Disrespect for, or violation of, these standards is a serious offense. The penalty for violations of academic integrity ranges from failure on a paper or in a class to dismissal from the Academy. The process of notification regarding a violation of academic integrity is described in the Student Conduct section of the academic catalogs.

Cheating is unacceptable behavior. Examples of this include, but are not limited to:

- Submitting the same paper, or part of the same paper, for more than one course
- Copying another student's answers during an examination
- Using someone else's work and representing it as yours
- Using unauthorized materials during an examination
- Having someone else take an examination for you
- Plagiarism (using information from other people's work in a paper or project without proper citation)

Using another's work in a paper or project is unacceptable, unless:

- The student uses the exact written words of another person, places the words in quotation marks, and cites the author's name, title of publication, year, and page number where the quotation may be found. A quotation exceeding 40 words must be indented as a block without quotation marks.
- The student paraphrases another person's work, restating the concept or information in a manner more substantial than simply rearranging the words of sentences and citing the author and year of publication. The student should be very careful, when taking notes, to quote text verbatim or paraphrase fully.

All instructors monitor academic integrity with online tools such as Turnitin.com, which is an Internet based plagiarism detection service. The ACCESS program also has tutorials devoted to proper citation and avoiding plagiarism.

While not a direct violation of academic integrity, the misuse of library materials by writing on pages, tearing out pages, or taking materials without properly checking them out is strictly forbidden.

#### **8.1.1 Residential Registration - Policies and Procedures**

##### **8.1.1.1 Registration – Residential Students**

Registration means enrolling in courses for a specific semester or term. The residential registration period runs concurrent with the distance learning registration period. Residential students should submit the online registration form 30 days in advance of the term start date through the Academy's website [www.ussa.edu/Admissions](http://www.ussa.edu/Admissions).

**8.1.1.2 Failure to Register – Residential Students**

Students may not attend courses for which they are not registered. The last day to add or register for a residential course is the end of the first week of class in a semester. A student who attends a class for which he or she is not registered and has not paid tuition and fees will not be allowed to attend or add the course after the first week of classes or at a later date.

**8.1.1.3 Payment Information – Residential Students**

Payment in full is required at the time of registration. When registering online, students must submit payment or the registration will be voided. Student account information may be found in My Student Portal under the Estimated Tuition Worksheet and secure credit card payments may be submitted from that page. The Academy accepts Visa, MasterCard, and Discover. Personal checks, bank checks, and money orders are accepted as well. Checks should be made payable to the “United States Sports Academy.” Cash is only accepted in person. Cash must not be sent through the mail; should the student choose to do so, it is at his or her own risk without recourse to the Academy.

**8.1.1.4 Building Security Access – Residential Students**

Residential students will be issued a Building Security Access (BSA) fob at orientation, which will be used to enter and exit campus buildings. Students must pay a \$20.00 refundable deposit fee at the time of issuance. At the conclusion of the Statute of Limitations for the student’s degree program, the student must turn in the BSA fob to the Division of Student Services within seven (7) business days. If a student fails to turn in their BSA fob within the allotted time, the student will forfeit the \$20.00 deposit. Refunds will be issued within 7-10 business days following the return of the BSA fob.

**8.1.1.5 Student Access Doors – Residential Students**

Magnetic locks are installed on the following:

1. Atrium glass door
2. East Student Entrance door
3. Student Services door

**8.1.1.6 Change in Schedule: Adding or Dropping – Residential Students**

Any change in schedule (e.g., course add or course drop) should be discussed with an academic advisor. A student may drop or add courses through the first week of the semester. The student is responsible for dropping or adding courses officially by appropriate deadlines. Students should refer to the Refund Schedule as published in the catalog.

Course drops are not permitted after the first week of a semester. Students who are withdrawing from courses must use a Withdrawal form, which may be found at [www.ussa.edu/current-students/forms-applications](http://www.ussa.edu/current-students/forms-applications). A student may withdraw up until the last day of class of a registered course. Students are fully responsible for submitting forms to the Registrar by the appropriate deadlines.

Registrations will not be processed until payment in full for the total cost of tuition and fees is received.

### **8.1.1.7 Withdrawal from the Academy – Residential Students**

A residential student who wishes to withdraw from the Academy during the semester (e.g., drop all courses) must submit a completed and signed Withdrawal form to the Registrar's office. Failure to meet the withdrawal deadline can result in grades of "F" and/or financial consequences. Non-attendance does not constitute withdrawal. Failure to withdraw officially will result in liability for all tuition and fees and grades of "F" for each course.

### **8.1.1.8 Attendance Policy - Residential Students**

A residential student is expected to attend all regularly scheduled classes. Any residential student missing more than 25% of regularly scheduled classes in any course during a semester shall automatically fail the course. Any work missed because of absence shall be the responsibility of the student. Aside from the above, faculty members are required to set an attendance policy for each residential class.

### **8.1.1.9 Credit Loads – Residential Students**

Full time residential students carry a load of six (6) semester hours each semester. Semester loads exceeding six (6) semester hours are rare and must be approved by the Chief Academic Officer.

### **8.1.1.10 Transcripts – Residential Students**

A transcript of credits is an official document issued by the Registrar's office. Requests for Academy transcripts must be made through My Student Portal. The fee is \$10.00 per copy. No request will be honored if there are any outstanding administrative holds or financial obligations to the Academy.

The Academy does not issue transcripts or copies of records on file from other institutions. All transcripts received by the Academy become the property of the institution and cannot be released to the student. Students may review their transcripts from other institutions in the Registrar's office during regular office hours.

## **8.2. Academic Probation and Dismissal**

### **8.2.1 Academic Probation**

The intent of academic probation is to serve notice to students that their quality of work is below the level expected. Students who receive academic probation should immediately seek help by contacting their academic advisor. Academic status is determined by the following:

1. When the cumulative GPA is at or above the GPA required for the total number of credit hours at the institution (3.0 GPA required at the graduate level), the student's academic standing is **Full**.
2. When the student's cumulative GPA is below the GPA required for the number of credit hours at the institution (3.0 GPA required at the graduate level), the student is placed on **Academic Probation**.
3. When the cumulative GPA of a student who is on academic probation remains below the GPA required at the institution and the semester GPA is at or above the GPA required at the institution (3.0 GPA required at the graduate level), the student remains on **Academic Probation**.

Any student on probation will not be extended academic privileges. These privileges include, but are not limited to, individualized study, the mentorship, and overloads. A student receiving a letter grade of "F" in a

course will be required to retake that course. The student will be placed on probation and remain on probation until the course is retaken and a passing grade is made.

Students must maintain satisfactory academic progress. The statute of limitations to complete the doctoral degree program is ten years, with no extensions. At the end of three semesters, a minimum of nine semester-hours must be completed with a cumulative grade point average of 3.0. Students not meeting this requirement face academic probation and possible dismissal.

### **8.2.2 Dismissal**

When the cumulative GPA of a student who is on Academic Probation remains below the cumulative GPA required **AND** the GPA of the subsequent term of enrollment following Academic Probation is below what is required (3.0 at the graduate level), the student will be dismissed from the program.

The Academy also reserves the right to dismiss, at any time, a student whose conduct, in the sole opinion of the Academy, is deemed improper or prejudicial to the interest of the institution.

### **8.3. Academic Update**

The Academy regularly posts an online announcement called the *Academic Update*. The *Academic Update* is sent to all students through the Canvas Learning Management System (LMS). Its purpose is to keep students informed regarding regulations, policies, and procedures of the Academy, in addition to alerting them to upcoming calendar events and general news of interest. Students are expected to read the *Academic Update* and are responsible for remaining familiar with its content.

### **8.4. Accounts Receivable from Students**

Students owing money to the Academy will be assessed an interest charge of 1% per month on outstanding balances that are not settled within 30 days. Excluded from this policy are student loans made through, or insured by, any governmental student financial assistance program.

An invoice will be sent monthly to each student with an account receivable under this policy. If no payment is received and no arrangements have been made for payment of the account within 60 days after the invoice is sent, the student will be informed that the account will be turned over for collection. If after this warning the student fails to respond within a further 60 days, the account will be referred to a collection agency.

### **8.5. Admission to Doctoral Degree Candidacy**

A student who has completed all course work and whose Doctoral Portfolio has been approved by the portfolio advisor is considered eligible to register for dissertation credits and be admitted to candidacy for the doctoral degree. A student must be admitted to candidacy at least one semester prior to the granting of the degree. The purpose of this requirement is to ensure an adequate amount of time for the dissertation.

Once the student reaches candidate status, the student will pay a continuation fee for each semester in which he/she is not registered for at least three semester hours of SPT 799 Doctoral Dissertation. Refer to Section 6: Tuition and Fees for the doctoral program continuation fee amount.

## **8.6. Advising Program**

An academic advisor is assigned to each Academy student. Students may find their assigned advisor in My Student Portal. The Academy highly recommends that students contact their advisor to assist them in the successful completion of their program of study. Students wishing to change majors and/or academic catalogs should consult the Change of Major and the Catalog Coverage & Change sections of this catalog. Students in the Doctoral Portfolio Program will be assigned a specific portfolio advisor. Refer to the Doctoral Portfolio Manual in the Addenda section of this catalog. The Academy reserves the right to reassign advisors, which may occur from time to time.

## **8.7. Animals and Pets**

Animals and pets, with the exception of service animals such as seeing-eye dogs, are not allowed on the Academy campus.

## **8.8. Application for Graduation**

Students must apply for graduation online (and submit the fee) after all degree requirements have been met. Application can be found on the Academy's website, [www.ussa.edu/current-students/forms-applications](http://www.ussa.edu/current-students/forms-applications). A Graduation Checklist may be found in the Addenda section of this catalog. It is important to note that the degree is NOT conferred until the application is received and fee paid.

## **8.9. Attendance Policy-Distance Learning**

Students who are enrolled in a distance-learning course must log on and, within the first 14 days from registration, complete the Catalog and Syllabus Statement and post to the Virtual Café. Students are expected to systematically satisfy all course assignments and learning activities in accordance with the syllabus within the prescribed 16-week period, or they must pay the appropriate extension fees.

If a course cannot be completed within the allotted time, the student may apply for a course extension. This request for an extension must be processed PRIOR to the course completion date. It is recommended that the extension request be submitted at least one week prior to the completion date to avoid receiving a failing grade. The request should be submitted through the student portal. In addition, the student may want to email the course instructor to let him/her know that an extension is being processed.

Course extensions will not be processed without valid payment information, which is required at the time of submission.

In no case will a student be allowed to submit work following the exhaustion of two 30-day course extensions or one 60-day course extension.

## **8.10. Auditing Classes**

An audit-only student is one who is seeking no grade or credit for courses taken. Should an audit-only student wish to change status to credit-seeking, then the student must immediately notify the graduate admissions office in writing within the first 38 days of the course. Audit-only students must meet all regular admissions requirements. The same registration procedure is followed as for a course bearing credit. The cost of auditing a course is the same as for taking a course for credit.

If it becomes necessary for an audit-only student to withdraw from a course or the institution, they should follow the same withdrawal procedure as a credit-seeking student.



### **8.11. Campus Computing and Email**

All students are assigned an email address within the Academy's domain at the beginning of their first course of study. Students must use their Academy email for all course work. All notices, newsletters, and official communications will be sent to the student's Academy account. Students are responsible for checking their assigned accounts regularly for such communications. It is the students' responsibility to use the proper email address in course work and to notify the Academy of any changes. Students are also required to adhere to Academy policies with respect to use of the network and email facilities described elsewhere in this catalog.

Resident students are required to have their own laptops or desktop computers to facilitate on-campus study. Internet connectivity is available in the Academy Library via wired and wireless access. System requirements are as follows:

1. Computer with Windows 7 or later
2. 10/100/1000-Ethernet card (for wired access) OR Wi-Fi certified card 802.11n or 802.11ac (for wireless access)
3. CAT 5e (or higher) cable (for wired Internet access).

Residential students wishing to connect any personal devices (laptop computers, flash drives, etc.) to the Academy network must have them scanned by the Technology Department prior to using them on the Academy's network.

### **8.12. Catalog Coverage and Change**

Although the Academy reserves the right to change policies and procedures and the student acknowledges this right by registering for a course, the Academy recognizes a student's need to know graduation requirements and associated policies. The catalog that sets out a student's degree requirements will be based on the term in which he/she first registers for courses; it is not based on the date of acceptance. Students entering under one catalog will be expected to graduate under the guidelines of that catalog.

If, however, for whatever reason a student wishes to change catalogs, this can be done through the Dean of Student Services by using the Change of Catalog request form found in the Addenda section of this catalog.

If a student changes catalogs, the student is responsible for all the graduation requirements in the new catalog. A student may change catalogs only once during his/her academic program. The Academy reserves the right to deny a student's catalog change request upon review.

### **8.13 Change of Address**

In the event of an address change, the student is responsible for submitting a Student Information Change (Personal) form in order to officially inform Student Services of the new address. If a student does not submit the Student Information Change (Personal) form to Student Services, the student will be held responsible for the cost of course materials, including the shipping and handling for course materials that are sent to the student's address that is located in the Student Information System. The Student Information Change (Personal) form is found on the Academy's website, [www.ussa.edu/current-students/forms-applications](http://www.ussa.edu/current-students/forms-applications).

### **8.14. Change of Major**

A student wishing to change from one major to another or to change emphasis in a current major must submit a Student Information Change (Academic) form to the Division of Student Services. This form is available on the Academy website [www.ussa.edu/current-students/forms-applications](http://www.ussa.edu/current-students/forms-applications) and in the Addenda section of this catalog.

### **8.15. Committees – Structure and Function**

The Academy operates by committee action. The highest committee is the President's Cabinet, which is chaired by the President and Chief Executive Officer. The Academic Committee makes recommendations directly to the Cabinet for all academic and instructional design issues. The Academic Committee is chaired by the Chief Academic Officer. It consists of the following:

- Chairs of all academic programs
- Director of the Library
- Individuals with senior administrative responsibilities

As necessary, the Academic Committee appoints sub-committees to carry out functions such as student petitions.

### **8.16. Conferring of Degrees**

When a student has completed all requirements for the doctoral degree, an application for graduation must be made online to the Office of the Registrar. The application may be found on the Academy's website at [www.ussa.edu/current-students/forms-applications](http://www.ussa.edu/current-students/forms-applications). The graduation fee must accompany this application, as the application will not be processed without the fee. If a student has previously filed for graduation but did not receive a degree at that time, application and payment of the fee must be repeated.

The degree will not be conferred until the student's academic file has undergone a graduation audit which is triggered by the application to graduate. Once it has been determined that the student meets all criteria to graduate through the degree audit, he/she will then be registered for the Doctoral Exit Survey. This survey will appear in the student's Learning Management System and must be completed in order for the degree to be conferred.

### **8.17. Course Descriptions - Expanded**

An expanded course description is available for students who need more than the traditional short course description for certification, licensing, reimbursement, and transfer. Students desiring an expanded course description must write a letter to the Academic Committee requesting an expanded course description and naming the course title and number along with the reason for the request. The Academy, solely at its discretion, reserves the right to withhold such services when it deems them inappropriate.

### **8.18. Course/Instructor Evaluation**

At the end of each course, regardless of mode of instruction, students are required to complete a course/instructor evaluation. Evaluation results are shared with the course instructor and academic administration after final grades have been submitted.

## **8.19. Course Materials Policy**

Since most students take some, or all, of their courses by distance learning, and the Academy wants to ensure similar learning for all students, each course has specific materials around which the content of the course is developed. Course materials are included with tuition and are automatically shipped to students with each course registration. This ensures that students will receive the correct text or ebook for the course materials, which, in turn, maximizes student learning.

## **8.20. Dropping Courses**

To drop an online course a student must obtain an add/drop form from the Academy's website, <http://ussa.edu/admissions/forms-applications/>. The completed form must be returned to the Registrar's office (by fax, mail deliver in person, or scan and email).

A drop becomes effective the day the completed form is received by the Registrar's office. All refunds for dropping a course will be issued in accordance with the dates set forth in the Academic Calendar and Refund Schedule as shown on the form.

Requests made within 38 days of the course start date, or during the refund period, will not receive grades or appear on transcripts. After the deadline, students must request to withdraw from the course and submit a withdrawal form found on the Academy's website.

Recipients of federal Title IV financial aid funds are unable to drop/add a course once financial aid funds have been posted to their student account (typically two weeks from the date of registration). In this case, the student may be required to request a "withdrawal" from the course instead. Students who received federal Title IV financial aid must also be aware of the "unofficial withdrawal" provisions of the Academy's financial aid policy.

## **8.21. Drug and Alcohol Policy**

### **8.21.1 Monitoring Student Criminal Activity Off-Campus**

Given the Academy is an online institution, off-campus student criminal activity is not monitored.

### **8.21.2 Policies and Programs Concerning Alcohol and Drugs**

It is the Academy's desire to provide a drug-free, healthful, and safe workplace. Faculty members and staff members are required to report to work in appropriate mental and physical condition to perform their jobs in a satisfactory manner.

The Academy is committed to providing an environment free of the abuse of alcohol and illegal use of alcohol and other drugs. The unlawful possession, use, or distribution of illicit drugs and alcohol on the campus is strictly prohibited. Academy authorities will cooperate fully with local, state, and federal law enforcement agencies.

While on the Academy campus and while conducting business-related activities off the campus, no employee may use, possess, distribute, or sell illegal drugs. The legal use of prescribed drugs is permitted on the job only if it does not impair an employee's ability to perform the essential functions of the job effectively and in a safe manner, that does not endanger other individuals in the workplace.

Students, faculty members, or staff members with questions about this policy, or issues related to drug or alcohol use in the workplace, should raise their concerns with their supervisor, or the Department of Administration and Finance, without fear of reprisal.

There is a variety of community organizations available to help individuals who have substance abuse problems. Below is a list of some drug and alcohol prevention, counseling, treatment and rehabilitation, and re-entry programs. Additional programs may be listed in local or other area telephone directories.

Al-Anon Family Group ([www.al-anon.alateen.org](http://www.al-anon.alateen.org))  
Headquarters, Inc.  
1600 Corporate Landing Parkway, Virginia Beach, VA 23454-5617  
Tel: (757) 563-1600

Alcoholics Anonymous ([www.alcoholics-anonymous.org](http://www.alcoholics-anonymous.org))  
General Service Office  
474 Riverside Drive, New York, NY 10015  
Tel: (212) 870-3400

Narcotics Anonymous ([www.na.org](http://www.na.org))  
World Service Office, Inc.  
P. O. Box 9999, Van Nuys, CA 91409  
Tel: (818) 783-3951

United Way of Southwest Alabama, Inc. ([www.uwsua.org](http://www.uwsua.org))  
218 Saint Francis St., Mobile, AL 36602  
Tel: (251) 433-3624

## **8.22. Examinations at the Doctoral Level and Doctoral Portfolio**

At the doctoral level, all courses require either a final examination OR a final paper. In classes where a final exam is required, students are presented with 10 essay questions of which they must choose and answer seven. Students are given three and one-half hours (3 ½) hours to complete the final course exam. All exams are closed book exams and must be proctored.

### **8.22.1. Online Proctoring**

The Academy's accrediting agency has mandated that students who take online tests must do so with the appropriate identification and supervision. In order to meet this requirement, the Academy requires students use an online proctoring service. Instructions regarding the Academy's approved online proctoring service provider is found on the home page of each course shell under the IMPORTANT EXAM INFORMATION tab.

Online proctoring provides live Internet proctoring via webcam. This service affords students the opportunity of taking tests in the comfort of their own homes, at their own computers, without incurring the costs of paying for a human proctor. The general cost for using the Academy's online proctoring service is covered by tuition for students who schedule their exams within the required period.

Students who do not schedule their exams within the required period will be assessed additional fees. These additional fees must be paid by the student and will be paid to the proctoring service online by debit or credit card, at the time the student registers for the examination.

Students will create an account with the designated proctoring service before being able to set an appointment time for their exams. They must also verify the technical requirements and test their computer equipment.

The following technical requirements must be met:

	Minimum	Recommended
PC Users	Windows XP	Windows 10
Mac Users	Mac OS X or higher	Mac OS X 10.11 El Capitan
Web Camera	640x480 resolution	1280x720 resolution
Internet Download Speed	.768 Mbps	1.5 Mbps
Internet Upload Speed	.384 Mbps	1.5 Mbps
RAM	1024MB	2GB
Ports	1935, UDP/TCP	1935, UDP/TCP

Other requirements:

1. A microphone (sometimes web cameras have built-in microphones).
2. One of the following compatible web browsers: Google Chrome (preferred), Mozilla Firefox, Safari, Internet Explorer 7, 8, 9, 10.
3. The following plugins for the web camera: Adobe Flash Player v11; Adobe Shockwave player.

Upon completion of the equipment testing and registering with the designated service, students can log into the site to schedule an examination. On the day of the examination, students must verify their identity by showing the proctor, through the webcam, a photo ID. The proctor will also ask the student to scan the testing area. The proctor will connect with the student's computer and proctor the examination in real time.

### 8.22.2 Third-Party Testing Center/Human Proctor

Students who fall under one of the following categories may choose the Academy's approved online proctoring service or may use an approved third-party testing center/human proctor for examination proctoring:

- Non-degree seeking students
- International students
- Active duty military students

Students who may have specific testing requirement issues must contact the Division of Student Services at [studentservices@ussa.edu](mailto:studentservices@ussa.edu) for permission to use an approved third-party testing center for examination proctoring.

For guidelines concerning third-party testing centers, visit <http://ussa.edu/current-students/course-testing/> or email [testing@ussa.edu](mailto:testing@ussa.edu). Students using a third-party testing center are responsible for all fees and charges assessed by the center.

### 8.22.3 Doctoral Portfolio

The Doctoral Portfolio serves several purposes:

- It helps guide the student through his/her program of study;
- It focuses the students' interests and sharpens their research skills leading towards the capstone experience of the dissertation; and
- It serves as the comprehensive evaluation of the students' learning.

**NOTE: Students who receive transfer credit for courses which have a portfolio submission must complete that portfolio assignment and should consult their Portfolio Advisor for instructions.**

### **8.23. Exit Surveys**

Students in the doctoral program will be registered for an online Doctoral Exit Survey upon successful completion of the dissertation and the submission of a Graduation Application and payment of all fees. These exit surveys are used to ascertain the effectiveness of academic programs for students, to identify student perceptions, and to receive recommendations for program improvements.

The purpose of the Financial Aid Interview is to fulfill Title IV federal mandates and communicate repayment responsibilities

### **8.24. Facilities**

**Sports Bookstore.** The Academy Sports Bookstore is open at posted times for the purchase of course materials, school supplies, Academy sportswear, souvenirs, sport books and sport art. Purchases may also be made via a secure e-commerce site at [www.ussa.edu/bookstore](http://www.ussa.edu/bookstore), on a 24/7/365 basis.

**Housing.** Although the Academy has no on-campus housing, a variety of private apartments and condominiums are available close to the campus. Informational assistance concerning housing costs and services is available through the Division of Student Services. Final responsibility for making housing arrangements rests with the student.

**Transportation.** All students are responsible for transportation to and from the Daphne campus, including airport transportation.

**Robert Block Library.** The Academy's Robert Block Library contains a variety of print materials, both in book form and in journal form. The best way to access periodical articles is through the online catalog on the Academy's website. Databases are updated regularly and supply citations, abstracts, or full-text articles.

Through the Online Public Access Catalog (OPAC) students can access library holdings via the internet. In addition, the virtual library consists of major databases: Gale, EBSCO, and ProQuest. The Library is a member of the Online Computer Library Center (OCLC). OCLC has access to 16,737 libraries in 170 countries, representing over 1.5 billion records. The Academy is also a member of the Network of Alabama Academic Libraries (NAAL) which was founded to promote resource sharing among Alabama academic libraries. There is no charge for loans from member libraries of NAAL.

#### **8.24.1. Recreational Facilities and Activities**

**Laboratory Facilities.** The laboratory complex has two locations. The ground floor of the Academic unit houses a laboratory used for human performance testing and assessment. A fitness center located below ground level is used for strength and conditioning testing, assessment, and programming.

Students in the residence program may have supervised access to a full complement of exercise physiology equipment, including a Bod Pod, hydrostatic weighing and graded exercise testing equipment with maximal oxygen consumption analyzers for exercise performance on a treadmill or bike and reaction timers. Strength testing equipment consists of computer-assisted modes of isometric, isotonic, and isokinetic with electromyogram output. Kinematic motion analysis equipment is also available. A simulated athletic therapy room is available for graduate students to practice sports medicine skills.

### **8.25. Food and Drink**

Food and drinks are not allowed in classrooms, the Library, or the Human Performance or Sports Medicine Labs.

### **8.26. Full-Time Student**

A full-time doctoral student is one who is normally registered for six (6) semester hours. With special permission from the Chief Academic Officer, students may register for an overload not to exceed 12 semester hours in any one semester. When calculating student hours of doctoral credit, resident courses, distance-learning courses and mentorships will be included in the total hours in the semester during which the student initially registers for the mentorship.

