

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



# **Continuing Education Catalog** **2018-2019**

1 September 2018



"Field of Glory"  
By Aldo Luongo  
1999 Sport Artist of the Year, Painter

## About the Cover Photo:

Argentina native and U.S. resident Aldo Luongo, the American Sport Art Museum and Archives (ASAMA) 1999 Sport Artist of the Year, Painter, created “Field of Glory” as part of a commissioned series he did as Official Artist for the 1998 FIFA World Cup in France. He has also served as a three-time official Olympic Artist (Summer 1988 and 1996 and Winter 2002). This cover was chosen to commemorate the selection of the United States to host the World Cup in 2026. Prints of Luongo’s works may be purchased from the United States Sport Academy bookstore at <http://bookstore.ussa.edu/>.

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# **1. GENERAL POLICIES AND INFORMATION**

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

For information regarding Continuing Education programs, email [continuinged@ussa.edu](mailto:continuinged@ussa.edu)

**United States Sports Academy**  
One Academy Drive  
Daphne, Alabama 36526-7055  
Telephone: 251-626-3303  
Email: [academy@ussa.edu](mailto:academy@ussa.edu)  
Website: <http://www.ussa.edu>

## **1.2. Regional Accreditation**

### **1.2.1 Accreditation**

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

## **1.3. Licensure or Certification Renewal**

Students seeking CEUs for licensure or certification renewal (e.g., teaching and coaching certifications) should contact their local school district administration and/or state Department of Education.

## **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’s academic programs are designed with flexibility to accommodate the special needs of men and women in military service, and the institution provides tuition discounts to active-duty military members and their spouses in the bachelor’s and master’s degree programs.



## 1.6. History

The Academy was founded in 1972 in Milwaukee, Wisconsin by Thomas P. Rosandich, Ph.D. who went on to serve as the President and Chief Executive Officer of the institution for the next 43 years. 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 United States 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 and employing a combination of educational delivery modes. These include traditional on-campus course work, a unique mentorship program, continuing education (CE), 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 by his peers in NACDA to go forward, Dr. Rosandich worked with a small group of professionals with expertise relevant to the formation of what has become the 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 Dr. 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 1980s 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 island 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 almost 200 distinguished educators from diverse areas of sports, who specialize in one or more of the Academy's areas of concentration: Exercise Science, Recreation Management, Sports Coaching, Sports Management, and Sports Studies. These national 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 (M.S.S.) 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 (Ed.D.) 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 (B.S.S.) degree program was reviewed and accredited in 2004. Since it was first accredited, the Academy 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 combines 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 and 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 monthly publications distributed by email to selected constituencies around the globe. Additionally the Academy publishes an online peer-reviewed journal entitled The Sport Journal which is provided free-of-charge to the profession and which has an extensive readership. The Academy regularly posts 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.

The Academy believes that sport 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 or internships.

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 CE 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 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.

### **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 or internships.

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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 the staff and faculty are counting on people such as yourself to make this vision a reality.

### **1.9. Expectations of Continuing Education Students**

Policies regarding student rights and responsibilities are stated throughout this catalog. There are statements throughout this catalog that create the policy for student rights and