### **8.27. Grading Policies and Procedures**

A distance learning student has a period of 16 weeks (15 weeks plus one week up front to receive learning materials) to complete a course. The official start date for the course starts when the learning materials are sent from the Academy. Students are allowed 17 weeks in which to complete their first core course, SAB 661 Contemporary Issues in Sports, as an orientation module has been built into the course. Students who are active-duty military personnel are allowed 18 weeks (16 weeks plus a two week extension) in which to complete their online coursework.

Students who do not complete a course within the time allowed have two options:

1. They may pay for a 30-day extension (see Section 6.0 Tuition & Fee schedule for cost.) If they do not finish by the end of this first 30-day extension, they may request another 30-day extension and pay an additional fee; **OR**
2. The student may request one 60-day extension (see Section 6.0 Tuition & Fee Schedule for cost)

A student may not purchase more than a total of 60 days for an extension in any one course. At the completion of the 60-day extension period, the student will be awarded a grade based on the work completed through the end of the extension period.

Students who do not complete their distance learning courses within the time allowed, or receive an extension (30 or 60-day), will automatically receive the grade calculated after entering zeroes for all assignments not completed.

## 8.28. Grading System - Graduate

The Academy uses the following four-point grading scale, for graduate courses, as follows:

Percentages	Letter Grade	GPA
98-100	A+	4.0
93-97.99	A	4.0
90-92.99	A-	3.7
87-89.99	B+	3.3
83-86.99	B	3.0
80-82.99	B-	2.7
77-79.99	C+	2.3
73-76.99	C	2.0
70-72.99	C-	1.7
0-69.99	F	0.0

A cumulative grade point average (GPA) of 3.0 for 66 to 90 semester hours of work is required for graduation. In computing the required 3.0 average necessary for the conferment of the doctoral degree, the total number of quality points is divided by the total number of semester hours for which letter grades were assigned. Grades earned at other institutions and transferred to the Academy cannot be used in the determination of the grade point average for conferment of the degree. The following symbols are substitutes for grades:

**P = Passed Transfer-Credit:** Recorded on the permanent record of a student who has had transfer-credit accepted for an Academy course. The grade of “P” does not affect the GPA.

**W = Withdraw:** Recorded on the permanent record of a student who withdraws from the Academy or from a course, provided the withdrawal occurs within the time limits listed in the official calendar. The grade of “W” does not affect the GPA.

Inactive graduate students (those who have not enrolled in a course within one year) will receive a grade of “W” for their learning portfolio. If an inactive student is approved for readmission during the statute of limitations period, the “W” will be removed and the student may continue portfolio submissions.

**P/F = Pass/Fail (Mentorship course only):** In order to receive a “Pass” on the mentorship, the student must pass all four components of the course: student monthly reports, mentor’s final evaluation, student’s final paper, and final interview with advisor.

## 8.29. Grading Rubrics

The Academy uses a rubric form of grading for all course discussions and assignments. The grading rubrics are designed to take some of the subjectivity out of the grading process. The rubrics have been inserted in the LMS for student viewing and are included in the Addenda to this catalog.

## 8.30. Grade Appeal Procedures

The purpose of the grade appeal procedure is to afford an opportunity for a student to appeal a final grade in a course which the student feels was inequitably awarded.



Since the grade appeals process may result in the change of a grade, it must be noted that change as a result of the appeals process is of a different nature than a grade change initiated by professors. A grade change *per se* is initiated *by the professor*; whereas, the grade appeal is initiated *by the student*.

Students are advised that the grade appeals process entails an examination of the student's entire body of work in the course in which the grade is being appealed, and as a consequence the list of possible options includes, but is not limited to, the following: 1) the original grade given by the professor can remain unchanged; 2) the grade can be changed upward; or, 3) the grade can be changed downward.

A student may appeal a grade following the process outlined below:

**Step 1**

The student must communicate with the instructor in question and attempt to resolve any differences in an informal manner at that level. If this process is successful there will be no need to proceed to any further steps and the faculty member shall communicate the grade change to the Registrar.

**Step 2**

A student who is unable to resolve the differences in an informal manner with the instructor must file a written appeal with the Chief Academic Officer within 15 calendar days following assignment of the disputed grade. All appeals will be date stamped and logged in on the date received.

**Step 3**

The Chief Academic Officer will refer the request to the Appeals Subcommittee of the Academic Committee which shall be a panel comprised of faculty members. The faculty member whose grade is being challenged cannot serve on the Appeals Subcommittee. When the Subcommittee convenes, it will keep minutes of the proceedings and record the outcome of their deliberations.

In order for an appeal to be upheld, the subcommittee must render a unanimous decision within 15 days from the date that the appeal is received in the Office of Academic Affairs. The Chief Academic Officer or designee shall inform the student filing the appeal, the faculty member involved and the Academy Administration of the decision. This notice shall be put in writing.

**Step 4**

In the event that the Appeals Subcommittee cannot reach a *unanimous* decision, it will be referred to the Academic Committee for final disposition. The Academic Committee must render its decision within 15 days from the date that it was referred to the Academic Committee from the Appeals Subcommittee. The decision of the Academic Committee requires a majority vote.

**Step 5**

The majority decision of the Academic Committee, or the *unanimous* decision of the Appeals Subcommittee, shall be considered final and binding. The Chief Academic Officer or designee shall inform all parties of the decision.

### 8.31. Graduation Requirements

To be eligible to graduate from the doctoral program, a student must:

- Submit all required admissions material
- Achieve a cumulative 3.0 or better grade point average
- Successfully complete all academic requirements
- Complete all elements of the doctoral portfolio according to the satisfaction of the portfolio advisor
- Complete and defend the dissertation with committee approval
- Pay all fees, including graduation fee, and clear all financial obligations with the Academy
- Complete the application for graduation form
- Complete the Doctoral Exit Survey
- Financial aid recipients must complete a Financial Aid Exit Interview.

Refer to the Addenda for a complete Graduation Checklist.

Any student who believes that a particular academic or degree requirement should be altered due to unusual circumstances may petition the Academic Committee for a review of the requirement.

#### 8.31.1. Academic Honors and Awards upon Graduation

The Academy provides academic honors and awards to recognize and promote notable student achievement. These academic honors, for doctoral students, include Graduation with Honors and Graduation with Highest Honors. Honors are calculated based only on hours attempted at the United States Sports Academy. Transfer credit hours are not used in the determination of academic honors. In order to be eligible for a graduation honor, a student must have completed 66 semester hours beyond the master's degree, at the doctoral level.

Students who graduate with honors will receive a corresponding honor cord as applicable.

**Graduation Honors for Degrees.** Superior academic achievements by graduating students shall be recognized by the following designations on transcripts:

Graduation with Honors	3.8 – 3.99 GPA
Graduation with Highest Honors	4.0 GPA

**Semester Academic Honors.** The Academy provides semester academic honors to recognize and promote notable student achievements.

**Dean's List.** A Dean's List shall be compiled for each semester. Requirements for the Dean's List include:

- A semester grade point average of 3.8-3.99 GPA
- Completion of a minimum of 12 semester hours at the Academy
- Must be in full academic standing
- At least six hours completed for the semester.

**President's List.** A President's List shall be compiled for each semester. Requirements for the President's list include:

- A semester grade point average of 4.0
- Completion of a minimum of 12 semester hours at the Academy
- Must be in full academic standing
- At least six hours completed for the semester.

### **8.31.2. Alumnus of the Year Award**

The Alumnus of the Year Award is given annually to the most outstanding United States Sports Academy Alumnus. The recipient must represent the ideals of sport and of the Academy.

The Academy's Alumni Association features one of the largest networks in the sports profession. Since its inception, thousands of students have graduated from the Academy. Many have moved into higher echelons of sport, where their impact is immeasurable.

The Academy is proud of the success of its alumni and would like students and alumni members to be involved in the selection of this award. A list of past recipients can be found on the ASAMA website at [www.asama.org](http://www.asama.org). Students who know of an Academy alumnus who is deserving of this award can email [alumni@ussa.edu](mailto:alumni@ussa.edu).

### **8.32. Health Services**

Any residential student needing health care or counseling will be referred to a local health care provider. The costs associated with health care or counseling are the responsibility of the student. Referral by the Academy does not constitute acceptance of indebtedness by the Academy for services rendered.

### **8.33. Holds on Student Records**

#### **8.33.1. Academic Holds**

An academic hold may be placed on a student's record if the student's admission file is not complete (e.g., official transcripts of previous degrees or test scores have not been received) after 12 credit hours have been completed. The Chief Academic Officer (or designee), Dean of Student Services, or the Registrar may place an academic hold on a student's file.

A student who has an academic hold is prevented from registering for additional course work until all official documents required for admission have been received. The academic hold will be released upon completion of the student's admission file.

#### **8.33.2. Administrative or Business Holds**

An administrative hold may be placed on a student's record for checks written on insufficient funds, library fines, unreturned library materials, outstanding financial balances on the student's account, or defaults on a student's financial aid loan package. The Chief Academic Officer or the Registrar may place an administrative (or business) hold on a student's file.

A student who has an administrative hold is prevented from receiving student grade reports or student transcripts. Additionally, the student will be prevented from registering for additional course work or receiving additional financial aid awards until conditions have been cleared with the Academy.

### **8.34. Insurance Requirements**

International resident students are required to have medical insurance.

### **8.35. Lost and Found**

The Lost and Found is located in the Logistics office.

### **8.36. Motor Vehicle Registration/Parking**

A student operating and parking a vehicle on campus must have a current parking decal clearly affixed to the left corner of the vehicle's rear window. Students must register their vehicles and obtain decals at orientation/registration. Any student violating parking or traffic regulations is subject to a fine. After a semester has begun, parking decals may be obtained from the Office of Administration & Finance.

### **8.37. Online Course Structure and Grading**

Each online course for the doctoral program consists of five (5) units of subject content. There are four (4) units with discussion questions. These give the students the opportunity to exchange ideas with other students regarding the unit issues. There is one (1) unit with a writing assignment.

Doctoral courses have a final class paper OR a final class examination. The final examination consists of ten (10) essay questions and the student must answer seven (7). The student has three and one-half (3 1/2) hours to complete the final exam.

Students studying online must submit their class papers electronically, through the Canvas Learning Management System course shell, unless otherwise directed by their instructor.

Grade composition is as follows:

- |                                    |                        |
|------------------------------------|------------------------|
| • Writing Assignments              | 20% of the total grade |
| • Unit Discussions                 | 40% of the total grade |
| • Final Exam <u>OR</u> Final Paper | 40% of the total grade |

### **8.38. Online Student Security**

All students are responsible for security with respect to their user IDs, passwords, and any activities utilizing the various Academy computer resources. Students inappropriately sharing or distributing passwords or user IDs to unauthorized individuals will be subject to disciplinary action up to and including expulsion from the program. As additional security, students will be required, periodically, to change their password.

Residential students wishing to physically connect any personal devices (laptop computers, flash drives, etc.) to the Academy's network must have them scanned by the Technology department prior to using them on the network.

The Learning Management System has been equipped with a virus-scanning program. If a student submits an infected file to the LMS, the file will be refused by the system. The student, as well as the instructor, will be notified. The Academy recommends that students visit a site such as "Housecall" at <http://housecall.antivirus.com> to scan and clean file(s) before trying to resubmit. The Network Administrator records all attempts to upload infected files. Repeated attempts to send such files may result in a \$200.00 fine and/or academic sanctions as determined by the faculty.

The Academy requires students to provide a Personal Identification Number (PIN) in order to verify a student's identity and protect information contained in a student's record. Students may create (or change) their PIN anytime in My Student Portal.

### **8.38.1. Password Reset Policy**

This policy applies to all organizations and individuals associated with the Academy.

#### **8.38.1.1. Automated Password Recovery/Reset**

1. The Academy shall provide an automated password recovery/reset solution for any Central Directory system provided (i.e. Active Directory, Academy Central Login)
2. This system will operate in a manner and by processes approved by the Department of Technology.
3. The password recovery solution should not rely solely on Social Security Number (SSN) or any portion thereof.
4. The password recovery solution should not rely on the student ID number or any portion thereof.

#### **8.38.1.2. Assisted Password Recovery/Reset**

1. If the automated password recovery/reset solution provided by the Academy is unavailable or fails, the user may then call the Help Desk to reset the password. Call 251.626.3303 and ask for the Help Desk.
2. Any user requesting a password reset must verify his/her identity prior to having the reset completed.
3. The user must confirm his/her identity by providing the answer to 2-3 confidential questions.
4. Verification is to be conducted by dedicated Help Desk personnel only.

#### **8.38.1.3 Personal Identification Number (PIN)**

1. Students can create (or change) their PIN at any time in My Student Portal.
2. When accessing Course Registration, the “Review Your Data” screen provides an alpha-numeric field for creating and/or updating the PIN. Students will also be allowed to create a reminder to assist them in verifying their PIN.
3. Academy personnel must verify the PIN when a student calls the Academy and wishes to discuss personal information (grades, financial aid, etc.).

### **8.39. Photos-Students**

#### **8.39.1 Student Identity Verification – Registration Requirement**

Upon admission, for identity verification purposes during the first registration process, a student must submit a photocopy of an official government-issued ID, such as a driver’s license, passport, or visa. The submitted document should include a visible signature. Acceptable documentation must be uploaded through the secure student portal. The Academy will not accept emailed or faxed copies of government-issued IDs. The Academy will not ask for military IDs, but if students choose to provide those the IDs will be destroyed immediately without filing a copy.

#### **8.39.2 Student Photo Option for Online Course Display and Student ID**

Students may have a photo displayed in each online course in which the student is enrolled. The photo image requirements include entire upper torso, neck, and head. The photo of the student should be without baseball caps, hats, scarves, or other headwear, though religious-based or national/cultural exceptions will be made. Photos must be a minimum of 2 inches by 2 inches and must have a resolution of 72 dpi x 72 dpi. Instructions for uploading photos may be found in the LMS course shell.

#### **8.40. Program of Study**

A student's academic catalog is set based on the first term of enrollment unless otherwise noted. It is the student's responsibility to know and comply with the regulations, policies and procedures set forth in this catalog including his/her program of study (POS). It is the student's responsibility to ensure all degree requirements are met. The current POS forms are available in the Addenda section of this catalog and at the Academy's website: [www.ussa.edu/academics/advising/](http://www.ussa.edu/academics/advising/).

Students may find the POS in previous years' academic catalogs on the Academy's website at [www.ussa.edu/academics/academic-catalogs/](http://www.ussa.edu/academics/academic-catalogs/). Questions regarding the student's academic catalog should be directed to the Registrar's Office.

The Program of Study is not considered a contract between the student and the institution and is subject to change at any time and at the sole discretion of the Academy.

The Academy highly recommends that students contact their advisor to assist them in the successful completion of their degree and accomplishing personal academic goals. Students may find their assigned advisor in their student portal under "Student Records."

#### **8.41. Re-Enrollment**

All students, regardless of status, who have not been enrolled in a degree program for one calendar year or longer, are required to re-enroll by submitting a re-enrollment application.

Students who are seeking re-enrollment must submit a Re-Enrollment Application form, which is obtained on the Academy's web site at [www.ussa.edu/admissions/apply](http://www.ussa.edu/admissions/apply). Students seeking re-enrollment are required to present official transcripts from any institution attended since leaving the Academy. Depending on the length of a student's absence, additional admission documents may need to be resubmitted. The cost of submitting a Re-Enrollment Application can be found in the Tuition and Fee Schedule of this catalog.

When a student re-enrolls, he or she must adopt the academic program of the most recent catalog in effect at the time of re-enrollment. The student is responsible for completing any and all of the requirements of the new catalog within the confines of their statute of limitations.

Students who have been placed on academic probation, have been dismissed, or suspended from the Academy must submit a Re-Admittance Application which will be reviewed by the Academic Committee. The application can be found at [www.ussa.edu/admissions/forms-applications](http://www.ussa.edu/admissions/forms-applications). If approved, the student must submit the appropriate re-admittance fee. Also if approved, the student must submit the Re-Enrollment Application and pay any and all fees required for re-enrollment.

#### **8.42. Refund Policy**

Refund of tuition, general fees, and technology fees for a student who drops a course, or all courses, or a student who is dismissed or suspended, is made in accordance with the refund policy. All application fees, enrollment fees, and special fees are non-refundable.

A student who officially or unofficially drops or withdraws from a course, or all courses, before the eighth day of class will be refunded the total tuition and other institutional charges. (Please note, within the 16-week course period, the first week is set aside for processing and shipment of course materials).

#### **8.42.1. For Complete Withdrawal**

A student who officially, or unofficially, drops or withdraws completely on or after the first class day, but prior to 38 days of a course, will be refunded according to the date as follows:

- |   |                                      |
|---|--------------------------------------|
| • Prior to the shipment of course materials | 100% refund                          |
| • 1-7 days                                  | 100% refund, less administrative fee |
| • 8-18 days                                 | 90% refund, less administrative fee  |
| • 19-29 days                                | 50% refund, less administrative fee  |
| • 30-38 days                                | 25% refund, less administrative fee  |
| • After 38 days                             | No refund                            |

#### **8.42.2. For Partial Withdrawal**

Students who are enrolled in more than one course and drop a course during the drop/add period will be refunded the difference in tuition paid and the tuition rate applicable to the reduced number of hours, including fees appropriate to the classes dropped. There is no refund due to a student who partially withdraws after the official drop/add period.

#### **8.42.3. For Mentorship Withdrawal**

- |  |           |
|--|-----------|
| • Through the first five days after registration |           |
| • Through the first 25 days after registration   |           |
| • Through the first 60 days after registration   |           |
| • Through the first 125 days after registration  |           |
| • 126 days after registration                    | No refund |

Processing of refunds requires at least two weeks. Students with financial aid should consult the Financial Aid Review section or contact the Financial Aid office for additional information on withdrawing or falling below half-time status.

#### **8.42.4 Withdrawals for Students Using Veteran Affairs (VA) Benefits**

After the 38<sup>th</sup> day and up to the 45<sup>th</sup> day of course enrollment, a student utilizing Veteran Affairs (VA) educational benefits may submit a request for withdrawal. The 45<sup>th</sup> day of enrollment is the last day to receive a grade of “W” for the course. The grade of “W” does not affect a student’s GPA. After the 45<sup>th</sup> day of enrollment, the student will be awarded a grade based on the work completed up until the end of the course.

### **8.43. Release of Information**

#### **8.43.1. Release of Grades**

The Family Educational Rights and Privacy Act (FERPA) prohibits the release of grades without written permission. Grades are neither mailed out to students nor given out over the telephone. Students may access their grades via their unofficial transcript which can be found in My Student Portal. Students will receive user ID and password information for access to the student records portal via mail in the acceptance letter. Students who experience difficulty with this procedure should contact the Help Desk.

**8.43.2. Release of Student Portal Log-in/Password Information**

Students receive Student Portal user ID and password information upon application to a program. Students who request this information subsequent to receiving their admission to their program of interest must contact the Office of Admissions. Accepted students must request this information via the Help Desk. If the student can provide self-identifying information, the login and password may be given over the telephone.

**8.44. Repeat Policy**

A student may repeat a course. If a student repeats a course once, the second grade awarded (excluding grades of “W”) replaces the first grade in the computation of the cumulative grade point average. The semester grade point average during the semester in which the course was first attempted will not be affected.

When a course is repeated more than once all grades for the course, excluding the first grade, will be included in the computation of the cumulative grade point average. Official records at the Academy will list each course in which a student is enrolled.

**8.45. Replacement Diplomas**

Students may order a replacement paper diploma or diploma plaque upon completion of the replacement diploma order Form, which can be found online at [www.ussa.edu/current-students/forms-applications](http://www.ussa.edu/current-students/forms-applications). Cost for a parchment paper copy and/or a replacement plaque can be found in the Tuition & Fee Schedule of this catalog. The form should be mailed or faxed and payment for the replacement must accompany the order.

**8.46. Resident and Non-Resident Faculty Members**

The Academy utilizes both resident and non-resident faculty members in order to fulfill the academic mission of the institution. All Academy faculty members must have appropriate preparation in a relevant academic field as defined by the Southern Association of Colleges and Schools Commission on Colleges

**8.47. Special Student Services****8.47.1 Students with Disabilities**

The Americans with Disabilities Act (ADA) provides federal civil rights protection to people who are considered disabled. Compliance with the Americans with Disabilities Act is a priority of the Academy. To ensure institutional compliance, the institution administration has appointed the Registrar to oversee compliance with the Americans with Disabilities Act and has provided assistance from the Chief Academic Officer as well as the Dean of Student Services to assist the ADA Coordinator in the functions in preparation of the evaluation and implementation of a plan of compliance.

Questions or concerns regarding this Act should be directed to the Registrar, United States Sports Academy, One Academy Drive, Daphne, Alabama 36526.

**8.47.1.1 Providing Services for Students with Disabilities**

Services and reasonable accommodations are provided pursuant to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Academy is committed to working with individuals with disabilities. It is the goal of the Academy to ensure that students with disabilities have the programmatic and architectural accesses needed for integration into distance learning life. All applicants must meet the academic and technical standards requisite for admission. The Academy will not reduce standards in



the grading and/or evaluation of students. Academic requirements that are determined to be essential or fundamental will not be modified. The Academy strives to eliminate barriers to learning or participation in other institutional activities, and provides the following services for students and faculty members:

- Screening of disability documentation
- Determination of appropriate accommodations, and
- Communication with faculty members and/or staff members regarding student needs

Providing reasonable accommodations for students with disabilities requires an individual assessment of need and is a problem solving process. Specific accommodations depend upon the nature and requirements of a particular course or activity and the skills and functional abilities of a particular student. Refer to the Addenda section of this catalog for the Academy's ADA Application. Appropriate accommodations may include:

- Extended time given to complete exams
- Change in test format
- Priority registration
- Use of "spell check"
- Extra time allowed for assignments
- Alternative evaluation methods

Students with disabilities are responsible for informing the Academy about the disability and the need for reasonable accommodation. This should be done prior to or upon enrollment. Students must furnish adequate documentation of their disabilities from medical or other appropriate professionals in order to substantiate the need for services.

### **Criteria for Disability Documentation**

The Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 state that qualified students with disabilities who meet the technical and academic standards at the Academy are entitled to reasonable accommodations. Under these laws, a disability is defined as any physical or mental impairment which substantially limits a major life activity, a history of such impairment, or the perception of such impairment. The Academy does NOT provide disability documentation for students. It is the student's responsibility to provide appropriate documentation to the Registrar and to request accommodations. Appropriate documentation is defined as that which meets the following criteria:

### **Psychological Disorder**

A letter or report from a mental health professional (psychologist, neuropsychologist, licensed professional counselor), including:

1. Clearly stated diagnosis
2. Defined levels of functioning and any limitations
3. Current treatment and medication
4. Current letter/report (within 1 year), dated and signed

### **Traumatic Brain Injury (TBI)**

A comprehensive evaluation report by a rehabilitation counselor, speech-language pathologist, orthopedic specialist, and/or neuropsychologist (or other specialist as appropriate), including:

1. Assessment of cognitive abilities, including processing speed and memory
2. Analysis of educational achievement skills and limitations (reading comprehension, written language, spelling, and mathematical abilities)

3. Defined levels of functioning and limitations in all affected areas (communication, vision, hearing, mobility, psychological, seizures, etc.)
4. Current treatment and medication
5. Current letter/report (post-rehabilitation and within 1 year), dated and signed

**Learning Disabilities (LD)**

A comprehensive evaluation report from a clinical psychologist, psychiatrist, neuropsychologist, school psychologist, learning disability specialist, or diagnostician, including:

1. Clear statement of presenting problem; diagnostic interview
2. Educational history documenting the impact of the learning disability
3. Alternative explanations and diagnoses are ruled out
4. Clearly stated diagnosis of a learning disability based upon DSM-IV criteria
5. Defined levels of functioning and any limitations, supported by evaluation data
6. Current report (within 3 years of enrollment date), dated and signed

**Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)**

A comprehensive evaluation report from a physician, psychiatrist, clinical psychologist, neurologist, or neuropsychologist, including:

1. Clear statement of presenting problem; diagnostic interview
2. Evidence of early and current impairment in at least two different environments (comprehensive history)
3. Alternative explanations and diagnoses are ruled out
4. Relevant test data with standard scores are provided to support conclusions
5. Clearly stated diagnosis of ADD or ADHD based upon DSM-IV Criteria
6. Defined levels of functioning and any limitations supported by evaluation data
7. Current report (within 3 years of enrollment date), dated and signed

**8.47.2. International Students**

Services for international students include an orientation to the Academy and community as well as assistance with immigration and naturalization procedures. Contact the Division of Student Services for assistance or information.

**8.47.3 Students with Military Obligations**

The mobilization and call to active duty of reservists and National Guard members and the deployment of active duty military personnel create special limitations. Students of the Academy who are reservists or members of the National Guard ordered to active duty or active-duty military personnel ordered to deploy abroad will have the option of:

1. Receiving an administrative extension. Under this option, students will be able to continue their courses upon release from active duty or deployment, provided they are able to resume work in the course within three months from the date work was suspended. In the event that study does not resume within three months, students will be required to start over at the beginning of the course, though they will not be assessed any tuition or fees for doing so.
2. Withdrawing from the course of study without penalties.

Students requesting an administrative extension or withdrawal will be required to provide copies of official orders indicating return to active-duty or deployment.

Students who are active duty military personnel will be allowed 18 weeks in which to complete a course (16 weeks plus an automatic two-week extension.)

#### **8.48. Statute of Limitations for Degree Completion**

All requirements for the doctoral degree must be completed within 10 years from the time the student first enrolls in the degree program. An extension to the statute of limitations for degree completion of the doctoral degree program is not available.

#### **8.49. Student Conduct**

Enrollment at the Academy is entrance into an academic community. As such, students voluntarily assume obligations of performance and behavior expected by the Academy. Disciplinary procedures are authorized and administered to prevent obstruction of the mission, processes, and structure of the Academy.

Students attending the Academy are accepted as responsible adults working with faculty colleagues in pursuit of knowledge. Since freedom must be balanced by individual responsibility and respect for the rights, responsibilities, and freedom of others, students are held accountable for their own decisions and actions. The Academy considers unacceptable behavior to be actions that jeopardize the rights and freedom of others or adversely affect the integrity of the Academy. The Academy prohibits threats of physical harm to any member of the institution community, including one's self. Such actions may result in discipline ranging from probation to dismissal.

The Academy reserves the right to deny admission or continued attendance to a student whose actions are contrary to the policies and procedures of the Academy. As an independent institution, the Academy explicitly reserves the right to judge whether it is in the best interest of the institution that a student be allowed to continue affiliation and may, for reasons deemed sufficient by the Academy itself, discontinue affiliation. By registering, the student concedes to the Academy the right to require withdrawal whenever the Academy deems withdrawal necessary. The provisions of this catalog do not constitute a contract, expressed or implied, between any applicant, student or faculty member, and the Academy. The catalog reflects the general nature of and conditions concerning the educational services of the Academy effective at the time of preparation.

In the event that an offense is serious enough to warrant disciplinary action, the following steps will be taken to ensure that all due process requirements are met:

1. The Chief Academic Officer will notify the student in writing of the specific infraction. The notification will include the nature of the infraction and the policy or rule violated. The notice will state the date, time and place of a hearing on the charges and the option for the student to waive the right of a hearing and have an informal conference with the Chief Academic Officer or designee for disposition of the matter.
2. The student may waive, in writing, the right to a hearing and may have an informal conference with the Chief Academic Officer for disposition of the matter. Once waived, the outcome of the informal conference will be binding on all parties concerned.
3. Normally, seven to 10 days will be given for the student to prepare for the hearing, depending on the seriousness of the offense. When necessary, the student may attend the hearing by electronic means where he or she can speak and be heard. In all cases, all validated documentation to be considered by the committee must be available at the Academy at least two working days prior to the hearing.

4. The hearing will be held before the platform subcommittee of the Academics Committee. Although the hearing is not intended to be an adversarial forum, the student may have an attorney present who may advise the student but not directly address the hearing panel. The principles of privilege against self-incrimination do not apply. Testimony given by a student in a school disciplinary hearing can later be used in legal proceedings.
5. The Academy recognizes and processes student misconduct using "Preponderance of Evidence". "Preponderance of Evidence" means that this evidence as a whole shows that the fact sought to be proved is more probable than not. This is the standard used in adjudicating all disciplinary cases within Academy policy.
6. The panel will provide a recommendation to the Chief Academic Officer within five working days from the conclusion of the hearing. The Chief Academic Officer will review the recommendation of the panel and render a decision within five working days. That decision can be to ratify the decision and recommendation of the panel or to require a new hearing, which would be conducted by the Academic Committee of the Whole. The student will be notified in writing of this decision. The process for a hearing will be repeated in cases for which the Academic Committee of the Whole reviews the recommendation.
7. The Chief Academic Officer will notify the student of the final disposition of the matter within five working days of rendering a final decision.

#### **8.49.1 Threatening Behavior by Students**

The Academy seeks to promote a safe environment in which students and employees may participate in the educational process without compromising their health, safety, or welfare. The Student Conduct Policy prohibits any actions that jeopardize the rights and freedoms of others or adversely affect the integrity of the Academy. Threatening behavior can harm and disrupt the Academy, its community, and its families.

##### **8.49.1.1 Prohibited Behavior**

Threatening behavior is prohibited. "Threatening behavior" means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the Academy community, which causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker's statement, communication, conduct or gesture as a serious expression of intent to physically harm.

##### **8.49.1.2 Procedures for Mandatory Reporting of Threatening Behavior**

If threatened by any student's conduct to the point of reasonable fear of immediate physical harm to self, others, or property:

1. Leave the area immediately.
2. Call the police by dialing 911 to request that an officer come to the location. Inform the police if it is a repeat occurrence.
3. Anyone who observes what appears to be threatening behavior by a student must report it to the Dean of Student Services.

4. Academy employees who observe what appears to be threatening behavior by a student must also report it to their supervisor or Department Head, who should report it to the Dean of Student Services.

#### **8.49.1.3 Disciplinary Process**

In addition to any law enforcement action, the Dean of Student Services (or designee) will investigate complaints against students and will keep records of such complaints and investigations in accordance with the Student Conduct policy of this academic catalog. Such records are subject to the Family Educational Rights and Privacy Act (FERPA) and may be shared with faculty and other Academy officials who have a legitimate educational interest, and those persons who need to know in a health or safety emergency, including any person who was the object of the threat.

The person observing a threat or being threatened by a student is to notify the Dean of Student Services. This will initiate the Student Conduct Inquiry regarding the student who is charged with exhibiting threatening behavior. Within 24 hours, the Dean of Student Services (or designee) will email the person who submitted the information. The Dean of Student Services will communicate the progress of the investigation within five calendar days to the person who was the object of the threat.

The Student Disciplinary Procedures shall govern all proceedings involving such complaints. The Dean of Student Services may suspend the student for an interim period prior to the resolution of the disciplinary proceeding if the Dean determines that the continued presence of the student poses a threat to any individual, property, or Academy function. Sanctions, as appropriate, may be imposed in accordance with the Student Code of Conduct, up to and including suspension or dismissal from the Academy.

#### **8.50. Student Mail**

Students are to receive personal and professional mail at their private residences. In the event that personal mail is delivered to the Academy it will be held at the Help Desk in Student Services. The Academy does not accept responsibility for lost or stolen mail.

#### **8.51. Student Organizations**

The Academy offers students the opportunity to participate in three formal organizations:

**The Alumni Association.** There is no fee to become part of the Alumni Association – a network connection with thousands of sports professionals.

**The American Sport Art Museum and Archives (ASAMA)** is open to all Academy alumni and students. Membership options begin at \$20 per year and entitle students to take part in all ASAMA sponsored events including art shows, exhibitions, and presentations (with the exception of the Awards of Sport Banquet, should one be held).

**The Student Ambassador Club** represents the institution as hosts/hostesses or greeters at official functions of the Academy. Selection is based on a person's potential contribution to the overall mission of the Academy. Ambassadors are usually selected in the fall semester of each year. Appointments continue at the convenience of the Academy, normally for one academic year, or that portion of the year for which the student is present on campus. Students are encouraged to join professional affiliate organizations. The following are examples of such organizations:

American College of Sports Medicine ([www.acsm.org](http://www.acsm.org))  
401 West Michigan Street  
Indianapolis, IN 46202-43222

American Physical Therapy Association, Sports Medicine Section ([www.apta.org](http://www.apta.org))  
1111 N. Fairfax Street  
Alexandria, VA 22310

International Association for Worksite Health Promotion ([www.acsm-iawhp.org](http://www.acsm-iawhp.org))  
401 W. Michigan Street  
Indianapolis, IN 48202

International Council for Health, Physical Education, Recreation, Sport, and Dance ([www.ichpersd.org](http://www.ichpersd.org))  
1900 Association Drive  
Reston, VA 20191

National Association of Collegiate Directors of Athletics ([www.nacda.org](http://www.nacda.org))  
24651 Detroit Road  
Westlake, OH 44145

National High School Athletic Coaches Association ([www.hscoaches.org](http://www.hscoaches.org))  
P O Box 10277  
Fargo, ND 58106

National Recreation and Park Association ([www.nrpa.org](http://www.nrpa.org))  
22377 Belmont Ridge Road  
Ashburn, VA 20148

SHAPE America ([www.shapeamerica.org](http://www.shapeamerica.org))  
1900 Association Drive  
Reston, VA 20191

National Strength and Conditioning Association ([www.nasca.com](http://www.nasca.com))  
1885 Bob Johnson Dr  
Colorado Springs, CO 80906

For more information on clubs and organizations, contact the Division of Student Services.

## **8.52. Student Petitions Not Related to Grades**

Students seeking redress for an issue not related to grade appeals but concerning conduct that may arise at or with the institution, its employees, or fellow students, should first attempt to do so on an informal basis. When students feel that informal means have not resolved an issue, they can appeal for further consideration in a formal manner. The process established for such petitions includes the following steps:

1. A student may file a written petition within 30 days from the date when the informal attempt to resolve the issue was concluded. The written petition must be filed with the Chief Academic Officer and should include a detailed explanation of the circumstances involved. The Chief Academic Officer or a designee will officially log the petition in, noting the date and time it was received.
2. After receipt, all formal written petitions shall be referred to the Petition Subcommittee of the Academic Committee. The subcommittee shall investigate the petition to ascertain all the facts in the matter and make a recommendation to the Chief Academic Officer within 15 days of receipt of the petition by the subcommittee.

3. The Chief Academic Officer shall have the final right of accepting or rejecting the subcommittee's recommendation. Students shall then be informed in writing of the final decision made by the Chief Academic Officer within five business days of receipt of the recommendation from the subcommittee.

### **8.53. Student Rights**

The Academy follows the provisions of the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). In compliance therewith, a copy of the Act can be accessed through the web at [www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html](http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Under pertinent provisions of the Act, the items listed below are designated as "Directory Information" and may be released for any purpose at the discretion of the Academy, unless the student exercises the right to withhold the disclosure of any or all of the categories of "Directory Information."

- Category I: Name, address, telephone number, dates of attendance, and class
- Category II: Previous institution(s) attended, major field of study, awards, honors, and degree(s) conferred
- Category III: Past and present participation in officially recognized sports and activities, physical factors (such as height and weight of athlete), date and place of birth.

Unless a signed form is received in the Division of Student Services stating that the above information may not be released, it will be assumed that the information may be disclosed.

#### **8.53.1. Student Rights for Records and Disclosure**

1. Students have the right to review their academic records and challenge any information believed to be inaccurate or misleading. The institution requires that a staff member be present during each student's review.
2. Students have the right to acquire transcripts of their academic records from the Academy. Such transcripts will be labeled Issued to Student. Issuance of transcripts is subject to the applicable fee policy in this regard.
3. The Academy will not provide transcripts of academic records for reasons such as non-payment of financial obligations; however, students cannot be denied the right to inspect and review their records.
4. The Academy requires students to submit a signed request for transcripts of academic records. Other requests, such as proof of full-time enrollment, must be in writing and must be submitted to the Registrar's office.
5. The Academy does not provide students with copies of original or source documents available elsewhere such as transcripts from other institutions or scores for the Graduate Record Examination (GRE), Miller Analogies Test (MAT), Graduate Management Aptitude Test (GMAT), or Test of English as a Foreign Language (TOEFL).
6. A student identification number will be assigned to each student for tracking purposes.
7. The faculty will store paper-based documents submitted by students for one year. The Academy will electronically store coursework in the online Learning Management System for four semesters; after four semesters it will then be inaccessible.

### **8.53.2 Student Rights: Complaint Process**

The Academy takes very seriously complaints and concerns regarding the institution. Most complaints can be resolved at the campus level and that procedure is addressed in the catalog sections regarding Grade Appeals, Student Petitions Other than Grades, and Student Conduct.

## **8.54. Title IX/Violence Against Women Act (VAWA) Policy Statements**

### **8.54.1 Non-Discrimination Statement**

The United States Sports Academy (the Academy) does not discriminate in its education programs and activities on the basis of race, color, creed, national or ethnic origin, religion, sex, pregnancy, childbirth and related medical conditions, marital status, medical condition, service in the uniformed services, age, disability, sexual orientation, gender identity, veteran status, or any other consideration made unlawful by federal, state, or local laws. Specifically, Title IX/SaVE requires the Institution not to discriminate on the basis of gender/sex in its education programs and activities. Gender/sex harassment, including gender/sex violence, is a form of prohibited gender/sex discrimination. Examples of covered acts are found in the Institution's policies on Sexual Misconduct.

### **8.54.2 Sexual Misconduct Policy**

#### **8.54.2.1 Gender/Sexual Discrimination, Misconduct, Harassment or Violence - Title IX/SaVE Purpose**

The Academy is committed to maintaining an academic climate in which individuals of the Academy's community have access to an opportunity to benefit fully from the Institution's programs and activities. When students experience acts of sexual misconduct, their sense of safety and trust is violated. This can significantly interfere with their lives, including their educational goals. This policy has been developed to proactively create a campus environment in which incidents of sexual misconduct can be promptly and effectively responded to without further victimization, retaliation, and with possible remediation of its effects.

#### **8.54.2.2 Dissemination of the Policy, Educational Programs, and Employee Training**

This policy shall be disseminated through the Academy's Academic Catalogs, provided to the Academy's community online through the Institution's website, Student Portal, and other appropriate channels of communication.

New and current students will be provided with educational materials to promote familiarity with this policy. Newly hired employees and current employees responsible for reporting sexual misconduct will be provided with training. Furthermore, annual training will be provided to Title IX Investigators and hearing officers.

The educational programs and employee training provide ongoing awareness and prevention campaigns that also identify safe and positive options for bystander intervention that may be carried out by an individual to prevent harm or intervene when there is a risk of domestic violence, dating violence, sexual assault, or stalking against a person other than such bystander.

Additionally, information is provided on risk reduction so that students, faculty/staff may recognize warning signs.



### 8.54.2.3 Definitions and Examples of Sexual Misconduct

Sexual Misconduct Offenses include, but are not limited to:

- Sexual Harassment
- Sexual Assault
- Sexual Violence
- Sexual Exploitation
- Domestic and/or Dating Violence
- Stalking

*The Institution considered the Violence Against Women Reauthorization Act of 2013 (VAWA), and for the purposes of this Policy, the various sexual misconduct definitions listed below are by applicable jurisdictions. Definitions may vary by state.*

### 8.54.2.4 Sexual Harassment

Sexual harassment includes unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature that has the effect of unreasonably interfering with an individual's academic or work performance, or creates an intimidating, hostile, or offensive environment. Sexual violence is a form of sexual harassment prohibited by Title IX/SaVE.

#### Three Types of Sexual Harassment:

1. **Hostile Environment** includes any situation in which there is harassing conduct that is sufficiently severe, pervasive/persistent and patently offensive so that it alters the conditions of education, from both a subjective (the alleged victim's) and an objective (reasonable person's) viewpoint. The determination of whether an environment is "hostile" must be based on all of the circumstances.

These circumstances could include:

- the frequency of the conduct;
- the nature and severity of the conduct;
- whether the conduct was physically threatening;
- whether the conduct was humiliating;
- the effect of the conduct on the alleged victim's mental or emotional state;
- whether the conduct was directed at more than one person;
- whether the conduct arose in the context of other discriminatory conduct;
- whether the statement is a mere utterance of an epithet which engenders offense in an individual, or offends by mere discourtesy or rudeness;
- whether the speech or conduct deserves the protections under other principles such as academic freedom.

Hostile Environment sexual harassment may occur in student to student, faculty/staff to student, student to faculty/staff relationships, or third party to student/faculty/staff.

2. **Quid pro quo** sexual harassment exists when there are:

- unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature; and
- submission to or rejection of such conduct results in adverse educational action.

Quid pro quo harassment may occur in student to student, faculty/staff to student, student to faculty/staff relationships, or third party to student/faculty/staff.

### 3. **Retaliation**

The Institution will sanction a faculty, student, or staff member who takes adverse action against a person because of the person's participation in or support of an investigation of discrimination or sexual misconduct. Adverse action includes, but is not limited to, threats, harassment, intimidation (implied threats) or actual violence against the person or his or her property, adverse educational or employment consequences, ridicule, taunting, bullying, or ostracism.

Retaliation sexual harassment may occur in student to student, faculty/staff to student, student to faculty/staff relationships, or third party to student/faculty/staff.

Title IX/SaVE also prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

#### **8.54.2.4.1 Sexual Assault**

*In Alabama*, sexual assault occurs when physical sexual activity is engaged in without the consent of the other person or when the other person is unable to consent to the activity. The activity or conduct may include physical force that overcomes earnest resistance OR a threat expressed or implied placing the person in fear of immediate death or serious physical injury to himself/herself or another.

#### **8.54.2.4.2 Sexual Violence**

Sexual violence is defined as physical sexual acts engaged in without the consent of the other person or when the other person is unable to consent to the activity. Sexual violence includes sexual assault, rape, battery, and sexual coercion; domestic violence; dating violence; and stalking.

#### **8.54.2.4.3 Consent**

*In Alabama*, consent is without forcible compulsion; or incapacity to consent; or if the offense charged is sexual abuse, or any circumstance in which the victim does not express or imply acquiescence in the actor's conduct.

#### **8.54.2.4.4 Incapacitation**

*In Alabama*, incapacitation is the physical and/or mental inability to make informed, rational judgments. States of incapacitation include, but are not limited to, mentally defective, mentally incapacitated, or physically helpless.

- Mentally defective means a person suffers from a mental disease or effect which renders him/her incapable of appraising the nature of his conduct.
- Mentally incapacitated means rendered temporarily incapable of appraising or controlling his/her conduct because he/she is under the influence of a narcotic or intoxicating substance administered to him/her without his consent OR any other incapacitating act committed upon him/her without his/her consent.
- Physically helpless means unconscious or physically unable to communicate unwillingness to act.

#### **8.54.2.4.5 Sexual Exploitation**

Occurs when a person takes non-consensual or abusive sexual advantage of another for his or her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses.

Examples of sexual exploitation include, but are not limited to:

- prostituting another student;
- non-consensual video or audio-taping of sexual activity;
- going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex);
- engaging in voyeurism;
- knowingly transmitting an STD or HIV to another student.

#### **8.54.2.4.6 Domestic Violence**

*In Alabama*, ‘Domestic violence’ means any incident resulting in the abuse, assault, harassment, or the attempt or threats thereof, between family, household, or dating or engagement relationship members. ‘Harassment’ means any offense under §13A-11-8.

A person commits the crime of harassment if, with intent to harass, annoy, or alarm another person, he or she:

- Strikes, shoves, kicks, or otherwise touches a person or subjects him or her to physical contact
- Directs abusive or obscene language or makes an obscene gesture toward another person

For purposes of this section, harassment shall include a threat, verbal or nonverbal, made with the intent to carry out the threat that would cause a reasonable person who is the target of the threat to fear for his or her safety.

A person commits the crime of ‘harassing communications’ if, with intent to harass or alarm another person, he or she does any of the following:

- Communicates with a person, anonymously or otherwise, by telephone, telegraph, mail, or any other form of written or electronic communication in a manner likely to harass or cause alarm
- Makes a telephone call, whether or not a conversation ensues, with no purpose of legitimate communication
- Telephones another person and addresses to or about such other person any lewd or obscene words or language

In criminal law: ‘Family, household, or dating or engagement relationship members’ includes a spouse, former spouse, parent, child, or any other person related by marriage or common law marriage, a person with whom the victim has a child in common, a present or former household member, or a person who has or had a dating or engagement relationship.

In civil law: the term ‘plaintiff’ is a person in need of protection from domestic violence who is age 18 or older, is or has been married or is emancipated, and has one of the following relationships:

- Is related by marriage to the defendant, including a common law marriage
- Had a former marriage or common law marriage with the defendant

- Has a child in common with the defendant
- Has a dating relationship with the defendant
- Is a current or former household member

A dating relationship means a recent, frequent, intimate association, primarily characterized by the expectation of affectionate or sexual involvement within the last 6 months. A dating relationship does not include a casual or business relationship.

A household member is a person maintaining or having maintained a living arrangement with the defendant where he or she is in, or was engaged in, a romantic or sexual relationship.

#### **8.54.2.4.7 Dating Violence**

*In Alabama*, dating violence is addressed under the laws of domestic violence.

#### **8.54.2.4.8 Stalking**

*In Alabama*, a person who intentionally and repeatedly follows or harasses another person and who makes a threat, either expressed or implied, with the intent to place that person in reasonable fear of death or serious bodily harm is guilty of the crime of stalking in the first degree.

A person who, acting with an improper purpose, intentionally and repeatedly follows, harasses, telephones, or initiates communication, verbally, electronically, or otherwise, with another person, any member of the other person's immediate family, or any third party with whom the other person is acquainted, and causes material harm to the mental or emotional health of the other person, or causes such person to reasonably fear that his or her employment, business, or career is threatened, and the perpetrator was previously informed to cease that conduct is guilty of the crime of stalking in the second degree.

A person who violates the provisions of §13A-6-90(a) and whose conduct in doing so also violates any court order or injunction is guilty of the crime of aggravated stalking in the first degree.

A person who violates the provisions of §13A-6-90.1 and whose conduct in doing so also violates any court order or injunction is guilty of the crime of aggravated stalking in the second degree.

#### **Definitions:**

The following terms shall have the following meanings, respectively, unless the context clearly indicates otherwise.

- **Course of conduct.** A pattern of conduct composed of a series of acts over a period of time which evidences a continuity of purpose.
- **Credible threat.** A threat, expressed or implied, made with the intent and the apparent ability to carry out the threat so as to cause the person who is the target of the threat to fear for his or her safety or the safety of a family member and to cause reasonable mental anxiety, anguish, or fear.
- **Harasses.** Engages in an intentional course of conduct directed at a specified person which alarms or annoys that person, or interferes with the freedom of movement of that person, and which serves no legitimate purpose. The course of conduct must be such as would cause a reasonable person to suffer substantial emotional distress, and must actually cause substantial emotional distress. Constitutionally protected conduct is not included within the definition of this term.

#### **8.54.2.5 Confidentiality**

While reports of this nature may result in the gathering of extremely sensitive information about individuals, such information is considered confidential and every effort will be made to keep the information confidential. Disclosures of certain personal information may be disclosed concerning a report of sexual harassment or sexual violence to the Institution. In such cases, efforts will be made to redact the records in order to protect the privacy of individuals.

Students are encouraged to speak to officials from the Institution to make formal reports of incidents. Students have the right and can expect to have incidents of sexual misconduct to be taken seriously by the Institution when formally reported, and to have those incidents investigated and properly resolved through administrative procedures.

The Institution has an obligation to investigate reports of this nature with or without the consent from the victim. The Institution will attempt to obtain consent from the victim before beginning an investigation. If the victim requests confidentiality or asks that the complaint not be pursued, the Institution will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation. If the victim insists that his/her name or other identifiable information not be disclosed to the alleged perpetrator, the Institution may be limited in its response. Although the response may be limited, these types of reports help to keep the Title IX/SaVE Coordinator informed of the general extent and nature of sexual violence on and off campus so the coordinator can track patterns, evaluate the scope of the problem, and formulate appropriate campus-wide responses. There are other resources listed below. These other resources are available for the reporting of crimes and policy violations, and they will take action when a report of victimization has been made to them. Neither Institution resources, nor the law requires a divulgence of private information from a student.

#### **Resources**

- **Emergency and Counseling Hotline Telephone Numbers:**
  - Emergency (police, fire, and rescue)  
Always dial 911 for life-threatening emergencies.
- **24 Hour National Suicide Prevention Lifeline / Veterans Crisis Line**  
(800) 273-TALK (8255)  
TTY Line: (800) 799-4889
- **Low-Cost Clinic Locator**
  - **24 Hour National Domestic Violence Hotline**  
(800) 799-SAFE (7233)  
TDD Line: (800) 787-3224
  - **Poison Control Center**  
(800) 222-1222
  - **National Child Abuse Hotline**  
(800) 4-A-CHILD (422-4453)
- **Counseling and Rehabilitation**
  - **American Council on Alcoholism**  
(800) 527-5344
  - **Al-Anon**  
(888) 425-2666

- **The Substance Abuse and Mental Health Services Administration Treatment Helpline**  
(800) 662-HELP / (800) 662-4357  
TDD (800) 487-4889
- **24 Hour National Alcohol and Substance Abuse Information Center**  
(800) 784-6776
- **American Social Health Association STI Resource Center**  
(800) 227-8922
- **CDC National AIDS Hotline / National STD Hotline**  
(800) CDC-INFO (232-4636)
- **Gay and Lesbian National Hotline**  
(888) THE-GLNH (843-4564)

#### **8.54.2.6 Retaliation**

This policy also prohibits retaliation against a person who reports sexual harassment, assists someone with a report of sexual harassment, or participates in any manner in an investigation or resolution of a sexual harassment report. Retaliation includes threats, intimidation, reprisals, and/or adverse actions related to employment or education.

#### **8.54.2.7 Recordkeeping**

The Title IX/SaVE Coordinator, along with Administration and Finance is responsible for maintaining records relating to sexual harassment and sexual violence reports, investigations, and resolutions. Records shall be maintained in accordance with Institution Record Retention Policies. All records pertaining to pending litigation or a request for records shall be maintained in accordance with instructions from legal counsel.

#### **8.54.2.8 Reporting/Filing a Complaint for Title IX (Gender/Sex Discrimination)**

##### **8.54.2.8.1 Gender/Sex**

Sexual misconduct is a threat to the entire Institution community. Members from the Institution community are strongly encouraged to report all incidents that threaten a student's continued well-being, safety, or security. Complaints from any member of the Institution community relating to discrimination, misconduct, harassment, domestic violence, dating or other related violence, stalking, or retaliation based on gender or sex concerning a faculty member, staff member, a student or students may be reported to:

Title IX/SaVE Coordinator for the Academy:

**Ms. Sara Lee, Acting Director of Student Services. Contact information:**

Phone: 251-626-3303, ext. 7146

Email: [titleIX@ussa.edu](mailto:titleIX@ussa.edu)

Mailing Address: United States Sports Academy, 1 Academy Drive, Daphne, AL 36526

*The Title IX/SaVE Coordinator is responsible for the oversight, coordination and implementation of all Title IX compliance activities for the Institution. Title IX/SaVE Coordinator's responsibilities include, but are not limited to, monitoring of the ongoing publication of the Institution's policy of non-discrimination including the Title IX/SaVE Coordinator's contact information, continuous monitoring and oversight of overall*

*Institution activities for compliance with Title IX requirements including athletic equity, grievance procedures, investigations, sanctions and evaluating requests for confidentiality.*

Institution personnel will inform students in writing of procedures that victims should follow, including:

- the importance of preservation of any evidence
- options regarding the assistance of local law enforcement, campus officials; the option to decline assistance, or decline notifying local law enforcement
- any interim protective measures that will be taken and their options for protective orders
- resources including counseling, health, and mental health services

Individuals with complaints of any nature described above also always have the right to file a formal complaint with the Office for Civil Rights (OCR), United States Department of Education, Washington DC 20201, and/or with local law enforcement.

#### **8.54.2.8.2 Other Complaints**

All other complaints, including discrimination, misconduct, harassment, violence or retaliation based on race, color, creed, national or ethnic origin, religion, pregnancy, childbirth and related medical conditions, marital status, gender identity, medical condition, service in the uniformed services, age, disability, veteran status, or any other consideration made unlawful by federal, state, or local laws, should follow the relevant procedure outlined in the item devoted to Student Conduct found in Section 8 of all degree Academic Catalogs and/or contact:

**Ms. Holly McLellan**, Dean of Administration and Finance, or any member of the senior management team:

Phone: (251) 626-3303, ext. 7223

Email: [administration@ussa.edu](mailto:administration@ussa.edu)

An individual may also file a complaint or grievance alleging discrimination, misconduct, harassment, domestic violence, dating or other related violence, stalking, or retaliation based on gender or sex and these complaints will be routed back to the Title IX/SaVE Coordinator.

The above complaint processes (Gender/Sex and Other Complaints) involve a thorough, impartial investigation designed to provide a fair, prompt, and reliable determination about whether the Institution's nondiscrimination policies have been violated. As necessary, the Institution reserves the right to initiate a complaint, to serve as complainant, and to initiate conduct proceedings without a formal complaint by the victim.

The Institution has an obligation to report any crimes of which it has knowledge under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act).

#### **8.54.2.8.3 Receipt of Complaint**

Upon receiving notice of a possible violation of the sexual misconduct policy, the Institution will take immediate and appropriate steps to:

- end the behavior
- conduct a prompt, fair and impartial investigation
- remedy the effects, and
- prevent it from reoccurring

**8.54.2.8.4 Referral to Title IX Investigator**

Upon receipt of a complaint, the Title IX/SaVE Coordinator will refer the complaint to the Title IX Investigator (IX Investigator) and, if necessary, to Human Resources for investigation.

- The investigation should be completed and findings issued within sixty (60) calendar days from the receipt of the complaint, barring documented unforeseen circumstances.
- The Title IX/SaVE Coordinator, Dean of Student Services and, if necessary, Human Resources staff will coordinate any initial remedial short term or interim actions including but not limited to suspension or leave, accommodations for the alleged victim, or other necessary remedial short-term actions and protective measures.
- In campus-based complaints, the Title IX/SaVE Coordinator will coordinate with the Dean of Student Services and Human Resources or designee and, if necessary, will coordinate initial, short term remedial actions. Any initial, short-term remedial actions deemed necessary shall be carried out by the Dean of Administration and Finance, Dean of Student Services or designee.

**8.54.2.8.5 Office of Title IX Investigator Initial Investigation into Complaint**

Upon receipt of a complaint from the Title IX/SaVE Coordinator, the Title IX Investigator and, if necessary, Human Resources staff, will investigate the complaint.

- Title IX Investigator and, if necessary, Human Resources staff, will determine the identity and contact information of the complainant, whether that will be the initiator, the alleged victim, or an Institution proxy or representative;
- Title IX Investigator and, if necessary, Human Resources staff, will collaborate with the complainant to identify the correct policies allegedly violated;
- Title IX Investigator and, if necessary, Human Resources staff, will conduct an immediate initial investigation to determine if there is reasonable cause to charge the accused individual, and what policy violations should be alleged as part of the complaint. If a reasonable cause exists, Title IX Investigator and, if necessary, Human Resources staff, will prepare a Notice of Charges on the basis of the initial investigation and submit to the Title IX/SaVE Coordinator and, if necessary, Human Resources, for further action;
- Once the Title IX/SaVE Coordinator receives a copy of the report of initial findings, the Title IX/SaVE Coordinator, Dean of Student Services, and, if necessary, Human Resources staff will review the findings and make a determination as to whether reasonable cause exists to bring charges against the accused individual. If reasonable cause exists, the matter shall proceed to a formal investigation.
- The complainant and the accused have the right to meet with the Title IX/SaVE Coordinator to receive information as to why the investigation was terminated.
- The complainant and the accused have a right to request an appeal to an investigation that was terminated.
- Where the Title IX/SaVE Coordinator, Dean of Student Services and, if necessary, Human Resources staff, affirm a Title IX Investigator finding that there is insufficient evidence to support a reasonable



cause, the complaint will be closed and the Dean of Student Services or designee or if necessary, Human Resources, will simultaneously in writing inform the complainant and the accused that the investigation is discontinued and will reverse any interim, short term actions taken.

#### **8.54.2.8.6 Notice of Charges and Continued Investigation of Complaint**

- If the Title IX/SaVE Coordinator determines there is sufficient evidence to support a reasonable cause and approve the charges, the Title IX Investigator and Title IX/SaVE Coordinator will collaborate with the Dean of Student Services for Campus based cases or if necessary, Human Resources staff, to determine the need for additional, short term remedial actions for any parties involved in the complaint. Any additional, short term remedial actions deemed necessary prior to the continuation of the investigation shall be carried out by Dean of Student Services or designee, and if necessary, Human Resources.
- The Dean of Student Services or designee, or if necessary, Human Resources staff, will communicate to the complainant the continuation of the investigation and intent to present the accused with a Notice of Charges. The Dean of Student Services or designee, or if necessary, Human Resources staff, will simultaneously and in writing present the accused with the official Notice of Charges.
- The Dean of Administration or designee, or if necessary, Human Resources staff, will also communicate and carry out all additional, short term remedial actions for any involved party that is a student; Human Resources will also communicate and carry out all additional, short term remedial actions for any involved party that is an employee deemed necessary, prior to the continuation of the investigation.
- The Title IX Investigator will continue the investigation and conduct a thorough, reliable, and impartial investigation by developing a strategic investigation plan, including as much as reasonably possible, giving each party an equal opportunity to present witnesses and other evidence and be represented by an advisor of his/her choosing.
- The Title IX Investigator will complete the investigation without unreasonable deviation from the intended timeline.
- Any requests for updates on the status of the investigation prior to its completion should be directed to the Title IX/SaVE Coordinator or Human Resources staff.
- The Title IX Investigator will make a finding, based on a preponderance of the evidence (whether a policy violation is more likely than not).
- Upon completion of the investigation, the Title IX Investigator will present all findings to the Title IX/SaVE Coordinator.
- Once the investigation findings by the Title IX Investigator are approved by the Title IX/SaVE Coordinator, the Title IX/SaVE Coordinator will communicate the results to the Conduct Administrator or designee and, if necessary, Human Resources staff.
- At any time during the process, the victim maintains his/her right to file a criminal complaint with local law enforcement.

**8.54.2.8.7 Investigation Findings: Communication**

- The Title IX Investigator or designee or, if necessary, Human Resources staff, will simultaneously and in writing communicate the findings to the accused and the complainant.
- Where the preponderance of the evidence does not support a finding against the accused for the alleged violation(s), the investigation will be closed. The Title IX Investigator or designee, or, if necessary, Human Resources staff, will simultaneously and in writing communicate the findings to the accused and the complainant. Additionally, where the accused is found not responsible for a violation, the IX Investigator or designee, or, if necessary, Human Resources staff, will consult with the Title IX/SaVe Coordinator to consider the reversal of any remedial actions taken.
- Where the accused is found responsible for a violation, the accused or the complainant may appeal the findings in part or in whole; the Title IX Investigator or designee will advise the rejecting party of the criteria for appeal of the findings when communicating the findings.

**8.54.2.8.8 Investigation Findings: Acceptance**

- If the complainant and/or accused individual(s) accept the findings in whole, each shall notify the Title IX/SaVe Coordinator within three (3) business days of communication of findings. If the complainant and/or accused individual does not indicate his/her acceptance or Appeal of the findings within three (3) business days of communication, non-communication will be considered acceptance and the Institution will proceed accordingly with the process four (4) days following communication of the investigation findings.
- The Title IX/SaVe Coordinator will review all case information and determine appropriate sanctions within eight (8) business days following notification of all findings to the complainant and accused individual, barring documented unforeseen circumstances. If the accused is an employee, Human Resources in coordination with the Title IX/SaVe Coordinator will determine appropriate sanctions. Once the sanction(s) is determined the Title IX/SaVe Coordinator will inform the Dean of Student Services or designee, Title IX Investigator, and Human Resources (if necessary) of the sanction determination. The Dean of Student Services or designee, or Human Resources (if necessary) shall, within two (2) business days of the notification of sanctions, barring documented unforeseen circumstances, simultaneously and in writing inform the complainant and the accused of the sanction decision.

**8.54.2.8.9 Investigation Findings: Appeal**

- If the complainant and/or accused individual(s) disagree with the findings in part or in totality, either the complainant or the accused may appeal the finding in totality or in part on the following bases:
  - The accused and/or complainant wants consideration of new evidence, which was unavailable during the original investigation that could be outcome determinative. A summary of this new evidence and its potential impact must be included;
  - The accused and/or complainant alleges that a material deviation from written procedures impacted the fairness of the process in a way that could be outcome determinative;
  - The accused and/or complainant challenges the assertion that the evidence presented during the investigation process was sufficient to find them responsible by a preponderance of the evidence; or

- The accused and/or complainant alleges bias by the Title IX Investigator, Title IX/SaVE Coordinator which deprived the process of impartiality in a way that was outcome determinative.

The accused and/or complainant has five (5) business days, barring documented unforeseen circumstances, from the date of the communication of the findings to present the formal notification of appeal, in writing, to the Title IX/SaVE Coordinator.

The Title IX/SaVE Coordinator for the Academy:

**Ms. Sara Lee, Acting Director of Student Services. Contact information:**

Phone: 251-626-3303, ext. 7146

Email: [titleIX@ussa.edu](mailto:titleIX@ussa.edu)

Mailing Address: United States Sports Academy, 1 Academy Drive, Daphne, AL 36526

**8.54.2.8.10 Investigation Finding: Appeal Process**

- Upon receipt of either party's appeal of the findings, the Title IX/SaVE Coordinator will acknowledge receipt of the notice within three (3) business days.
- The written appeal must state the basis for appeal and provide sufficient information that supports the grounds for appeal. The appeal must be accompanied by any relevant new information or evidence that was not available during the investigation phase of the process.
- The Vice President or his/her designee will review all cases presented for appeal within five (5) business days of the Title IX/SaVE Coordinator's acknowledgement of the party's intent to appeal, barring documented unforeseen circumstances, to determine if the presented grounds for appeal and supporting information will be accepted or rejected.
- If the appeal does not meet the stated grounds for the appeal, the appeal will be rejected by the Vice President or designee and the decision to reject the appeal will be communicated to the Title IX/SaVE Coordinator. The Title IX/SaVE Coordinator will inform the Dean of Student Services or designee and if necessary Human Resources of the decision. The Dean of Student Services or designee, shall, within two (2) business days of the appeal determination, barring documented unforeseen circumstances, simultaneously and in writing inform the complainant and the accused of the appeal decision.
- If the appeal is rejected by the Vice President or designee, the Dean of Student Services or designee and campus personnel will then convene a Student Appeals Committee Formal Hearing to determine sanctions within seven (7) business days following the communication of the rejection of the appeal, barring documented unforeseen circumstances.
- If the Vice President or designee determines there is sufficient evidence to support an appeal, the Vice President or designee will inform the Title IX/SaVE Coordinator of this determination within five (5) business days of the Title IX/SaVE Coordinator's acknowledgement of the party's intent to appeal.
- If the appeal determination requires a review of the investigation, the Title IX/SaVE Coordinator will then return the case to the Title IX Investigator for further investigation within three (3) business days of receipt of the appeal determination by the Vice President and a Title IX Investigator designee will be assigned.

- The appeal investigation will be completed within fourteen (14) calendar days of submission to the Dean of Student Services by the Title IX/SaVE Coordinator, barring documented circumstances that may extend the investigation.
- Upon completion of the appeal review, the Title IX Investigator designee will present all findings to the Title IX/SaVE Coordinator.
- Once the appeal review findings by the Title IX Investigator designee are submitted to the Title IX/SaVE Coordinator, the Title IX/SaVE Coordinator, in conjunction with the Dean of Academic Affairs, will make an appeal determination. The Title IX/SaVE Coordinator will report the outcome to the Dean of Student Services or designee or if necessary, to Human Resources, who will in turn communicate the appeal findings, simultaneously and in writing, to the complainant and the accused.
- Where the accused individual is found not responsible for the alleged violation(s) upon appeal, the investigation will be closed. The Dean of Student Services or designee, or if necessary Human Resources, will communicate this information to both the complainant and accused simultaneously and in writing.
- Additionally, the Dean of Student Services or designee will consult with the Title IX/SaVE Coordinator and Human Resources (when necessary) to consider the reversal of any remedial actions taken.
- Where the accused individual is found responsible for the alleged violation(s) upon appeal, the Dean of Student Services or designee or if necessary Human Resources, will communicate this information to both the complainant and accused simultaneously and in writing.
- The Dean of Student Services or designee will then convene a Student Appeals Committee Formal Hearing to determine sanctions within seven (7) business days of the communication of findings of the appeal, barring documented unforeseen circumstances.

#### **8.54.2.9 Additional Information for Sexual Misconduct Investigations**

**Attempted Violations.** In most circumstances, the Academy will treat attempts to commit any of the violations listed in the Student Handbook as if those attempts had been completed.

**Institution as Complainant.** As necessary, the Academy reserves the right to initiate a complaint, to serve as complainant, and to initiate conduct proceedings without a formal complaint by the victim of misconduct.

**False Reporting.** The Academy will not tolerate intentional false reporting of incidents. It is a violation of the Student Handbook to make an intentionally false report of any policy violation, and it may also violate state criminal statutes and civil defamation laws.

**Group Action.** When members of groups, individuals acting collusively, or members of an organization act in concert in violation of any policy, they may be held accountable as a group or individually, and a hearing may proceed against the group as jointly accused students or individually, at the discretion of the Institution.

**Amnesty Policy.** The Academy encourages the reporting of crimes by victims and/or witnesses. Sometimes, a victim(s) and/or witness(es) may be hesitant to report to Institution officials because of the fear that by reporting an incident, he/she may be accused of policy violations, such as underage drinking at the time of the incident. It is in the best interests of this community that as many victims and/or witnesses as possible choose to report to Institution officials. To encourage reporting, the Academy pursues a policy of offering victims and/or witnesses of crimes immunity from policy violations related to the incident, as long as those policy

violations are not directly related to the crime itself. For example, if a student reported a rape in which he or she was involved as a perpetrator, he or she would not be immune from policy violations.

**No-Contact Order.** Students are entitled to seek a no-contact order that imposes reasonable restrictions on student contact during and after campus conduct proceedings.

**Right to an Immediate Process.** the Academy takes immediate and appropriate action to investigate sexual misconduct complaints.

**List of Witnesses and Copies of Documentary Evidence.** Institution encourages an exchange of information between the parties in advance of the hearing, including an exchange of the complaint and answer, witness lists, and other written statements that may be available.

**Sexual History.** Questioning or presenting of evidence about the complainant's prior sexual conduct with anyone other than the alleged perpetrator will be prohibited. Evidence of a prior consensual dating or sexual relationship between the parties by itself does not imply consent or preclude a finding of sexual misconduct.

**Character.** All parties to a complaint have a right not to face questions or discussion about their character unless the hearing chair determines that such information is highly relevant to determining whether the policy has been violated.

**Separate Testimony Options.** Any complainant can request to give his or her testimony via alternate means to being in the physical presence of the person he or she has accused. Telephony, screens, and closed-circuit broadcasts may be permitted, but not to the disadvantage of the accused student.

**Notice of When Complaint Delivered to Accused.** Complainants are notified in advance regarding when notice of the complaint is delivered to the accused, so as to protect Complainants from potential retaliation.

**Right to Present Own Complaint or Use Proxy.** The alleged victim has the right to present his or her own complaint if he or she wants to, or to ask the Institution to stand as complainant in his or her place.

**Right to Know Outcome and Sanctions.** Simultaneously and in writing the complainant and the accused have the right to know the outcome and sanctions.

**Right to be Informed of Appeal Status.** The parties will be informed by the Dean of Student Services or designee if an appeal is granted.

#### **8.54.2.10 Possible Sanctions and Protective Measures**

- Any accused found responsible for violating the policy on Sexual Misconduct may receive a sanction ranging from a verbal warning, probation, and suspension to expulsion/termination, depending on the severity of the incident, and taking into account any previous documented conduct issues. If the accused individual is an employee, sanctions will be determined by Human Resources in consultation with the Title IX/SaVE Coordinator.
- In order to protect the victim, at any time during the investigation, the Institution may recommend interim protections or remedies. These protections include, but are not limited to, separating the parties, placing limitations on contact between the parties, or making alternative working, academic or student housing arrangements. Efforts will be made to minimize the burden on the victim. Failure to comply with these interim protections may be considered a separate violation of this Policy.

**8.54.2.11 Sanction Process: Student****8.54.2.11.1 Administrative Hearing (Student)**

The Title IX/SaVE Coordinator will review all case information and determine appropriate sanctions within five (5) business days of notification of acceptance of all findings to the Title IX/SaVE Coordinator, barring documented unforeseen circumstances.

**8.54.2.11.2 Student Community Standards Formal Hearing for Sanctioning (Student)**

- The Dean of Student Services or designee may delegate decision-making authority to the Student Appeals Committee.
- At the hearing, the findings of the investigation will be admitted and reviewed. The Title IX Investigator(s) should be available to discuss the investigation and to provide clarification as needed to the hearing panel. The hearing will determine appropriate sanctions for the violation(s). The goal of the hearing is to provide an equitable resolution through an equitable process.
- The Student Appeals Committee will recommend an appropriate sanction for the violation(s) and present the recommendation to the Dean of Student Services or designee and Title IX/SaVE Coordinator. The Title IX/SaVE Coordinator has final decision-making authority with respect to the sanctions to be applied.
- The Title IX/SaVE Coordinator will communicate the sanctions to the campus personnel and Dean of Student Services or designee, who will simultaneously and in writing communicate the sanctions to the accused individual(s) and the complainant within seven (7) business days of the communication of the sanction determination, barring documented unforeseen circumstances.

**8.54.2.11.3 Sanction Appeal Process: Student Only**

- Where either party, the accused or the complainant, disagrees with any delivered sanction(s), either has five (5) business days from the date sanctions are communicated, barring documented unforeseen circumstances, to present an appeal of the sanctions, in writing, to the Title IX/SaVE Coordinator. The written request for appeal of the sanctions must state one or more of the five (5) bases for appeal (listed below) along with facts and information that support the grounds for appeal; and be accompanied by any relevant, new information or evidence that was not available during the investigation phase of the process. The Title IX/SaVE Coordinator will forward all case information to the Vice President or designee who will make a determination as to whether there is sufficient evidence to support an appeal of sanctions on the basis of:
  1. the availability of new information, unavailable during the original investigation, that could be outcome determinative regarding sanctions;
  2. a potential material deviation from written procedures which impacted the fairness of the process in a way that was outcome determinative;
  3. the evidence presented during the investigation process may have been insufficient to find the individual responsible by a preponderance of the evidence;
  4. the potential of bias by a panel member(s) which may have deprived the process of impartiality in a way that was outcome determinative; or

5. a belief that a sanction(s) is substantially disproportionate to the severity of the offense.

- The sanction appeal will be reviewed by the Vice President or designee within five (5) business days of the sanction appeal notice, barring documented unforeseen circumstances, to determine whether there are sufficient grounds for appeal.
- If the appeal does not state a ground for appeal or sufficiently meet the grounds for appeal, the appeal will be rejected by the Vice President or designee and the decision to reject the appeal communicated to the Title IX/SaVE Coordinator. The Title IX/SaVE Coordinator will inform the Dean of Student Services or designee and if necessary Human Resources and the Title IX Investigator of the decision.
- The Dean of Student Services or designee will simultaneously and in writing inform the complainant and the accused of the rejection of the appeal within seven (7) business days of the determination, barring documented unforeseen circumstances.
- The Dean of Student Services or designee will impose all sanctions on the accused student for the violation. Human Resources will impose all sanctions on the accused employee. Once the sanctions are carried out, the Dean of Student Services or designee will inform the Title IX/SaVE Coordinator and Title IX Investigator, thereby closing the case.
- If the sanctions appeal is granted, the Title IX/SaVE Coordinator will review all Student Appeals Committee appeal information presented with the appeal and make a final sanction determination.
- Any appeal of a sanctioning decision made by Title IX/SaVE Coordinator will be reviewed by an impartial third party in the same manner as Student Appeals Committee appeal information.
- Sanction appeal decisions will be completed within fourteen (14) calendar days of acceptance of the appeal grounds, barring documented circumstances that may extend the determination.
- The Title IX/SaVE Coordinator will inform the Dean of Student Services or designee and Title IX Investigator of the final sanction decision.
- The Dean of Student Services or designee, or Human Resources if necessary, will simultaneously and in writing inform the complainant and the accused of the appeal decision within seven (7) business days of the decision, barring documented unforeseen circumstances.
- The Dean of Student Services or designee will impose all sanctions for the violation. Once the sanctions are carried out, the Dean of Student Services or designee will inform the Title IX/SaVE Coordinator and Title IX Investigator, thereby closing the case.

#### **8.54.2.12 Special Procedural Provisions for Sexual Misconduct Sanction Hearings**

**Right to a Closed Hearing.** The sanction hearing will be closed to the public, and only those who have a legitimate reason to be present will be permitted to be present.

**Advisor.** The accused and complainant to sexual misconduct complaints have the right to the same opportunities to have others present during the sanction hearing, including the opportunity to be accompanied to any related meeting or proceeding by an advisor of their choice.

**Right to be Present for Sanctioning Proceeding.** Each party has the right to be present during Student Appeals Committee Hearing.

**Nondisclosure Agreements.** The Institution will not require a party to abide by a nondisclosure agreement, in writing or otherwise, that would prevent the re-disclosure of information related to the outcome of the proceeding.

#### **8.54.2.13 Complaints to State and Accrediting Bodies**

Students may file a complaint with the Institution's accrediting body by contacting Southern Association of Colleges and Schools Commission on Colleges, at 1866 Southern Lane, Decatur, Georgia 30033-4097. Please refer to <http://www.ussa.edu/wp-content/uploads/2014/10/SACSCOC-Complaint-Form.pdf> for information and tools to file a complaint.

#### **8.55. Transcripts**

Requests for transcripts are made through My Student Portal. No transcript will be furnished to a student who has an outstanding balance due the Academy as evidenced by an administrative hold placed on the student's file. It is against Academy policy to fax or email academic transcripts. Transcripts will only be released and delivered in hard copy. There is a charge for each transcript; check the Tuition & Fee Schedule of this catalog.

If an inactive student does not have access to the Portal, he/she may request the password be provided to him/her. Inactive students wishing to receive access should consult the *Release of Student Portal Login/Password Information* section of this catalog. Inactive students may submit a paper transcript request form. The Academy reserves the right to require additional documentation for identity verification purposes prior to processing any transcript requests.

Academic honors will be noted on the transcript.

#### **8.56. Weapons Policy**

The Academy prohibits the possession or use of firearms or weapons of any type on the Academy's premises. The definition of weapons shall include all types of firearms (regardless of size), knives (other than small pocketknives with a blade length of three inches or less), mace, and pyrotechnic devices (e.g. fireworks). Infractions will be considered and evaluated on a case-by-case basis as a student disciplinary matter (see the Student Conduct section). The Academy reserves the right to deny admission or continued attendance to a student whose actions are contrary to the policies and procedures of the Academy. Punishment for a weapons infraction may include suspension for a semester or immediate dismissal.

#### **8.57. Withdrawing from the Academy**

A student may withdraw from a course or the institution up to the completion date by filing an official withdrawal form which is available online. Students must submit the completed form to the Registrar's office. Students who file the appropriate paperwork for withdrawals prior to the course deadline will be assigned a grade of "W." Withdrawal becomes effective the day the form is received by the Registrar.

Refunds, if applicable, may not be authorized without completion of the withdrawal form and are based on the Academy's pro-rated refund schedule which may be found in this catalog.



## 9. FACULTY

(\* denotes Resident Faculty Member)

**Marty Avant**

B.A. University of South Carolina  
M.Ed. University of South Carolina  
D.S.M. United States Sports Academy

**Rodney Blackman\***

B.A. The Master's College  
M.A. University of Northern Iowa  
Rec.D. Indiana University

**Anthony Borgese**

B.A. Brooklyn College  
M.B.A. Baruch College  
D.S.M. United States Sports Academy

**Steve Butler\***

B.S.E. Florida Atlantic University  
M.A.Ed. Chapman University  
Ed.D. Auburn University

**Fred Cromartie\***

B.A. Ripon College  
M.S. Webster University  
M.S.S. United States Sports Academy  
Ed.D. United States Sports Academy

**Michael Culpepper**

B.A. University of Alabama-Birmingham  
M.S. University of Alabama-Birmingham  
Ed.D. University of Alabama

**Dexter Davis**

B.A. Houghton College  
M.S. Canisius College  
Ed.D. United States Sports Academy

**Stan Drawdy**

B.S. Francis Marion University  
M.Ed. Francis Marion University  
Ed.D. Nova Southeastern University

**Erwei Dong**

B.A. Liaoning Normal University  
M.A. Tokyo Gakugei University  
Ph.D. Pennsylvania State University

**Les Dutko**

B.S. Virginia Polytechnic Institute  
M.A. West Virginia University  
D.S.M. United States Sports Academy

**Sandra Geringer\***

B.S. Bowling Green State University  
M.E. William and Mary  
Ed.D. United States Sports Academy

**William Kruse**

B.S. San Diego State University  
M.S. University of Richmond  
J.D. University of the Pacific, McGeorge School of Law  
Ed.D. United States Sports Academy

**Austin Latour**

B.A. Texas Lutheran University  
M.S. Texas A&M University

**Jordan Moon**

B.S. Grand Valley State University  
M.S. Florida Atlantic University  
Ph.D. University of Oklahoma

**Timothy Newman**

B.S. Towson State University  
M.Ed. University of Virginia  
D.S.M. United States Sports Academy

**David Peterson**

B.S. University of Louisiana-Monroe  
M.Ed. University of Louisiana-Monroe  
Ed.D. United States Sports Academy

**Vincent Ramsey\***

B.S. Georgia State University  
M.S. Georgia State University  
Ph.D. University of Georgia

**Donn Renwick**

B.A. Stanford University  
M.A. Stanford University  
Ph.D. Florida State University

**Timothy Rice**

B.S. University of Mobile  
M.S.S. United States Sports Academy  
D.S.M. United States Sports Academy

**Thomas J. Rosandich\***

B.S. Columbia Pacific University  
M.S.S. United States Sports Academy  
Ed.D. United States Sports Academy

**Bret Simmermacher\***

B.S. University of West Florida  
M.S. University of West Florida  
D.S.M. United States Sports Academy

**Michael Spino**

B.A. Syracuse University  
M.S. Life University  
Ph.D. Lille 2 University

**Brandon Spradley\***

B.S. University of Alabama  
M.S. University of Alabama  
Ed.D. United States Sports Academy

**Robert Stinchcomb**

B.S. Bethel College  
M.S. Florida State University  
Ed.D. United States Sports Academy

**Bonnie Tiell**

B.S. Troy University  
M.A. University of North Carolina  
D.S.M. United States Sports Academy

## **10. ADDENDA**

- A. Doctor of Education in Sports Management Program of Study (POS)
- B. Doctor of Education in Sports Management POS for Emphasis Courses
- C. Doctoral Cognate Course Matrix
- D. Doctoral Degree Program Recommendation Form
- E. Family Education Rights & Privacy Act (FERPA) Recommendation Request Form
- F. FERPA Release of Records to Third Party Form
- G. FERPA Declaration Withhold Release of Directory Information
- H. Graduate Transfer Credit Evaluation Fee Form
- I. Cognate Courses Preapproval Form
- J. Doctoral Portfolio
- K. Doctoral Qualifying Essay Writer's Guide
- L. Dissertation Proposal Approval
- M. Dissertation Final Submission Approval Form
- N. Graduation Checklist for Doctoral Degree Candidates
- O. Request for Transcript Form
- P. Change of Catalog Request Form
- Q. Withdrawal Form
- R. Student Information Change Form (Personal)
- S. Student Information Change Form (Academic)
- T. Drop/Add Form
- U. Doctoral Article Critique Rubric
- V. Doctoral Discussion Rubric
- W. Doctoral Final Class Paper Rubric
- X. Doctoral Writing Assignment Rubric
- Y. Americans with Disabilities Act (Student) and Application
- Z. Doctoral Dissertation Manual

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## Addendum A

### DOCTOR OF EDUCATION IN SPORTS MANAGEMENT

#### Program of Study - 66 Semester Hours

Name \_\_\_\_\_ Advisor \_\_\_\_\_

Address \_\_\_\_\_

Email \_\_\_\_\_ Phone \_\_\_\_\_

<i>General Sport Management Core</i>	<i>Credit Hours</i>	<i>Hours</i>	<i>Semester</i>	<i>Grade</i>
SAB 661 Contemporary Issues in Sports	3			
SAM 660 Financial Aspects in Sport	3			
SAB 634 Ethics in Sports	3			
SAM 743 Advanced Studies in Sports Management	3			
SAM 730 Sport Leadership Principles	3			
SAM 786 Legal Aspects of Sport	3			
<i>Doctoral Research Core</i>	<i>Credit Hours</i>	<i>Hours</i>	<i>Semester</i>	<i>Grade</i>
SAR 674 Research Statistics in Sport	3			
SAR 776 Research Methodologies	3			
SAR 790 Selected Readings in Sport*	3			

**\*SAR 790 MUST be taken during the student's final semester of coursework.**

<i>AREA OF SPECIALIZATION (6 HOURS)</i> <i>STUDENT WILL SELECT ONE AREA</i>	<i>Credit Hours</i>	<i>Hours</i>	<i>Semester</i>	<i>Grade</i>
<b>Leadership in Sports</b> (select two of the following courses)				
SAM 735 Strategic Planning for Sports Organizations	3			
SAM 736 Communication for Leadership	3			
SAM 737 Leadership: Theory and Practice	3			
<b>Sports Marketing</b> (select both courses)				
SAM 644 Sports Marketing Research	3			
SAM 662 Sports Entrepreneurship	3			
<b>Human Resource Management in Sports</b> (select both courses)				
SAM 640 Labor Relations in Sports	3			
SAM 672 Personnel Training and Development	3			

**COGNATE TRANSFER COURSES (6 HOURS).** Successfully complete, with grade of "B" or above, two graduate-level foundation courses in the selected area of specialization. Courses should be approved by the Chief Academic Officer prior to registration. Cognate courses may be taken at the Academy or at a regionally accredited college or university.

<i>Cognate</i>	<i>Title</i>	<i>Hours</i>	<i>Semester</i>	<i>Grade</i>
Course #1				
Course #2				

**ELECTIVES (9 HOURS).** These courses are not required in the general sport management and research cores or in the selected area of specialization. Students may also use courses in non-selected specializations and emphases as electives in addition to:

SAB 660 Sports in America Current Issues; SAM 622 Structure & Function of Amateur and Professional Sports Organizations; SAM 682 Facilities Planning in Sports; SAB 768 Psychology of Human Behavior.

<i>Elective Number</i>	<i>Title</i>	<i>Hours</i>	<i>Semester</i>	<i>Grade</i>
<i>Mentorship and Dissertation</i>		<i>Hours</i>	<i>Semester</i>	<i>Grade</i>
SPT 798 Doctoral Mentorship		6		
SPT 799 Dissertation		12		
<i>Portfolio</i>		<i>Hours</i>	<i>Semester</i>	<i>Grade</i>
SPT PRTD Doctoral Portfolio		0		

The Program of Study is not considered a contract between the student and the institution and is subject to change at any time and at the sole discretion of the institution. It is the student's responsibility to ensure all degree requirements are met.

**Addendum B**  
**DOCTOR OF EDUCATION DEGREE**  
**IN SPORT MANAGEMENT**  
**Program of Study for Emphasis Courses**  
**Sports Coaching, Sports Health & Fitness, Sports Medicine, Sports Theory**

NOTE: Students in the Ed.D. in Sport Management degree program who wish to seek an Emphasis in Sports Coaching, Sports Health & Fitness, Sports Medicine, or Sports Theory must complete this program of study as an attachment to their original POS. Complete only the Emphasis section that applies.

Name: \_\_\_\_\_

Advisor: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

<b><i>A. Emphasis in Sports Coaching</i></b>	<b>Credit Hours</b>	<b>Hours</b>	<b>Semester</b>	<b>Grade</b>
SAB 657 Psychology of Elite Performance	3			
SAB 670 Selected Readings in Sports Coaching	3			
SAB 671 Advanced Coaching Theories	3			
<b><i>B. Emphasis in Sports Health &amp; Fitness</i></b>	<b>Credit Hours</b>	<b>Hours</b>	<b>Semester</b>	<b>Grade</b>
SAR 710 Advanced Exercise Physiology & Scientific Principles	3			
SAR 715 Contemporary Issues in Health & Fitness	3			
SAR 720 Advanced Strength & Conditioning	3			
<b><i>C. Emphasis in Sports Medicine</i></b>	<b>Credit Hours</b>	<b>Hours</b>	<b>Semester</b>	<b>Grade</b>
SAM 787 Sports Related Concussions	3			
SAM 788 Principles of Management in Sports Medicine	3			
SAM 789 Seminar in Sports Medicine Management Issues	3			
<b><i>D. Emphasis in Sports Theory</i></b>	<b>Credit Hours</b>	<b>Hours</b>	<b>Semester</b>	<b>Grade</b>
SAB 791 Selected Readings in Sports Theory	3			
SAM 735 Strategic Planning for Sports Organizations	3			
SAB 659 Group Dynamics in Sports	3			

**All students are REQUIRED to successfully complete their Doctoral Degree Portfolio.**

<b><i>Portfolio</i></b>	<b>Credit Hours</b>	<b>Hours</b>	<b>Semester</b>	<b>Grade</b>
SPT PRTD Doctoral Degree Portfolio	0	0		

The Program of Study is not considered a contract between the student and the institution and is subject to change at any time and at the sole discretion of the institution. It is the student's responsibility to ensure all degree requirements are met.



### Addendum C DOCTORAL COGNATE COURSE MATRIX

	Area of Specialization		
	Sports Leadership	Sports Marketing	Human Resources Management
<b>Specialization Courses</b>	<b>Two of the following:</b>  <b>SAM 735</b> Strategic Planning for Sports Organizations  <b>SAM 736</b> Communication for Leadership  <b>SAM 737</b> Leadership Theory & Practice	<b>SAM 644</b> Sports Marketing Research  <b>SAM 744</b> Advanced Sports Marketing	<b>SAM 640</b> Labor Relations in Sports  <b>SAM 672</b> Personnel Training and Development
<b>Specialization Related Electives (SREs)</b>	<b>One of the Specialization Courses (above)</b>  <b>AND</b>  <b>SAM 622</b> Structure and Function of Professional and Amateur Sports Organizations	<b>SAM 682</b> Facilities Planning in Sports  <b>SAM 662</b> Sports Entrepreneurship	<b>SAM 736</b> Communication for Leadership
<b>Department SREs Are Taken</b>	Department of Sports Studies	Department of Sports Studies	Department of Sports Studies



Plan of Study: Intended Enrollment_____	Major: _____
(Semester) (Year)	Ed.D. _____
	Ed.D. Sport Medicine Emphasis _____
	Ed.D. Sport Coaching Emphasis _____
	Ed.D. Sport F&H Emphasis _____
	Ed.D. Sport Theory Emphasis _____

	Excellent	Good	Fair	Poor	N/A
Scholarship					
Intellect					
Initiative					
Perseverance					
Experiment or research skills					
Creativity					
Resourcefulness					
Leadership					
Integrity					
Employment record					
Appearance					
Emotional stability					

94



Additional Comments

*The United States Sports Academy accepts students regardless of race, religion, gender, age, disability or national origin.*



**ADDENDUM E**  
**RECOMMENDATION REQUEST FORM (FERPA RELEASE)**

**To the Doctoral Degree (Ed.D.) Applicant:**

**Important:** You must initial on line #3 below and sign this form to waive your FERPA rights. In addition, after signing this form you must forward this form to the writer of your recommendation.

Student Name \_\_\_\_\_ Date \_\_\_\_\_  
(Please Print)

Signature \_\_\_\_\_

Email Address \_\_\_\_\_

1. FERPA grants applicants the right to waive their educational records, which includes letters written on their behalf. If you wish to waive your FERPA rights (**Waiver of Rights to Access**), please check the box below and initial in the space indicated. **If you do not check the box or initial the form in the space provided**, your letter writer and the Academy will assume that you have **not waived** your FERPA rights to read this letter.
2. FERPA does not give you the right to acquire copies of your letters of recommendation or letter of recommendation forms. FERPA only gives you the right to view your letters of recommendation (onsite only).
3. Initial Here: \_\_\_\_\_ I Hereby waive my right (Waiver of Rights to Access), under the Family Educational Rights and Privacy Act of 1974.

\_\_\_\_\_

To the Letter of Recommendation Writer:

\*Please write your recommendation on letterhead or complete the letter of recommendation form which may be obtained at [www.ussa.edu/CurrentStudents/Forms&Applications](http://www.ussa.edu/CurrentStudents/Forms&Applications). Attach the form and the recommendation and mail or fax the information to:

**United States Sports Academy, One Academy Drive, Daphne, AL 36526**  
**Attention: Graduate Admissions. Fax Number: 251-625-1035**

If item #3 above has been left blank, the applicant will maintain the FERPA right to view your letter. If the applicant indicates the choice to waive, he or she will **not** have access to the letter of recommendation.

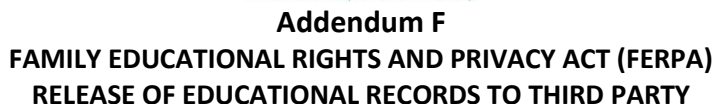
For security reasons, please do not send either this form or your recommendation as email attachments.

**IMPORTANT:** Please sign this form, indicating that you are aware that the student waived or did not waive FERPA access to your letter of recommendation:

Name \_\_\_\_\_ Signature \_\_\_\_\_  
(Please Print)

Title \_\_\_\_\_ Phone \_\_\_\_\_ Date \_\_\_\_\_

Email Address \_\_\_\_\_



97



- Read and initial the information on the second page of this form.
- Complete the information below.
- Return this form to the Registrar's Office (Email: [registrar@ussa.edu](mailto:registrar@ussa.edu); Fax: 251.625.1035).

**Your full legal name**

Given names: \_\_\_\_\_  
 First \_\_\_\_\_ Middle/Others \_\_\_\_\_ Suffix, if any \_\_\_\_\_

☐ I hereby remove the FERPA block from my record.

**Your signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*You may revoke this block at any time by notifying the Registrar's Office in writing.*

<b>Date Received:</b>	
<b>Date Block Added:</b>	
<ul style="list-style-type: none"> <li>• Directory = N</li> </ul>	
<ul style="list-style-type: none"> <li>• Restriction=FERPA</li> </ul>	
<b>Date Block Removed</b>	
<ul style="list-style-type: none"> <li>• Directory=Y</li> </ul>	
<ul style="list-style-type: none"> <li>• FERPA Restriction Ended</li> </ul>	

## 98

## Process for Creating a FERPA block at the United States Sports Academy

Under the rights accorded you by the federal law known as the Family Educational Rights and Privacy Act of 1974, as amended (FERPA), the United States Sports Academy may release directory information about you to the general public, including other students. We work hard to protect your privacy and we do not automatically release such information to all requestors.

### **The policy:**

Directory information is defined in FERPA policy as being limited to the following items:

- Name
- Current enrollment
- Full-time or Part-time status
- Dates of attendance
- Class standing
- Field(s) of study
- Awards and honors (e.g. Dean's List, President's List)
- Degree(s) conferred (including dates)
- Local address as a student
- Permanent address as a student
- Local telephone number
- E-mail addresses
- Past and present participation in officially recognized Academy activities
- Previous institution(s) attended
- Date and place of birth
- Schedule of classes
- Photographic or videotaped image

Examples of information which are NOT directory information and which are thus not releasable without advance student permission or applicable exception under the Act include specific course grades, grade-point averages (GPA), race, religion, or parent names.

Currently enrolled students may withhold disclosure of directory information. To withhold disclosure, this form must be received by the Registrar's Office. Directory information will then be withheld until you release the block disclosure. Students should understand that, by withholding directory information, some information you might consider important may not reach you.

If you wish for a "FERPA block" on directory information to remain in effect after your last term of enrollment, a separate written request must be made to the Registrar prior to the end of that term. Such a block will remain in place until removed in writing.

I have read the policy above and am aware of the full policy in the USSA Catalog. **Your initials here** \_\_\_\_\_

### **The effect of placing a FERPA block on your record:**

Since the FERPA block is "all or nothing," we cannot always hold certain categories of directory information as private while always releasing others.

As a result, we are especially concerned that you know the effects that your declaration may have on USSA's ability to communicate appropriately for you and with you. The United States Sports Academy is already very restrictive in protecting your personal information, even when you allow access. If you file this form, all inquirers will be told "we have no information available about this person."

I understand the effects of placing a FERPA block on my record may have. **Your initials here** \_\_\_\_\_

If you have any questions about the policy, please contact:  
USSA Registrar 251-626-3303 ext. 7146; registrar@ussa.edu



## Addendum H

### GRADUATE TRANSFER CREDIT EVALUATION FEE FORM

Student's Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: (\_\_\_\_\_) \_\_\_\_\_ Email: \_\_\_\_\_

Intended Term of Enrollment: ☐ Fall ☐ Spring ☐ Summer Year \_\_\_\_\_

Other Institution: Course Number and Title	Credit Hours	Academy Course Equivalent

The Academy may accept transfer credit from other accredited institutions, as long as a grade of B or better is earned.

Please have official transcripts, course syllabi and course descriptions for the courses that you would like to transfer mailed to:

United States Sports Academy  
Graduate Admissions  
One Academy Drive  
Daphne, AL 36526

**Method of Payment:** I understand that my credit card will be charged \$50 to cover the required transfer evaluation fee.

**Credit Card Type:** VISA MC DISCOVER

**Credit Card Number:** \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

**Expiration Date:** \_\_\_\_\_ - \_\_\_\_\_. CVV Code \_\_\_\_\_ Billing Zip Code \_\_\_\_\_

**Approved By:**

\_\_\_\_\_  
Chief Academic Officer or Designee

\_\_\_\_\_  
Date



## Addendum I DOCTORAL COGNATE COURSES PREAPPROVAL FORM

**Student's Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State** \_\_\_\_\_ **Zip** \_\_\_\_\_

**Phone Number** (\_\_\_\_) - \_\_\_\_\_

**Intended Term of Enrollment (include year)** Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer \_\_\_\_\_

**Area of Specialization:** Human Resources \_\_\_\_\_ Leadership \_\_\_\_\_ Marketing \_\_\_\_\_

**Area of Emphasis:** Sports Theory \_\_\_\_\_ Sports Coaching \_\_\_\_\_ Sports Medicine \_\_\_\_\_ or  
Sports Health & Fitness \_\_\_\_\_

**Intended College of Enrollment** \_\_\_\_\_

**Address:** \_\_\_\_\_

Other institution: Course Number & Title	Credit Hours	USSA Course Equivalent

The United States Sports Academy will accept transfer credit from other **regionally-accredited** institutions as long as a grade of "B" or better is earned. A catalog course description and course syllabus must accompany this form in order to process the request for cognate course(s).

Upon completion of these courses, have your official transcript mailed to: USSA, ATTN: Graduate Admissions Department, 1 Academy Drive, Daphne, AL 36526.

\_\_\_\_\_  
Chief Academic Officer or Designee

\_\_\_\_\_  
Date



## **Addendum J**

### **DOCTORAL PORTFOLIO**

#### **PURPOSE OF THE DOCTORAL PORTFOLIO**

The Doctoral Portfolio serves several main purposes:

- It guides students through their program of study.
- It focuses students' interest and enhances their research skills leading towards the capstone experience, the dissertation.
- It serves as the comprehensive evaluation of students' learning.

The Portfolio goes beyond that which has been intended with comprehensive examinations with added features that focus on research, the foundation of doctoral study. When completed, the Portfolios will be clear academic portraits of candidates' interests, scholarly abilities, writing capabilities, independent and critical thinking, and research capabilities.

At the core of the Portfolio development is the concept of Success Orientation for candidates. It is a self-correcting project with numerous points of intervention to ensure candidate success. The Portfolio has been designed as a living document throughout the candidate's tenure. Candidates will work with a Portfolio Advisor, which will be assigned by the Academy.

#### **PORTFOLIO OVERVIEW**

In addition to completing course requirements, students will need to conduct independent research to complete Portfolio documents. It is important for students to monitor their progress of Portfolio submissions. A checklist is included in this manual and should be used as a roadmap for completion of Portfolio requirements. This manual contains information that students can use to help them complete Portfolio requirements.

#### **PORTFOLIO ADVISOR**

The Chief Academic Officer of the Academy will assign the Portfolio advisor. The Portfolio advisor will execute a review of the Portfolio at least once per term (Fall, Spring, and Summer). Students should understand that all portfolio assignments are tied to specific courses and each submission is graded by the course instructor. Once graded, the student then must submit the assignment into the Portfolio.

Email is an appropriate method to contact the Portfolio advisor with any questions or concerns.

In the event that the Portfolio advisor terminates with the Academy, a new advisor will be assigned.



## TECHNOLOGICAL COMPONENTS

The Doctoral Portfolio is housed within the Academy's Learning Management System (LMS) Canvas. This shell mirrors the same elements of the courses students take at the Academy.

The title of the Portfolio shell can be found under the COURSES tab on the Canvas Dashboard.

## ELEMENT OVERVIEW

The four sections of the Doctoral Portfolio are:

- I. Administrative
- II. Academic
- III. Summative Personal Narrative

All Portfolio submissions must include a title page in APA format. A sample title page may be found under the Resources link in the Welcome to the Course module in Canvas.

## I. ADMINISTRATIVE ELEMENTS

### **The Doctoral Qualifying Essay**

The Qualifying Essay is an integral part of the Portfolio self-evaluation process and lays the framework for both the analytical presentation of goals and the closing document of the Portfolio, the Summative Personal Narrative.

The Qualifying Essay takes the form of a narrative presenting candidates' (a) biography, (b) career plan, and (c) goals in pursuing the doctorate at the United States Sports Academy. The essay is evaluated by the Doctoral Admissions Committee. Committee members seek evidence reflected in the content of the essay regarding five requisite qualities and abilities including:

- motivation, maturity, judgment, and creativity;
- possession of sound personal and professional objectives;
- awareness of intellectual strengths as well as skills needing development;
- ability to express concepts and communicate meaning in concise writing; and
- proficiency in standard written English.

### **The Four Components of the Qualifying Essay**

#### **1. Biographical Component**

The applicant's earlier learning experiences, both formal and informal, should be described in a concise narrative. The nature and general outcome of all prior study, sports management-related work experience, and participation in scholarly research (if any) should be briefly set forth for the admissions committee's consideration.

#### **2. Career Plan Component**

The need for doctoral-level education should be explained in terms of the applicant's goals for his or her career in sports management. This component of the essay should specify how doctoral study, in conjunction with the applicant's background and interests, will further those goals.

### **3. Goals in Pursuing the Doctorate**

In this part of the essay, the applicant should briefly discuss why he or she wishes to enroll in doctoral study at the United States Sports Academy, including but not limited to (a) the applicant's reasons for selecting the Academy program rather than another doctoral program; (b) how doctoral study reflects, and may affect, the applicant's personal and professional interests, concerns, and choices; and (c) the particular goals anticipated to be attained through completion of the doctoral curriculum.

### **4. Initial Consideration of a Dissertation Topic**

Doctoral studies culminate in an original research exploration resulting in a dissertation. The dissertation is the personal, individual contribution a doctoral student makes to the field of study.

With this in mind, it is imperative that a doctoral student express an initial general dissertation topic of personal interest. It is the dissertation which will forever identify the successful doctoral candidate as she or he progresses through a career with the designation, "Doctor."

While the initial general topic may change in direction as the doctoral student progresses through the program, it will remain constant in substance.

In this Component, the Doctoral Applicant is to express that initial, original, individual topic toward which all doctoral studies will be directed.

### **Expanded and Analytical Presentation of the Qualifying Essay Goals**

By analyzing and expanding on goals presented in the entrance essay, this assignment should be more introspective with respect to professional and dissertational goals. The need for doctoral-level education should be explained in terms of goals for a career in Sports Management. In addition to the expanded analysis of the entrance essay goals, the candidate should briefly discuss why he/she enrolled in doctoral study at the United States Sports Academy including, but not limited to:

- reasons for selecting the Academy program rather than another doctoral program.
- how doctoral study reflects, and may affect, personal and professional interests, concerns, and choices
- the particular goals anticipated to be attained through completion of the doctoral curriculum

### **Resume/Curriculum Vitae**

Resume/curriculum vitae (CV) are an overview of a student's life accomplishments, most specifically those which are relevant to the academic realm. A Resume/CV is a living document which reflects the developments in an individual's career, and thus should be updated frequently.

The most noticeable difference between resumes and CVs is the length. The student's resume should concisely present the relevant information pertaining to educational and career accomplishments. The goal of the CV is to construct a scholarly identity, thus reflecting ability as a teacher, researcher, and publishing scholar within the discipline.

One of the most important things to remember when developing a Resume/CV is that there is not one standard format. There are different emphases in each discipline, and a good Resume/ CV is one that emphasizes the points that are considered to be most important in a specific discipline conforming to standard conventions within that discipline.

A good place to start is to find as many examples as possible of resumes and CVs of people within the student's discipline. Students should take advantage of the Internet to find examples within their discipline. Resumes and CVs should be updated on a continuing basis.

**The Resume/CV submitted to the Portfolio should not include personal or professional references. Instead, just state “References available upon request.”**

## **II. ACADEMIC ELEMENTS**

All portfolio documents submitted must include an academy title page in APA format (see the Resources Tab in the LMS for an example.)

### **General Sport Management Core**

The General Sport Management Core area courses serve as the foundation of the Doctoral program of study. The readings, assignments, and content within these courses will provide an academic basis for future thought, research, and interest in the student’s career. The following submissions are made to the Portfolio:

SAM 743 Advanced Studies in Sports Management	Unit 2 Assignment, Part A
SAM 660 Financial Aspects of Sports	Unit 2 Assignment, Part A
SAM 730 Sports Leadership Principles	Unit 2 Assignment, Part A
SAB 634 Ethics in Sports	Unit 2 Assignment, Part B
SAM 786 Legal Aspects in Sports	Unit 2 Assignment, Part A

### **Research Core**

The Portfolio will include submissions from the Research Core courses. Research is a critical component of graduate work. The dissertation will also be included as the keystone assignment of a Doctoral program. The dissertation combines research, analytical thought, statistical analysis, and synthesis of ideas to form a research base for your future career. The following submissions will be made to the Portfolio in the Research Core area:

SAR 674 Research Statistics in Sports	Unit 6, Final Course Project
SAR 776 Research Methodologies	Unit 2 Assignment, Part B
SPT 799 Dissertation	Abstract from approved dissertation

### **Mentorship Final Paper**

Students who complete the Doctoral Degree Mentorship must submit the final class paper into their portfolio.

SPT 798 Doctoral Degree Mentorship	Final Class Paper
------------------------------------	-------------------

### **Transfer Credit (Portfolio Assignments)**

**NOTE: Students who receive transfer credit for courses which have a portfolio submission (as shown above) must complete that portfolio assignment and should consult their Portfolio Advisor for instructions.**

### III. SUMMATIVE PERSONAL NARRATIVE

The Summative Personal Narrative reflects students' experience in the Doctoral program at the Academy. This submission should be an honest, introspective analysis of students' work through the program and evaluate the goals that were set in the entrance essay and further analyzed in the expanded document. The introduction of the paper should engage the reader and provide an overview of the purpose of the Portfolio. Students should provide an in-depth discussion on how the goals that were set prior to entering the program were met. Overall, this paper should show students' professional evolution as it relates to the goals and the overall program.

### PORTFOLIO CHECKLIST

The Portfolio checklist is designed to help students track the documents they submit to the Portfolio shell. Students should check each item as it is completed. For their protection, students should copy any materials submitted to the Portfolio and maintain a file of those documents. It is also a good idea to keep records of correspondence with professors and with other Academy staff regarding Portfolio elements.

#### **Administrative Elements**

Goals: 3 and 4

1. Qualifying Essay
2. Curriculum Vitae

#### **Date Submitted**

\_\_\_\_\_

\_\_\_\_\_

#### **Academic Elements**

Goals: 1, 2, 3, and 5

#### ***Sport Management General Core***

SAM 743 Advanced Studies in Sports Management

Unit 2 Assignment – Part A

\_\_\_\_\_

SAM 660 Financial Aspects of Sports

Unit 2 Assignment – Part A

\_\_\_\_\_

SAM 730 Sports Leadership Principles

Unit 2 Assignment – Part A

\_\_\_\_\_

SAB 634 Ethics in Sports

Unit 2 Assignment – Part B

\_\_\_\_\_

SAM 786 Legal Aspects of Sports

Unit 2 Assignment – Part A

\_\_\_\_\_

#### ***Research Core***

SAR 674 Research Statistics in Sports

Unit 6, Final Course Project

\_\_\_\_\_

SAR 776 Research Methodologies

Unit 2 Assignment – Part B

\_\_\_\_\_

SPT 799 Dissertation

Abstract from approved dissertation

\_\_\_\_\_

***Mentorship***

SPT 798 Doctoral Degree Mentorship

**Personal Narrative**

Goal: 4

Summative Personal Narrative

**NOTE:** Students who receive transfer credit for courses which have a portfolio submission (as shown in the list above) must complete that portfolio assignment and should consult their Portfolio Advisor for instructions.

**ARTICLE CRITIQUE**

When writing an article critique, students should analyze the reading, identify their personal reaction to it, and develop a clear, concise explanation of support for their reaction. Knowledge of the discipline in which they are working is the basis on which students build the explanation.

- Read the entire article and identify the author's main point. The goal is to understand what the author wants readers to understand.
- In your own words, summarize the article using just one or two sentences. The summary should be an extract of the main points the author has emphasize in his/her article and not a quotation.
- After summarizing the article, the next step is to evaluate the article. Students should analyze how the author has supported his or her ideas. Are there examples, facts, or opinions? What is the author's bias? Are opposing arguments addressed competently? Is the author's main point convincing? Why or why not? Should the information be incorporated into personal and career pursuits or be rejected? Why or why not? (Students may agree with some points and disagree with others).

\*Remember don't copy the author's words in the summary as it is plagiarism and plagiarism is termed as academic dishonesty. (For questions regarding plagiarism see tutorial 2.8 in the ACCESS program and Section 8 of the Doctoral Academic Catalog).

<b>SOME KEY WORDS TO USE IN A CRITIQUE</b>			
evidence	statistics	logical appeals	reasonable
facts	expert opinions	relevant	logical
opinions	emotional appeals	representative	fallacies
examples	ethical appeals	accurate	flawed



## **Addendum K**

# United States Sports Academy

*America's Sports University®*

## ***Writer's Guide for the Qualifying Essay***

### Doctor of Education in Sports Management

The United States Sports Academy accepts students regardless of race, religion, gender, age, disability, or national origin.

## The Doctoral Program Qualifying Essay

An acceptable Qualifying Essay must be completed before admission may be granted to doctoral study at the United States Sports Academy, for either the doctor of education in sports management degree (Ed.D.) or doctor of education in sports management degree with emphasis in sports medicine. Admission to these programs depends significantly on the Qualifying Essay's adequacy.

The Qualifying Essay takes the form of a narrative presenting the applicant's **biography, career plan, and goals in pursuing the doctorate** at the United States Sports Academy. It is evaluated by the Doctoral Admissions Committee. Committee members seek evidence in the essay of five requisite qualities and abilities of the applicant:

- motivation, maturity, judgment, and creativity, reflected in essay content
- possession of sound personal and professional objectives, reflected in content
- awareness of intellectual strengths as well as skills needing development, reflected in content
- ability to express concepts and communicate meaning in concise writing
- proficiency with standard written English

## The Four Components of the Qualifying Essay

### 1. Biographical Component

The applicant's earlier learning experiences, both formal and informal, should be described in a concise narrative. The nature and general outcome of all prior study, sports management-related work experience, and participation in scholarly research (if any) should be briefly set forth for the admissions committee's consideration.

### 2. Career Plan Component

The need for doctoral-level education should be explained in terms of the applicant's goals for his or her career in sports management. This component of the essay should specify how doctoral study, in conjunction with the applicant's background and interests, will further those goals.

### 3. Goals in Pursuing the Doctorate

In this part of the essay, the applicant should briefly discuss why he or she wishes to enroll in doctoral study at the United States Sports Academy, including but not limited to (a) the applicant's reasons for selecting the Academy program rather than another doctoral program; (b) how doctoral study reflects, and may affect, the applicant's personal and professional interests, concerns, and choices; and (c) the particular goals anticipated to be attained through completion of the doctoral curriculum.

### 4. Initial Consideration of a Dissertation Topic

Doctoral studies culminate in an original research exploration resulting in a dissertation. The dissertation is the personal, individual contribution a doctoral student makes to the field of study.

With this in mind, it is imperative that a doctoral student express an initial general dissertation topic of personal interest. It is the dissertation which will forever identify the successful doctoral candidate as she or he progresses through a career with the designation, “Doctor”.

While the initial general topic may change in direction as the doctoral student progresses through the program, it will remain constant in substance.

In this Component, the Doctoral Applicant is to express that initial, original, individual topic toward which all doctoral studies will be directed.

### **The Format and Editorial Style of the Qualifying Essay**

The Qualifying Essay must be typewritten or prepared with word-processing software and printed with a letter-quality printer. It must employ a readable, **12-point font**, and it must be **double-spaced**. The essay must include a **title page**; Appendix A is a template for the title page.

The editorial style employed in the Qualifying Essay should be that presented in the most recent edition of the ***Publication Manual of the American Psychological Association (APA)***. The *Publication Manual* represents the standard for most scholarly writing in the social sciences. Per the *Publication Manual*, the standard spelling reference at the United States Sports Academy is ***Merriam-Webster’s Collegiate Dictionary***.

All students at the United States Sports Academy must learn the *Publication Manual’s* rules pertaining to editorial style, citation of sources, organization of manuscripts, preparation of statistical copy and tables, reduction of bias in language, and related topics. The *Publication Manual* is available for purchase at [www.apastyle.org](http://www.apastyle.org). This website also informs readers of corrections and updates to content of the manual and has a helpful FAQ section.

### **Assessment of the Qualifying Essay**

In assessing the Qualifying Essay, the admissions committee will check to see that all three components of the essay are present, that the prescribed format and editorial style are employed, and that the applicant has mastered standard written English. Committee members furthermore use a detailed assessment rubric (Appendix B) to guide the assessment process. Apart from assessing aspects of the applicant’s writing, the essay will also suggest to the committee how well suited to the program are the applicant’s personal qualities: motivation, maturity, judgment, creativity, personal and professional objectives, awareness of intellectual strengths and weaknesses.



### Template for Title Page of Doctoral Program Qualifying Essay

The following exemplifies the proper format for a Qualifying Essay's title page. (There is no need, however, to add a border to the Qualifying Essay title page; it appears here simply to distinguish the title page template from the text of the appendix.) Please note that, because the essay is an administrative document, the format diverges from *APA Publication Manual* guidelines for preparation of title pages.

QUALIFYING ESSAY

AN ESSAY SUBMITTED IN  
PARTIAL FULFILLMENT OF  
ADMISSION REQUIREMENTS FOR THE  
DOCTOR OF EDUCATION DEGREE PROGRAM  
OF THE UNITED STATES SPORTS ACADEMY

by

FIRSTNAME LASTNAME

Daphne, Alabama

DATE MONTH YEAR

### Assessment Rubric for the Doctoral Program Qualifying Essay

Aspects of a submitted Qualifying Essay will be graded Level 4 Exceptional, Level 3 Proficient, Level 2 Adequate, or Level 1 Weak. Five such aspects will be assessed: the essay's beginning (the introduction), its middle (the body; sequential development of ideas), its ending (conclusion), its use of standard written English, and its use of the prescribed format and editorial style, as follows:

CRITERION	COMMENTS	SCORE
<b>BEGINNING OF THE QUALIFYING ESSAY (INTRODUCTION)</b>		
Exceptional Level 4	<ul style="list-style-type: none"> <li>an exceptionally interesting lead that hooks the reader, is well-ordered, and presents a compelling thesis</li> <li>an exceptional beginning that incorporates one or more of the three essay components (biography, career plan, goals in pursuing the doctoral degree)</li> </ul>	
Proficient Level 3	<ul style="list-style-type: none"> <li>an interesting, orderly, proficient introduction with an effective thesis</li> <li>a proficient beginning that incorporates one or more of the three essay components (biography, career plan, goals in pursuing the doctoral degree)</li> </ul>	
Adequate Level 2	<ul style="list-style-type: none"> <li>an adequate beginning showing a clear enough progression and an adequate thesis</li> <li>adequately incorporates one or more of the three essay components (biography, career plan, goals in pursuing the doctoral degree)</li> </ul>	
Weak Level 1	<ul style="list-style-type: none"> <li>a weak, unfocused beginning without a thesis</li> <li>a beginning that seems not to address any of the three essay components (biography, career plan, goals in pursuing the doctoral degree)</li> </ul>	
<b>Score Earned: Introduction</b>		
<b>MIDDLE OF THE QUALIFYING ESSAY (BODY)</b>		
Exceptional Level 4	<ul style="list-style-type: none"> <li>an exceptionally illustrative, convincing series of examples supporting the thesis, through which ideas are developed in a firmly logical sequence</li> <li>exceptionally skillful use of transitions between topics and paragraphs</li> </ul>	
Proficient Level 3	<ul style="list-style-type: none"> <li>a pertinent series of examples supporting the thesis, through which ideas are proficiently developed in logical sequence</li> <li>proficient use of transitions between topics and paragraphs</li> </ul>	
Adequate Level 2	<ul style="list-style-type: none"> <li>adequate examples are provided that tend to support the thesis</li> <li>ideas proceed logically, overall, but some gaps in logic are present</li> <li>transitions between topics and paragraphs are used adequately</li> </ul>	
Weak Level 1	<ul style="list-style-type: none"> <li>supporting ideas or examples are weak and fail to create a logical argument for any thesis that is offered</li> </ul>	
<b>Score Earned: Body</b>		
<b>END OF THE QUALIFYING ESSAY (CONCLUSION)</b>		
Exceptional Level 4	<ul style="list-style-type: none"> <li>an effective summary and at the same time an exceptionally skillful furthering of the thesis that advances the discussion into a new and perhaps broader context</li> </ul>	
Proficient Level 3	<ul style="list-style-type: none"> <li>a proficient summary of the entire essay that meaningfully links the final paragraph to the first paragraph or suggests some implication of the argument</li> </ul>	
Adequate Level 2	<ul style="list-style-type: none"> <li>an adequate summary of much of the essay that reiterates the thesis or suggests some implication of the argument</li> </ul>	
Weak Level 1	<ul style="list-style-type: none"> <li>absent or weak summary of the essay creating an overly abrupt cessation of discussion</li> </ul>	
<b>Score Earned: Conclusion</b>		

CRITERION	COMMENTS	SCORE
<b>USE OF STANDARD WRITTEN ENGLISH</b>		
Exceptional Level 4	<ul style="list-style-type: none"> <li>▪ each sentence is exceptionally well- composed: grammatical, utterly clear, properly punctuated, and characterized by economy of expression</li> <li>▪ a strong variety of apt sentence structures is used</li> </ul>	
Proficient Level 3	<ul style="list-style-type: none"> <li>▪ most sentences are proficient: grammatical, clear, properly punctuated, and usually concise</li> <li>▪ a variety of sentence structures is evident</li> </ul>	
Adequate Level 2	<ul style="list-style-type: none"> <li>▪ sentences include occasional grammatical and/or punctuation errors but remain adequately clear</li> <li>▪ some variation of sentence structure</li> </ul>	
Weak Level 1	<ul style="list-style-type: none"> <li>▪ numerous grammatical and punctuation errors and misuse of words make comprehension difficult</li> <li>▪ command of sentence structure is absent</li> </ul>	
<b>Score Earned: Use of Standard English</b>		
<b>USE OF PRESCRIBED FORMAT AND EDITORIAL STYLE</b>		
Exceptional Level 4	<ul style="list-style-type: none"> <li>▪ all spelling is correct</li> <li>▪ exceptional command of APA editorial style is evident</li> <li>▪ essay is double- spaced in 12-point font and includes the prescribed title page</li> </ul>	
Proficient Level 3	<ul style="list-style-type: none"> <li>▪ all spelling is correct</li> <li>▪ proficient command of APA editorial style is evident, with only minor errors</li> <li>▪ essay is double- spaced in 12-point font and includes the prescribed title page</li> </ul>	
Adequate Level 2	<ul style="list-style-type: none"> <li>▪ occasional spelling errors</li> <li>▪ command of APA editorial style is adequate but imperfect</li> <li>▪ essay is double- spaced in 12-point font and includes the prescribed title page</li> </ul>	
Weak Level 1	<ul style="list-style-type: none"> <li>▪ numerous spelling errors</li> <li>▪ use of capitalization, punctuation, abbreviations, italics, numerals, headings, and other conventions flouts guidelines in APA Publication Manual</li> <li>▪ incorrect format and/or lack of proper title page</li> </ul>	
<b>Score Earned: Use of Prescribed Format and Editorial Style</b>		
<b>TOTAL SCORE EARNED</b>		



Dissertation Fee Submitted: \_\_\_\_\_

<b>Dissertation Committee</b>		<b>Name (please print) and Contact Information</b>	
<i>Committee Chair:</i>			
<i>Email and Skype Address:</i>			
<i>Committee Member:</i>			
<i>Email and Skype Address:</i>			
<i>Committee Member:</i>			
<i>Email and Skype Address:</i>			
<b>Approval</b>			
<i>Committee Chair</i>			
	<i>Printed Name</i>		
	<i>Signature</i>		
<i>Director of Doctoral Studies</i>			
	<i>Printed Name</i>		
	<i>Signature</i>		
<i>Chief Academic Officer</i>			
	<i>Printed Name</i>		
	<i>Signature</i>		
<b>Check Appropriate Action</b>		<b>Copies Given To (check when completed):</b>	
Approved:	_____	Committee Chair:	_____
Approved Conditionally:	_____	Registrar:	_____
Not Approved:	_____	Student's File:	_____
		Student:	_____
		Academics Dept	_____



**Addendum M**  
**DISSERTATION FINAL SUBMISSION APPROVAL FORM**

**Approval of Dissertation Submitted by:**

\_\_\_\_\_  
(Type student's name above)

\_\_\_\_\_  
Chair, Dissertation Committee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dissertation Committee Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dissertation Committee Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Academic Officer

\_\_\_\_\_  
Date



## Addendum N

### GRADUATION CHECKLIST FOR DOCTORAL DEGREE CANDIDATES

1. Complete all degree requirements as stated in the academic catalog under which you are governed.
2. Clear all financial obligations to the Academy.
3. Apply for graduation in *My Student Portal* and pay the graduation application fee.
4. Complete the Exit Survey. Exit surveys are available in the Learning Management System (LMS) within 24-48 hours after the graduation application has been submitted.
5. Complete Financial Aid Exit Interview at [www.studentloans.gov](http://www.studentloans.gov) (For financial aid recipients only).
  - Graduates will receive one complimentary official transcript.
  - Graduates will receive a commemorative brick placed on the Walk of Fame as a graduate of the Academy.
  - Students will receive their diplomas 6-8 weeks after conferral.
  - Graduates who wish to have their picture taken (in graduation regalia) with the Academy President should contact the Registrar at the Division of Student Services, at [registrar@ussa.edu](mailto:registrar@ussa.edu).

**Don't forget to join the Alumni Association!**

<http://www.facebook.com/groups/8529483235/>.



## Addendum O

### REQUEST FOR TRANSCRIPT FORM - Doctoral

Name: \_\_\_\_\_ Home Phone: (\_\_\_\_) \_\_\_\_ - \_\_\_\_\_  
Cell Phone: (\_\_\_\_) \_\_\_\_ - \_\_\_\_\_ Email Address: \_\_\_\_\_  
Social Security Number (Optional) OR USSA Student ID #: \_\_\_\_\_

This is to authorize and request the release of my academic record at the address which I have specified below.

**Request will not be processed without a signature.**

Signature: \_\_\_\_\_ Number of Copies: \_\_\_\_\_

Mail transcript as indicated below: (please include any special instructions, such as “*hold for grades*”)

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#### POLICIES GOVERNING TRANSCRIPTS OF RECORD

**There is a \$10.00 charge for each transcript (official and/or unofficial).**

Transcript requests are processed as rapidly as possible, in order of receipt of application. Requests should be made well in advance of need. No transcript of a student's record will be issued for a student whose financial obligations to the Academy have not been satisfied.

There are two types of transcripts. Please check which type is required:

- ☐ OFFICIAL transcripts are sent to schools, prospective employers, etc., as designated by the student.
- ☐ UNOFFICIAL transcripts for the student's use do not bear the seal of the Academy. They must be sent directly to the student. Unofficial transcripts are stamped “ISSUED TO STUDENT.”

#### **Payment Method (check box)**

Check/Money Order ☐ OR Debit/Credit Card ☐

Circle Credit Card Type: Visa M/C DISC Expiration Date: \_\_\_\_\_

Credit Card Number: \_\_\_\_\_

Credit Card Expiration Date: \_\_\_\_\_ CVV Code \_\_\_\_\_ Billing Zip Code \_\_\_\_\_

**Office Use Only:** Transcript(s) released: Date: \_\_\_\_\_ by: \_\_\_\_\_

The United States Sports Academy is accredited by the Southern Association of Colleges Commission on Colleges and Schools to award the Bachelor of Sports Science degree (level II), the Master of Sports Science degree (level III), and the Doctor of Education in Sport Management degree and Doctor of Sports Management (level V).



## Addendum P

### CHANGE OF CATALOG REQUEST FORM

Although the Academy reserves the right to change policies and procedures and the student acknowledges this right by registering for a course, the Academy recognizes a student's need to know graduation requirements and associated policies. The catalog that sets out a student's degree requirements will be based on the term in which he/she first registers for courses; it is not based on the date of acceptance. Students entering under one catalog will be expected to graduate under the guidelines of that catalog.

If, however, for whatever reason a student wishes to change catalogs, this can be done through the Dean of Student Services by using this Change of Catalog request form.

If a student changes catalogs, the student is responsible for all the graduation requirements in the new catalog. A student may change catalogs only once during his/her academic program. The Academy reserves the right to deny a student's catalog change request upon review.

Date: \_\_\_\_\_

Name: \_\_\_\_\_  
Last First Middle

Email Address: \_\_\_\_\_

Last Four Digits of Social Security Number OR Student ID Number \_\_\_\_\_

Program (select one): Bachelor's \_\_\_\_\_ Master's \_\_\_\_\_ Doctoral \_\_\_\_\_

I \_\_\_\_\_ officially request to change to the \_\_\_\_\_ (academic year) catalog.  
(Print Student's Name)

After review of my request, I understand that I will be notified via my Academy e-mail account. I understand that when my request is approved I must contact my academic advisor to discuss which courses I need to enroll in to complete my degree requirements. I understand that I am responsible for all graduation requirements in this new catalog.

Student Signature: \_\_\_\_\_

#### To be processed by Division of Student Services:

Date Received: \_\_\_\_\_

Approved \_\_\_\_\_ Denied \_\_\_\_\_

If denied, reason for denial: \_\_\_\_\_

Signature of Registrar: \_\_\_\_\_





## Addendum Q WITHDRAWAL FORM

Date: \_\_\_\_\_

Please Select One: \_\_\_\_\_ Course(s) Withdrawal \_\_\_\_\_ Institutional Withdrawal

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Reason for Withdrawal: \_\_\_\_\_

Are you receiving Financial Aid: \_\_\_\_\_ Yes \_\_\_\_\_ No

(If “Yes”, and you have been enrolled LESS than 68 days in your course, it is your responsibility (the student) to contact the Director of Financial Aid ([financialaid@ussa.edu](mailto:financialaid@ussa.edu)) prior to withdrawing for Financial Aid fund calculations (Return of Title IV funds).

**A grade of “W” will be recorded as the final grade.**

Dept/Course Number	Title	Hours	Grade

Student's Signature: \_\_\_\_\_

Registrar's Signature: \_\_\_\_\_

**Addendum R****STUDENT INFORMATION CHANGE (Personal)**

Student's Name (as it appears on Academy records): \_\_\_\_\_

Student ID Number \_\_\_\_\_ Degree Level \_\_\_\_\_

**COMPLETE APPLICABLE INFORMATION ONLY****Name Change (Documentation must accompany this form, e.g., Driver's License, Marriage License, etc.)**

Name changed to: \_\_\_\_\_

Attached documentation: \_\_\_\_\_

**Social Security Number Change (Documentation must accompany this form)**

Change Social Security Number to: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Attached documentation: \_\_\_\_\_

**Address Change**\_\_\_\_\_  
Street Name and Number, RFD, or Post Office Box\_\_\_\_\_  
City State Zip Code

Change email address to: \_\_\_\_\_

**Telephone Number Change**New number: (\_\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_  
Area Code Telephone Number**Student Signature:** \_\_\_\_\_ **Date Submitted:** \_\_\_\_\_

**Addendum S****STUDENT INFORMATION CHANGE (Academic)**

Student's Name (as it appears on Academy records)\_\_\_\_\_

Student ID Number or Social Security Number\_\_\_\_\_

Degree Level:\_\_\_\_\_

Advisor Name\_\_\_\_\_

**COMPLETE ONLY APPLICABLE SECTION****1. CHANGE OF MAJOR**

Change Major from:\_\_\_\_\_

Change Major to:\_\_\_\_\_

**2. EMPHASIS CHANGE**

Change Emphasis from:\_\_\_\_\_

Change Emphasis to:\_\_\_\_\_

**3. SPECIALIZATION CHANGE**

Change Specialization from:\_\_\_\_\_

Change Specialization to:\_\_\_\_\_

Signature:\_\_\_\_\_

Date Submitted:\_\_\_\_\_



## Addendum T DROP/ADD FORM

**INSTRUCTIONS:** No change will be made on your registration until this form is complete and signed. This form may be hand-delivered, mailed or faxed, but keep in mind that the change **does not become effective** until the date it is received by the Registrar's office. The amount of tuition refund will be pro-rated per the Academy's refund policy.

**Check if applicable:** \_\_\_ 1-7 days = 100% \_\_\_ 8-18 = 90% \_\_\_ 19-29 = 50% \_\_\_ 30-38 = 25%  
**\*\*\*\*After 38 days, a withdrawal form is required\*\*\*\***

**Printed Name:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_

**Street Address:** \_\_\_\_\_ **City:** \_\_\_\_\_

**State and Zip Code** \_\_\_\_\_

**Home Phone:** \_\_\_\_\_ **Work Phone:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**PLEASE NOTE:**

Changing from full-time to part-time status or from part-time to full-time status may significantly affect your financial aid and/or charges. Contact the financial aid office for information on the financial implications of your proposed change.

**COURSES TO BE DROPPED: TERM:**            **FA** \_\_\_\_\_            **SP** \_\_\_\_\_            **SU** \_\_\_\_\_

**Reason(s) for the drop:** \_\_\_\_\_

Course Number	Course Title	Section	Credits	Instructor

**COURSES TO BE ADDED: TERM:**            **FA** \_\_\_\_\_            **SP** \_\_\_\_\_            **SU** \_\_\_\_\_

Course Number	Course Title	Section	Credits	Instructor

**STUDENT SIGNATURE:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**APPROVED BY:** \_\_\_\_\_ **Effective date:** \_\_\_\_\_  
    Registrar or Designee

**Addendum U**  
**DOCTORAL ARTICLE CRITIQUE RUBRIC**

CRITERION	COMMENTS	POINT RANGE
<b>SOURCE RELEVANCE</b>		
Exceeds Standards	Selected source is highly relevant to <i>doctoral</i> course issues and themes; source is five years old or less; source presents significant <i>doctoral</i> level information.	30-27
Above Average Standards	Selected source is clearly relevant to <i>doctoral</i> course issues and themes; source is five years old or less; source presents relevant <i>doctoral</i> level information.	26-24
Meets Standards	Selected source is relevant to <i>doctoral</i> course issues; source is five years old or less; information in source is <i>doctoral</i> level.	23-21
Standards Minimally Met	Relevance of selected source somewhat reflects <i>doctoral</i> course issues; source is older than five years; source may be <i>doctoral</i> level, but not obviously so.	20-7
Standards Not Met	Selected source is not relevant to <i>doctoral</i> course issues; source is older than five years; source is not <i>doctoral</i> level information.	6-0
<b>Points Earned: Source Relevance</b>		<b>30-0</b>
<b>SOURCE CRITIQUE</b>		
Exceeds Standards	Critique and assessment strongly and clearly present evidence of and indicate reliability of the source at the <i>doctoral</i> level; critique and assessment of source articulates vital and significant issues related to <i>doctoral</i> level course; critique and assessment are presented on <i>doctoral</i> level model.	30-27
Above Average Standards	Critique and assessment clearly present evidence of and indicate reliability of the source; critique and assessment articulate significant issues on the <i>doctoral</i> course level; critique and assessment indicate <i>doctoral</i> level work.	26-24
Meets Standards	Critique and assessment present evidence of reliability of the source; critique and assessment of source articulate issues on the <i>doctoral</i> course level; critique and assessment are on <i>doctoral</i> level.	23-21
Standards Minimally Met	Evidence and reliability of the source are alluded to in the critique and assessment; critique and assessment of the source address issues on the <i>doctoral</i> course level; critique and assessment may be <i>doctoral</i> level, but not clearly so.	20-7
Standards Not Met	Critique and assessment of source present no evidence of reliability; critique and assessment do not address issues on the <i>doctoral</i> course level; critique and assessment are not <i>doctoral</i> level.	6-0
<b>Points Earned: Source Critique</b>		<b>30-0</b>
<b>ANALYSIS OF CRITIQUE</b>		
Exceeds Standards	Critique is rigorous, critical and perceptive; is presented according to exact APA Guidelines; exhibits <i>doctoral</i> level analysis; exemplary higher order inquiry consistent with <i>doctoral</i> level analysis.	40-36
Above Average Standards	Critique is critical and perceptive; follows APA Guidelines; critique is a <i>doctoral</i> level presentation; higher order inquiry representative of <i>doctoral</i> level analysis.	35-32
Meets Standards	Critical analysis is indicated; APA Guidelines followed; has elements of <i>doctoral</i> work; <i>doctoral</i> level critical inquiry indicated.	31-28
Standards Minimally Met	Critical analysis is present; follows some APA Guidelines; <i>doctoral</i> level analysis; no strong indication of <i>doctoral</i> level critique; exhibits inconsistent critical inquiry.	27-9
Standards Not Met	Critical analysis is not present; APA Guidelines not met; <i>doctoral</i> level critical inquiry is absent; not indicative of <i>doctoral</i> level work.	8-0
<b>Points Earned: Analysis of Critique</b>		<b>40-0</b>
<b>TOTAL POINTS EARNED</b>		<b>100-0</b>

**Addendum V**  
**DOCTORAL DISCUSSION RUBRIC (page 1 of 2)**

CRITERION	COMMENTS	POINT RANGE
<b>GENERAL CONTENT</b>		
Exceeds Standards	The response is very specific and original; information is accurate and response shows penetrating insight; discussion topic is clearly analyzed and examined in the narrative.	50-45
Above Average Standards	The response examines the discussion issues and is concise; information is accurate; logical conclusion or opinion is offered; critical analysis is expressed.	44-40
Meets Standards	Response alludes to the discussion issues; tends to be wordy; information generally accurate but little insight offered; inaccuracies as to issues; logic not complete in the conclusion and/or opinions; critical analysis is more implied than exhibited.	39-35
Standards Minimally Met	Response does not directly address the discussion issues; information limited or unclear; no direct insights offered; conclusion or opinion may be extraneous or illogical; critical analysis is strained, at best.	34-20
Standards Not Met	Response presents no clear purpose or central theme; repeats information; treatment of issues is confusing; difficult to read; no conclusion; critical analysis is absent.	19-0
<b>Points Earned: General Content</b>		<b>50-0</b>
<b>WRITING STYLE/FORMAT</b>		
Exceeds Standards	Very fluent and clear; no errors of grammar or punctuation; sources cited and listed correctly according to APA Standards; citations used consistently and correctly; language used is clearly higher order doctoral level vocabulary and process.	50-45
Above Average Standards	Fluent and interesting; few errors of grammar or punctuation; sources cited and listed are adequate; vocabulary and process exhibit doctoral level work.	44-40
Meets Standards	Adequate fluency; obvious errors of grammar or punctuation; very few sources cited or listed.	39-35
Standards Minimally Met	Writing is faltering or insufficient; many errors of grammar and punctuation; few to no sources cited.	34-20
Standards Not Met	Poor sentence structure and grammar; many repeated errors of grammar or punctuation; no sources cited or listed.	19-0
<b>Points Earned: Writing Style/Format</b>		<b>50-0</b>
<b>ANALYTICAL EFFECTIVENESS</b>		
Exceeds Standards	Response is concise and addresses the central issues of the discussion; conclusions and opinions logical and complete; response expresses values based upon principles; clearly states a critical position; exhibits a comprehensive understanding of the issues.	50-45
Above Average Standards	Response is complete and satisfactory; notions of value are alluded to but not emphasized; displays knowledge of global applications, but connections are not strongly articulated.	44-40
Meets Standards	Response is satisfactory but incomplete; global applications are sketched; value expressions are present but are vague.	39-35
Standards Minimally Met	Response is adequate but incomplete; no clear understanding of or allusions to global applications of the discussion issues; ethical considerations are not clear.	34-20
Standards Not Met	Response is unfinished and insufficient; no expressed understanding of global application or of ethical implications of the discussion issues.	19-0
<b>Points Earned: Analytical Effectiveness</b>		<b>50-0</b>

**Addendum V: DOCTORAL DISCUSSION RUBRIC (page 2 of 2)**

<b>SUPPORT OF POSITION</b>		
Exceeds Standards	Positions are supported by appropriate citations per APA standards; support is clear and relevant to the discussion issues; conclusions and opinions are original, logical and complete; sources listed comply with APA standards.	50-45
Above Average Standards	Positions are supported with some citations; support of positions is relevant to the discussion issues; conclusions are complete; sources are listed.	44-40
Meets Standards	Positions are supported and exhibit relevance; few, if any citations presented to support positions; conclusions are implied, but not clearly stated; few sources listed.	39-35
Standards Minimally Met	Positions are stated and supported without citations; conclusions are alluded to but not supported; some sources listed.	34-20
Standards Not Met	No support of positions is presented; argument relies on opinion without any support; no sources listed.	19-0
<b>Points Earned: Support of Position</b>		<b>50-0</b>
<b>TOTAL POINTS EARNED</b>		<b>200-0</b>

**Addendum W**  
**DOCTORAL FINAL CLASS PAPER RUBRIC**  
**(page 1 of 3)**

CRITERION	COMMENTS	POINT RANGE
<b>INTRODUCTION</b>		
Exceeds Standards	Exceptional and engaging introduction indicative of <i>doctoral</i> level analysis; compels interest; clearly presents topic and subtopics in sequential order; central thesis is clear, arguable, and well developed.	20-18
Above Average Standards	Engaging introduction of <i>doctoral</i> level analysis; induces interest; clearly states topic and subtopics in sequential order; central thesis is clear and well developed.	17-16
Meets Standards	Proficient introduction on the <i>doctoral</i> level; states topic and all subtopics in obvious order; clear and well developed.	15-14
Standards Minimally Met	Adequate introduction for <i>doctoral</i> level analysis; presents topic and subtopics; somewhat clear and developed.	13-5
Standards Not Met	Unclear introduction of topic and subtopics; no clear central thesis; lacks an arguable and defensible position; not <i>doctoral</i> level analysis.	4-0
<b>Points Earned: Introduction</b>		<b>20-0</b>
<b>QUALITY OF INFORMATION/EVIDENCE</b>		
Exceeds Standards	Paper is exceptionally well researched with <i>doctoral</i> level rigor; extremely detailed; well documented; accurate data; critical evidence presented from a wide variety of significant sources.	20-18
Above Average Standards	Paper is exceptionally researched at the <i>doctoral</i> level; fully detailed; well documented; accurate data; critical evidence from a variety of significant sources.	17-16
Meets Standards	Paper is researched and detailed at the <i>doctoral</i> level; adequate documentation; critical evidence from a variety of sources.	15-14
Standards Minimally Met	Most aspects of paper are researched at the <i>doctoral</i> level; accurate evidence provided from limited sources.	13-5
Standards Not Met	Support of topic limited; lacks research, details, and accurate evidence; not <i>doctoral</i> level.	4-0
<b>Points Earned: Quality of Information/Evidence</b>		<b>20-0</b>
<b>SUPPORT OF IDEAS</b>		
Exceeds Standards	Exceptional and consistent justification provided for all positions and propositions; clearly exhibits <i>doctoral</i> level analysis and support; arguments made and positions taken are well supported with appropriate citation.	40-36
Above Average Standards	Consistent justification provided for all positions and propositions; exhibits <i>doctoral</i> level analysis and support; arguments made and positions taken are adequately supported with appropriate citation.	35-32
Meets Standards	Indicates relative and consistent rationale for most statements and propositions; adequate support for positions taken; support analysis indicates <i>doctoral</i> level.	31-28
Standards Minimally Met	Some rationale provided for statements and arguments made; some support for positions taken; <i>doctoral</i> level work is met.	27-9
Standards Not Met	Support for rationale provided is limited; not <i>doctoral</i> level analysis.	8-0
<b>Points Earned: Support of Ideas</b>		<b>40-0</b>



**Addendum W: DOCTORAL FINAL CLASS PAPER RUBRIC (page 2 of 3)**

<b>SEQUENTIAL DEVELOPMENT OF IDEAS</b>		
Exceeds Standards	Exceptionally well developed sequence of distinct and logical propositions; exceptional transitions from concept to concept; perceptions and notions follow from solid logic exemplary of <i>doctoral</i> level analysis.	40-36
Above Average Standards	Clearly developed sequence of obvious and logical propositions; exceptional transitions from concept to concept; perceptions and notions follow from solid logic exhibiting <i>doctoral</i> level analysis.	35-32
Meets Standards	Adequately developed sequence of clear and logical propositions; concepts follow logically; <i>doctoral</i> level analysis.	31-28
Standards Minimally Met	Some clear and logical sequential development of concepts; adequate transitions; some <i>doctoral</i> level analysis.	27-9
Standards Not Met	No clear and logical development of ideas; not <i>doctoral</i> level.	8-0
<b>Points Earned: Sequential Development of Ideas</b>		<b>40-0</b>
<b>CONCLUSION</b>		
Exceeds Standards	Excellent summation of concepts presented; conclusions follow logically from propositions presented; conclusions prompt further inquiry; analysis is exemplary <i>doctoral</i> level work.	40-36
Above Average Standards	Outstanding summation of concepts presented; conclusions follow logically from propositions presented; conclusions urge further inquiry; analysis is <i>doctoral</i> level work.	35-32
Meets Standards	Good summation of concepts; conclusions follow from propositions; concepts presented can lead to further inquiry; <i>doctoral</i> level analysis.	31-28
Standards Minimally Met	Adequate summation of concepts; conclusions imply further inquiry; approaches <i>doctoral</i> level analysis.	27-9
Standards Not Met	Not <i>doctoral</i> level inquiry; summation does not follow logically from propositions; no indication of further inquiry.	8-0
<b>Points Earned: Conclusion</b>		<b>40-0</b>
<b>LANGUAGE USAGE – SYNTAX, GRAMMAR, PUNCTUATION, SPELLING</b>		
Exceeds Standards	Composition exceptionally well-constructed; clear, comprehensive, concise and understandable writing; consistent proper exhibit of syntax, grammar, punctuation, and spelling; exemplary <i>doctoral</i> level writing.	20-18
Above Average Standards	Composition well-constructed; clear and understandable writing; consistent appropriate use of syntax, grammar, punctuation, and spelling; obvious <i>doctoral</i> level writing.	17-16
Meets Standards	Composition is clear and understandable; consistently use of proper grammar, syntax, and punctuation; some misspellings; <i>doctoral</i> level writing indicated.	15-14
Standards Minimally Met	Composition presents some obvious errors in grammar, syntax, punctuation, and spelling; adequate <i>doctoral</i> level writing.	13-5
Standards Not Met	Composition exhibits inconsistent grammar, syntax, punctuation, and spelling throughout; not <i>doctoral</i> level writing.	4-0
<b>Points Earned: Language Usage – Syntax, Grammar, Punctuation, Spelling</b>		<b>20-0</b>

**Addendum W: DOCTORAL FINAL CLASS PAPER RUBRIC (page 3 of 3)**

<b>APA FORMAT-CITATIONS, REFERENCES, AND PAPER STRUCTURE</b>		
Exceeds Standards	Consistent listing of citations properly entered; citations strictly adhere to APA guidelines; numerous and varied sources included; proper attribution of concepts always noted; primary references are generated from peer-reviewed, professional journals, noted texts, and recognized authorities in the field; formatting is completely correct and exemplary of <i>doctoral</i> level research.	20-17
Above Average Standards	Consistent listing of citations; citations follow APA guidelines; numerous and varied sources included; proper attribution of concepts always noted; primary references are generated from appropriate sources; formatting is correct and represents <i>doctoral</i> level research.	16-13
Meets Standards	Consistent listing of citations properly entered according to APA guidelines; varied sources included; attribution always given for the ideas of others; primary references generated from appropriate sources; correct formatting followed; indicates <i>doctoral</i> level research.	12-9
Standards Minimally Met	Listing of citations largely follows APA guidelines; appropriate credit generally given for the ideas of others; references mostly generated from related sources; some obvious formatting errors; <i>doctoral</i> level research.	8-5
Standards Not Met	Many improper listing of citations; inconsistent credit given for the ideas of others bordering on plagiarism; primary references not generated from appropriate sources; poor formatting; not <i>doctoral</i> level research.	4-0
<b>Points Earned: APA Format</b>		<b>20-0</b>
<b>TOTAL POINTS EARNED</b>		<b>200-0</b>

**Addendum X: DOCTORAL WRITING ASSIGNMENT RUBRIC**

CRITERION	COMMENTS	POINT RANGE
<b>CONTENT</b>		
Exceeds Standards	An exceptional <i>doctoral</i> submission; it is specific, concise, and articulate; content is accurate, indicates penetrating insight and critical analysis; issues are addressed directly; conclusions and/or opinions follow logically; submission is indicative of higher order <i>doctoral</i> work.	40-36
Above Average Standards	Submission explains and clearly relates to the issues presented; writing is concise and informative; logical conclusions follow premises of the narrative; critical analysis is expressed in a fashion exhibiting solid <i>doctoral</i> level work.	35-32
Meets Standards	Submission relates to the issues presented; information is generally accurate; some insight is offered; logic supports the conclusion and/or opinions; critical analysis is of <i>doctoral</i> level work.	31-28
Standards Minimally Met	Submission refers to the issues; information presented is limited to the issues; direct insights are offered implicitly; conclusion follows but the logic to support is vague; critical analysis is present but strained; <i>doctoral</i> level work is present but not obvious.	27-9
Standards Not Met	Submission presents no clear purpose and does not relate to the issues; logical conclusions are not present; submission is difficult to follow; critical analysis is absent; does not indicate <i>doctoral</i> level work.	8-0
<b>Points Earned: Content</b>		<b>40-0</b>
<b>WRITING MECHANICS</b>		
Exceeds Standards	Writing is exceptionally fluent and clear; no errors of grammar or punctuation; sources cited correctly by APA Standards; citations are used consistently and correctly; writing style is exemplary <i>doctoral</i> level work.	30-27
Above Average Standards	Writing is clearly fluent and interesting; few errors in grammar or punctuation; sources cited in accordance with APA Guidelines; citations clearly support positions presented; writing style substantively indicates <i>doctoral</i> level work.	26-24
Meets Standards	Writing is clear and fluent; some errors of grammar and punctuation; sources are presented and follow APA Guidelines; citations support positions presented; writing style indicates <i>doctoral</i> level work.	23-21
Standards Minimally Met	The submission presents the issues; there are many errors in grammar and punctuation; few sources cited and APA Guidelines are not consistent; writing style meets <i>doctoral</i> level expectations.	20-7
Standards Not Met	Writing exhibits overall poor structure and syntax; many errors in grammar and punctuation; sources are cited sporadically and present no support of issues; writing style is not <i>doctoral</i> level.	6-0
<b>Points Earned: Writing Mechanics</b>		<b>30-0</b>
<b>ANALYTICAL OBSERVATIONS</b>		
Exceeds Standards	Submission is exceptionally well argued; higher order critical analysis expresses a sense of value based upon principles; there is a well-established, clearly discernible, higher order critical position; exhibits a global understanding of the issue; position presents exemplary <i>doctoral</i> level analysis.	30-27
Above Average Standards	Support of issues is complete and satisfactory; notions of value are presented; displays perceptive critical analysis; indicates knowledge of global applications of the issues; clearly exhibits <i>doctoral</i> level analysis.	26-24
Meets Standards	Submission is satisfactory; global applications are indicated; value expressions are present but are vague; conclusions are presented indicating <i>doctoral</i> level analysis.	23-21
Standards Minimally Met	Submission is clearly complete but unsatisfactory; a clear understanding of applications is only implied; ethical considerations are unclear; conclusion follows sporadically from the analysis; is <i>doctoral</i> level work.	20-7
Standards Not Met	Submission is insufficient as a whole; no indication of global application of the issues, or of ethical implications within the issues; critical analysis is absent; clearly not <i>doctoral</i> level work.	6-0
<b>Points Earned: Analytical Observations</b>		<b>30-0</b>
<b>TOTAL POINTS EARNED</b>		<b>100-0</b>



## **Addendum Y**

### **AMERICANS WITH DISABILITIES ACT (STUDENTS)**

The United States Sports Academy acts in accordance with two relevant laws: Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

#### **The Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act of 1990 is civil rights legislation that extends the anti-discrimination legislation of Section 504 to all institutions of higher education, whether or not they receive federal financial assistance. The purpose of this act is to provide a clear and comprehensive mandate for the elimination of discrimination against individuals with disabilities. This statute became effective for public entities on January 26, 1992. It provides comprehensive civil rights protection to individuals with disabilities in the areas of employment, state and local governments, public accommodations, and telecommunications.

#### **Documentation of Disability (Students)**

The Academy Registrar assists students with disabilities in receiving accommodations. The first step in receiving academic accommodations is to complete the attached Academy Disability Self Identification Form.

Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations. The first purpose of verifying documentation is to establish the existence of a disability as defined under Section 504 of the Rehabilitation Act (1973) and the Americans with Disabilities Act (1990) – see ADA Form. Under these statutes, the severity of a disability or degree of impact on life functions is important.

To establish the existence of a disability under these statutes, the documentation must demonstrate that the condition is a "mental or physical impairment that substantially limits a major life activity" (ADA 1990). Life activities that are typically important to college students are such functions as reading, listening, walking, writing, learning, and speaking. In order for the United States Sports Academy to be able to determine whether reasonable accommodations can be designed and what those accommodations can be, we need detailed information about the impact of the disability.

#### **Who Can Provide Verifying Documentation?**

In most cases, documentation will be needed from doctoral level professionals, such as a certified and/or licensed psychologists, medical doctors, psychiatrists, or neurologists. The professional should be experienced in diagnosing and treating the disability, should prepare the documentation on appropriate clinical stationery, should sign the document, and should provide the United States Sports Academy with verification of the experience and expertise in the specialty, if asked. The diagnostician must be an impartial individual who is not related to the student.

#### **Recommended Documentation**

1. A clear statement that a disability is present along with the rationale for this diagnosis. A school plan, such as an individualized education program (IEP) or a 504 plan is insufficient documentation, but it can be included as part of a more comprehensive assessment battery.

**(NOTE:** Individual learning deficits, learning styles, and learning differences do not constitute a learning disability or attention deficit hyperactivity disorder.)

2. Documentation for eligibility should be current, within the last three years. (The age of acceptable documentation is dependent upon the disabling condition, the current status of the student, and the student's specific request for accommodations. All cases will be evaluated on a case-by-case basis.)
3. A narrative summary of assessment procedures and evaluation instruments used to make the diagnosis.
4. A statement of the functional impact or limitation of the disability on learning or other major life activity, and the degree to which it impacts the student in the learning context.
5. A list of recommended reasonable accommodations for the post-secondary environment.
6. All documentation is confidential and should be submitted to:

United States Sports Academy  
Attention: Student Services  
One Academy Drive  
Daphne, AL 36526

**Addendum Y (continued)****AMERICANS WITH DISABILITIES ACT APPLICATION**

*Please submit completed application form to the OFFICE OF THE REGISTRAR for approval.*

**Petition to Recognize a Qualifying Condition**

The purpose of this application is to allow students enrolled at the Academy to request accommodations in accordance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act (1973). The Academy, through the Registrar's Office, will make all reasonable efforts to achieve academic accessibility commensurate with non-handicapped students. Students requesting accommodations for a disability should request accommodations as soon as possible following the discovery of a qualifying condition.

Please fill out this application and return, along with your current diagnostic documentation (no more than three years old) to: Registrar, Division of Student Services, United States Sports Academy, 1 Academy Drive, Daphne, AL 36526. The Registrar will review your submission and determine if your request is supported by your diagnostic evaluation. Please allow 14 working days for a response.

*Please print:*

Name \_\_\_\_\_ Student ID \_\_\_\_\_

Email address \_\_\_\_\_

Home Address \_\_\_\_\_

Primary Phone \_\_\_\_\_ Alternate Phone \_\_\_\_\_

Your affiliation with the Academy (circle all that apply) Undergraduate Graduate Continuing Education

Term of first enrollment at the Academy \_\_\_\_\_

Major course of study \_\_\_\_\_

Is this your first time applying for ADA accommodations at the Academy? \_\_\_\_Yes \_\_\_\_No

- If "No", are you requesting the same accommodations as your last request? \_\_\_\_Yes \_\_\_\_No
- If "Yes", what specific accommodations are you requesting, based on your doctor's recommendations? (Please continue on another sheet if necessary):

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Have you received accommodations from another college or agency? \_\_\_\_Yes \_\_\_\_No

If "Yes", please describe:

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Would you grant permission to the Registrar and committee members to speak about this petition and its related issues with parties outside of the Academy? (e.g., your parents, your spouse, your diagnostician, etc.)? If so, please list their names:

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I hereby grant permission that all information attached to this application may be released to the Legal Counsel of the Academy and to the other parties who serve with an educational interest.

---

Signature

---

Date

**FOR OFFICE USE ONLY**

Registrar:  <hr/> <i>Name (please print)</i>	          <hr/> <i>Signature</i>	          <hr/> <i>Date</i>
Dean of Student Services:          <hr/> <i>Name (please print)</i>	          <hr/> <i>Signature</i>	          <hr/> <i>Date</i>
Chief Academic Officer:          <hr/> <i>Name (please print)</i>	          <hr/> <i>Signature</i>	          <hr/> <i>Date</i>



**Addendum Z**

**UNITED STATES SPORTS ACADEMY**  
**DOCTORAL DISSERTATION MANUAL**



## TABLE OF CONTENTS

### Part I

The Purpose and Function of a Doctoral Dissertation

### Part II

The Dissertation Process

    Selecting a Topic

    Selecting a Committee

    Selecting a Methodology

    Finding and Selecting References

### Part III

Elements of the Dissertation

    The Abstract

    The Proposal

        Chapter I

        Chapter II

        Chapter III

        Power Point Presentation Guidelines

    Chapter IV

    Chapter V

    Appendices

    References

### Part IV

The Final Dissertation Product

    Final Dissertation Manuscript Hints

    Final Dissertation Defense Options

### Part V

Appendices

    Item A      Sample Title Page

    Item B      Dissertation Proposal and Committee Approval Form

    Item C      Registering for Dissertation Hours and Candidacy Status

## **PART I**

### **THE PURPOSE AND FUNCTION OF A DOCTORAL DISSERTATION**

The Doctoral Dissertation is an extremely important document, and much thought and planning go into crafting this document. From a learning perspective, the dissertation is the culmination of highly specialized study that yields an original body of work. It implicitly and explicitly offers an academic portrait of its author. As such, it will forever identify its author in the author's chosen field of study and research.

From a professional viewpoint, the dissertation can open doors for the author in promoting the author's career through the ideas, concepts, and arguments which are presented in it. Hence, no research or exploration of this nature should be taken lightly.

At every possible academic juncture, students should integrate the concepts and research opportunities in each of their courses with the general notions of their dissertation. Look for opportunities that might prompt a new direction in the dissertation process or might refine the general dissertation concept into a more focused approach.

In the final analysis, the dissertation *defines* its author and definitively identifies the author with original research unique to the author's specialty in a chosen field.

At the doctoral level, there is no other activity that is more important or more significant than the dissertation.

## **PART II**

### **THE DISSERTATION PROCESS**

#### **SELECTING A TOPIC**

From the first courses a doctoral candidate takes in the doctoral program, there should be a number of intriguing items, theories, or concepts that pique the candidate's interest. Moving through course work, the candidate should narrow a topic of *general* interest gleaned from those items, theories, and concepts encountered in course work.

A general practice when a candidate narrows the topic of interest entails answering the following questions:

- Does the topic occupy a high level of *singular interest* bordering on *passion* on the part of the candidate?
- Is there enough relevant and current source material to present an original work on the topic of interest?
- Will the ideas to be presented and explored in the dissertation make a significant contribution to the field?
- Does the dissertation's concept present a functional application?
- Will the dissertation's topic be truly original and not merely a re-statement of an already explored and exhausted concept within the field?

In the candidate's search for a suitable topic, discussions with faculty members and other experts in the field should be engaged from time to time. These dialogues will help the candidate sort through any extraneous notions associated with the topic concept allowing the candidate to refine the focus of the dissertation.

Ultimately, it will be the candidate's sincere interest, dedication, focus and passion which will buoy the candidate through the challenging measures which will inherently attend writing the dissertation.

#### **SELECTING A COMMITTEE**

Enough emphasis cannot be placed on the selection of a good committee. While this process may seem to be a "given" in the eyes of the candidate, the selection of a good committee should never be taken for granted.

The following considerations should be taken into account by the candidate in selecting a committee:

- The most important position on the committee is the Chair.
- The Chair will be the key person on the committee and, for all intents and purposes, serves as a *quasi*-navigator for the candidate and the committee, who can guide the candidate and the committee smoothly through the entire dissertation process.

- The chair should be someone in whom the candidate can place implicit trust for genuine critical analysis during the dissertation process.
- The chair should have a good knowledge of, or at the very minimum, a sincere familiarity with and appreciation for the candidate's dissertation topic.
- Additional committee members should be familiar with the candidate's work and have the capacity to contribute to the development of the dissertation as it emerges through the candidate's writing.
- All members of the committee should have a functional knowledge of the candidate's dissertation topic.

The candidate *must* select a chair and additional committee members who will offer candid assessments and work as a collegial, constructive entity. At the end of the day, however, it is *your* committee, so asking for guidance can be helpful, but the final decisions on the dissertation and the committee are yours.

## SELECTING A METHODOLOGY

There are two types of methodologies from which a doctoral candidate can choose to write the dissertation – quantitative, qualitative, and mixed methods.

What follows is a very good analysis and comparison of these types of methodologies which was retrieved from [http://www.diffen.com/difference/Qualitative\\_vs\\_Quantitative](http://www.diffen.com/difference/Qualitative_vs_Quantitative). Please take time to fully read and digest the information here in making the appropriate choice for a Dissertation methodology.

While **quantitative research** is based on numbers and mathematical calculations (quantitative data), **qualitative research** is based on written or spoken narratives (**qualitative data**). Qualitative and quantitative research techniques are used in marketing, sociology, psychology, public health and various other disciplines.

### Comparison chart

	Qualitative	Quantitative
<b>Character</b>	Humanistic; interpretive	Scientific; objective
<b>Type of data</b>	Free-form, open-ended, narrative	Can be encoded numerically
<b>Examples</b>	Interviews, focus groups, case studies, conversational analysis,	Experiments, closed questions, rating scales
<b>Analysis</b>	Descriptions, experiences, observations, and the human existence has value and contributions to data collection; key words or phrases can be plotted and used to draw conclusions but may not represent the mode number	Numbers, generally in percentages, details the information collected and enables conclusions to be made; does not account for time or experience
<b>Applications</b>	Case studies; understanding feelings and emotions and how they can be applied to situations	Validating a hypothesis or further validating a study statistically

### **Type of data**

**Qualitative research** gathers data that are free-form and non-numerical, such as diaries, open-ended questionnaires, interviews, and observations that are not coded using a numerical system.

On the other hand, **quantitative research** gathers data that can be coded in numerical form. Examples of quantitative research include experiments or interviews/questionnaires that use closed questions or rating scales to collect information.

### **Applications of Quantitative and Qualitative Data**

**Qualitative data and research** are used to study individual cases and to find out how people think or feel in detail. It is a major feature of case studies.

**Quantitative data and research** are used to study trends across large groups in a precise way. Examples include clinical trials or censuses.

### **When to use qualitative vs. quantitative research?**

**Quantitative and qualitative research techniques** are each suitable in specific scenarios. For example, **quantitative research** has the advantage of scale. It allows for vast amounts of data to be collected – and analyzed – from a large number of people or sources. It is relatively easier to analyze survey responses from thousands of people if the questions are closed-ended and responses can be mathematically encoded in rating scales or preference ranks.

**Qualitative research**, on the other hand, usually does not scale as well. It is hard, for example, to conduct in-depth interviews with thousands of people or to analyze their responses to open-ended questions. **Qualitative research** works when it is not possible to come up with closed-ended questions. For example, marketers often use focus groups of potential customers to try to gauge what influences brand perception, product purchase decisions, feelings and emotions. In such cases, researchers are usually at very early stages of forming their hypotheses and do not want to limit themselves to their initial understanding. **Qualitative research** often opens up new options and ideas that quantitative research cannot due to its closed-ended nature.

### **Analysis of data**

**Qualitative data** can be difficult to analyze, especially at scale, as it cannot be reduced to numbers or used in calculations. Responses may be sorted into themes, and require an expert to analyze. Different researchers may draw different conclusions from the same qualitative material.

**Quantitative data** can be ranked or put into graphs and tables to make analysis easier.

### **Data Explosion**

Data are being generated at an increasing rate because of the expansion in the number of computing devices and the growth of the Internet. Most of these data are quantitative and special tools and techniques are evolving to analyze this "big data."

## **Effects of Feedback**

The following diagram illustrates the effects of positive and negative feedback on **Qualitative vs Quantitative research**:

<b>EFFECTS OF FEEDBACK</b>	
	<b>Qualitative</b> <b>Quantitative</b>
<b>POSITIVE</b>	Reinforcing, rewarding or motivating Moving a value away from its reference value
<b>NEGATIVE</b>	Demotivating, non-rewarding or punishing Moving a value closer to its reference value
	<b>(Human behavior)</b> <b>(System parameter)</b>

Candidates are strongly encouraged to confer with their chair of the committee, in the final selection of the methodology which is most appropriate for the topic and its presentation in the Dissertation.

### **FINDING AND SELECTING REFERENCES**

Doctoral candidates often are frustrated when securing the reference sources they would like to have in hand. However, throughout a candidate's course work there are opportunities to begin collecting sources from the course papers written in the various courses the candidate takes.

Another good approach is to use the article critiques which accompany each course. Saving them as the candidate progresses through courses will begin to amass some very good sources. The work completed for SAR 790, in which candidates are to complete twenty-five article critiques, should serve as a good foundation of sources for the dissertation.

Once the topic has been solidified, candidates can more freely search for reference sources. Obviously, using the Internet in this search can expedite identifying and compiling a good reference source list.

Sources must be appropriate, current, complete, clearly link to the topic, and provide information which will enhance the research and academic contribution the candidate seeks to achieve.

The only caveat is that candidates must be on guard *not to over-do* the source search and know just when to draw the source search to an adequate close.

## PART III ELEMENTS OF THE DISSERTATION

### THE ABSTRACT

#### **Brief Definition**

A dissertation abstract is a brief overview in synopsis format of the main ideas contained in the entire dissertation. The abstract should present the reader with a good idea of the content of the dissertation. In some ways, writing a dissertation abstract is more difficult than writing the dissertation because of space constraints. Clear, concise writing can accomplish the goal of producing an effective dissertation abstract.

#### **Function of Dissertation Abstract**

A well-written dissertation abstract allows the reader to obtain a good idea of the main ideas and arguments presented by the dissertation. It serves as an introduction to and a summary of the dissertation. The abstract should present a focused and concise summary of the dissertation and include all of the key terms contained in the dissertation.

#### **Types of Dissertation Abstract**

There are two common forms of dissertation abstracts, with a third form much less common. The two common forms are *descriptive* and *informative* dissertation abstracts. *Critical* dissertation abstracts are much less common and represent an evaluation or critique of the dissertation.

A *descriptive dissertation abstract* is more like an outline, presenting a skeleton of the main ideas of the thesis, along with the methodology and scope of the research. Descriptive dissertation abstracts make no attempt to provide conclusions or results of the work.

An *informative abstract* goes a step beyond descriptive abstracts to present a truncated form of the arguments made by the dissertation, along with a summary of the evidence presented within the thesis that supports the arguments.

#### **Structure of Dissertation Abstract (not required for the Proposal)**

The particulars of the dissertation abstract's structure at the United States Sports Academy follows the general formatting guidelines. The main title of an abstract is usually titled "Abstract," with the title centered on the page, two inches below the margin of the page. Margins should be set at 1 1/4 inches on the top and bottom; 1 1/2 inches on the left, to allow for binding; and 1 inch on the right. The abstract page is generally not numbered but included in the table of contents of the dissertation. Text should be double-spaced, using Times New Roman font 12-point. Abstracts should not exceed one page.

### **Uses for Dissertation Abstract**

Dissertation abstracts are often included as part of an academic job application. They are also frequently included in journals and online databases. As such, the abstract should contain relevant keywords to facilitate indexing. The dissertation represents a major academic achievement of the author.

### **Considerations**

A dissertation abstract should not be longer one page. The abstract should not include ideas which will not be presented within the dissertation. Full citations for sources quoted, or excerpted within the abstract, should be included.

Retrieved from: [www.ehow.com/about\\_4814109\\_what-dissertationin-abstract.html](http://www.ehow.com/about_4814109_what-dissertationin-abstract.html)

## **THE PROPOSAL**

The following is a suggested guide when writing the *Dissertation Proposal*.

### **Formatting**

- Margins for the dissertation are to be one and one-half inches on the left side and one inch on the right, top and bottom.
- The document should be written in Times New Roman 12 point type with nothing in bold.
- If trying to emphasize a word put it in italics do not put quotation marks around it as this indicates sarcasm per APA Style.
- Page numbers prior to the first chapter should be in Roman numerals (i, ii, iii) centered at the bottom of the page.
- Page numbers for the first page of each chapter should be in Times New Roman, numerical format (1, 2, 3, etc.) centered at the bottom of the page.
- All other page numbers should be in the upper right corner of the page, using the “header” function. in numerical format and Times New Roman.

### **Voice of the Narrative**

- The Proposal should be written in the *third person* (you are the researcher) and in future tense.

### **Page Sequence**

The following is the order of the pages for the dissertation proposal:

- Title page: USSA format an example of which is in SAR790
- Approval form: Provided by the Academy, do not include a Dedication
- Acknowledgements



- Table of Contents: Follow format found in example in every course shell
- List of Tables
- List of Figures
- Abstract
- Chapter I, II, III: See below for full descriptions
- References
- Appendices

## CHAPTER I

- The title of CHAPTER I is INTRODUCTION.
- Determine a title for your dissertation proposal. The first three chapters of your dissertation become the proposal manuscript. The proposal manuscript **MUST** be orally defended before any data collection or survey can take place.
- Begin Chapter I by developing a narrative which will be interesting or intriguing to a reader about your proposed research study.

### **Elements of Chapter I**

- Statement of the Problem: Explains the general problem or purpose of the study.
- Hypothesis or Hypotheses: These are always stated in the future tense. They can be stated directionally or in the null. You may also have sub-hypotheses related to the main hypothesis. Hypotheses must have the ability to be tested statistically. (Generally not more than 10).
- Research Questions: May be used with or instead of hypotheses. Research questions are frequently used in historical, legal, case study, or qualitative research designs. (Generally not more than 10).
- Definitions of Terms: The terms can be expertly or operationally defined. If expertly defined, include APA reference citation.
- Scope of the Study: A narrative description of the “*who, what, where, why, when, and how*” of your study.
- Delimitations: Voluntary choices made by the researcher which tend to narrow the focus or scope of the study. These are completely controlled by the researcher. Delimitations are made to make the scope of the study more manageable.
- Limitations: These are potential weaknesses of the study which cannot be controlled of the researcher. Every research study has some limitations but too many limitations are indicative of a poorly constructed research design.
- Assumptions: These are items which you cannot specifically test for or control. Some examples include: the subjects responded honestly to the questionnaire; the subjects understood the content of the survey items, etc.
- Significance of the Study: This is the culminating section of Chapter I. What is the need for your study? Why is it important to conduct your research? What contribution will it make to the scholarly literature?

## CHAPTER II

- The title of CHAPTER II is REVIEW OF LITERATURE.
- This chapter should be written in an extremely objective style. It should report on the scholarly research that has been published for your particular dissertation proposal.
- Example:
  - If the title of a dissertation proposal is:

*The Formulation of a Q-Sort to Assess Body-Image in High School Girls*

- Then, Chapter II needs to include lengthy information about Q-Sort as a measurement or assessment technique as well as findings from previously published studies on body-image. For this particular example, the student researcher would need to seek out information from the measurement, psychology, and physical education literature.

## CHAPTER III

- The title of CHAPTER III is METHODOLOGY.
- Begin Chapter III with the statement of the problem. Then develop a short narrative designed to transition the reader from the pertinent information presented in Chapter II to the procedures and methodology for your dissertation proposal. The purpose of your study is a good item to include in the short narrative. Chapter III must include procedures for data collection.
- Selection of Subjects:
  - Who will they be? (gender, age, etc.)
  - How many of them?
  - How will they be selected?
  - What will the randomization procedures be, if any?
- Instrumentation:
  - What specific equipment will you be utilizing? Describe the manufacturer, make, model number, year produced. Any relevant information should be presented in depth.
  - If your instrument is a written survey or questionnaire, who developed it? What year was it developed or published? What are the reported reliability and validity coefficients?
  - If you are developing your own survey or questionnaire, what methods are you going to take to obtain reliability and validity for your instrument?
  - Previously developed instruments that are not open source require permission and should be referenced here and in the appendices.
- Procedures:
  - Provide the step-by-step description of what you plan to do to conduct the study.
  - Procedures for data collection must be described in detail.

- Design and Preparation for Data Analysis:
  - What type of research is it?
  - What specific statistics will be used?
  - What types of graphics will be used to assist with presenting and explaining the results? (Bar graphs, tables, figures, pie charts, histograms, etc.).
  - What computer program(s) and version(s) will be used? (SPSS, SAS, MINITAB, MEGASTAT, BioMed, etc.).
- Where will the alpha level be set?  
 $p < .05$     $p < .01$     $p < .001$
- All tables and figures must follow the format in the most recent APA manual.

## **POWER POINT GUIDELINES**

This is a suggested guide when creating the PowerPoint presentation for the dissertation proposal defense. It is not intended to be an absolute; nevertheless, any unique departures should receive the approval of the dissertation committee chair.

### **General Guidelines**

- Presentations should be 15-20 minutes in length.
- Students should be prepared to paraphrase the information and not read directly from the slides.
- Slide format and colors should be consistent throughout presentation and transitions should be kept simple.

### **Presentation Slides**

- Chapter One:
  - Title
  - Introduction
  - Statement of the Problem
  - Research Questions/Hypothesis or Hypotheses
  - Scope of the Study
  - Delimitations/Limitations
  - Assumptions
  - Significance of the Study
- Chapter Two:
  - Review of Literature – just key points/studies
- Chapter Three:
  - Selection of Subjects
  - Instrumentation
  - Procedures
  - Design and Preparation for Data Analysis

### **NOTE:**

- PowerPoint should be emailed to the dissertation committee chair at least three business days prior to the presentation.

## CHAPTER IV

- Title for CHAPTER IV is RESULTS.
- Include any tables, graphs, or figures to be included in CHAPTER IV
- CHAPTER IV should be written in the *third person* voice
- All results should be reported
- Present NO opinions of the author in this chapter

## CHAPTER V

- Title for CHAPTER V is CONCLUSIONS, DISCUSSIONS, AND RECOMMENDATIONS
- The conclusions section should list each hypothesis or research question and provide a concise finding for each one.
- The discussions section of CHAPTER V is the appropriate place to present personal opinions and observations about the research. The author must be referred to as “the researcher.”
- The final section of CHAPTER V is RECOMMENDATIONS FOR FURTHER STUDY.

## REFERENCES

- List, in alphabetical order, all the references that were cited in the document.
- Follow the format described in the most recent APA Style manual. <http://www.apa.org/>

## APPENDICES

- Include copies of any questionnaires or surveys used.
- Include copies of communication granting permission to use questionnaires or surveys, if necessary.
- Include copies of communication requesting subjects to complete the questionnaire or survey.
- Include copies of informed consent, if necessary.
- Include copies of IRB approval.

## PART IV THE FINAL DISSERTATION PROJECT

### FINAL DISSERTATION MANUSCRIPT HINTS

1. Following the successful defense of your dissertation proposal, make all of the changes to Chapters I-III requested by the members of your dissertation committee. You will also need to change everything in Chapters I, II, and III from *future* tense to *past* tense.
2. Chapters III, IV and V should start with the statement of the problem written exactly the same for each chapter.
3. Once you receive final proposal approval and IRB approval you may begin your data collection.
4. Consult a statistician and/or computer expert in your home area for any help you may need with your data analysis.
5. Remember that the Design and Preparation for Data Analysis section of Chapter III must have the following information:
  - What type of research was conducted?
  - What specific statistics were used?
  - What types of graphics were generated or used to assist with presenting and explaining the results? (Bar graphs, tables, pie charts, histograms, etc.).
  - What computer program(s) and version(s) were used? (SPSS, SAS, MINITAB, MEGASTAT, BioMed, etc.).
  - Where was the alpha level set?  
 $p < .05$     $p < .01$     $p < .001$
6. The title of CHAPTER IV is RESULTS. Include any tables, graphs, or figures. This chapter should be written in the third person and all results should be reported. Do not present any of your own opinions in Chapter IV.
7. The title of CHAPTER V is CONCLUSIONS, DISCUSSIONS, AND RECOMMENDATIONS.
  - The conclusions section should list each hypothesis or research question and provide a concise finding for each one. Ensure that hypotheses and research questions are written EXACTLY as they were in Chapter I.
  - The discussion section of Chapter V is the appropriate place to make your personal opinions and observations about the research. Refer to yourself as the researcher.

- The last section is the recommendations for further study.
8. All tables and figures should be labeled in numerical order with the chapter number followed by the table number (4.1, 4.2, etc.). Refer to most recent APA Style manual.

## **FINAL DISSERTATION DEFENSE OPTIONS**

### **On-Campus Final Defense**

Even though the Academy delivers its course work entirely online, doctoral candidates wishing to make their dissertation defenses in person on the Daphne, Alabama, campus are encouraged to do so. The following serve as guidelines for this format of presentation:

- After a successful proposal defense, the committee chair will notify the doctoral candidate of readiness to present for the final dissertation defense
- This implies that Chapter IV and Chapter V are suitable for presentation within a complete dissertation
- The doctoral candidate will coordinate the date and time with the committee chair
- The doctoral candidate will notify *in writing* the Dean of Academic Affairs and the Academic Affairs Administrative Assistant of the intention to present on-campus to accommodate scheduling of facilities, equipment, and personnel
- All members of the committee will need to be present either in person or via Adobe Connect, but this will not inhibit a doctoral candidate's wish to present on-campus
- The presenting student will provide the committee Members with the necessary materials, i.e., PowerPoint Presentation, copies of the dissertation for review, at least three (3) days before the scheduled defense.

### **Final Defense Video Conference**

The Academy's Technology Department has successfully developed a video conference process which allows doctoral candidates to make their final dissertation defenses online.

The technological requirements for doctoral candidates to have for a successful dissertation defense through Adobe Connect include the following:

1. A computer running Microsoft Windows, Apple OS X, or Linux.
2. A headphone/microphone headset or the built-in microphone and speaker if you are using a laptop.
3. A PC-compatible webcam - sometimes already built into your laptop.
4. A broadband/internet connection.

**PART V**  
**APPENDIX – Dissertation Manual**

- Item A     Title Page
- Item B     Approval Form
- Item C     Registration for Dissertation Hours and  
Doctoral Candidacy Status

**Item A – Title Page**

UNITED STATES SPORTS ACADEMY

Title of dissertation

A dissertation submitted to  
the faculty of the United States Sports Academy  
in partial fulfillment of the requirements  
for the Degree of

Doctor of Education in

Sports Management

by

Your name

chair: Dr. First & Last Name

Daphne, Alabama

Month, Year





**Item C - Registration for Dissertation Hours and Candidacy Status****REGISTERING FOR THE DISSERTATION AND  
DOCTORAL CANDIDACY STATUS**

Upon completion of all coursework (54 semester credit hours *including* the mentorship) and passing of the doctoral portfolio, doctoral students are eligible to register for dissertation hours (SPT 799) and simultaneously gain the status of “doctoral candidate.”

What follows is a set of guidelines for this process.

1. Upon completion of all coursework (54 semester credit hours) doctoral students must ensure that all work of the doctoral portfolio is submitted. Once all portfolio work is submitted students must notify their portfolio advisors to review and assess the portfolio.
2. After receiving a passing grade for the portfolio, students should begin to organize and construct the dissertation committee.

Located in the *Addenda* of the student’s governing catalog there is a form titled “DISSERTATION PROPOSAL APPROVAL.” This form must be filled out entirely and submitted to the Director of Doctoral Studies. More on the committee can be found on Page 2 of this *Manual*.

3. Once the approval form has been submitted, students may register for SPT 799 in the student portal. Students may register for 3 to 12 credit hours for the dissertation.

It is highly recommended that students only register for 3 semester hours each semester until the dissertation is complete.

Financial Aid will cover this tuition as with other credit hours.

There is also a \$1,500 dissertation processing fee which must be paid along with the first tuition payment. Financial Aid will cover this fee as well.

4. Once the Registrar receives the approval form and payment is submitted students will be enrolled in the SPT 799 course.

NOTE: *There is no LMS course shell for SPT 799.* Students will be communicating through phone and email with the chair and committee members.

5. Beginning with the Fall Semester 2015, doctoral candidates who fail to register for consecutive semesters of SPT 799 must pay a continuation fee of \$500.00 for each semester in which there is no registration for at least three semester hours of SPT 799.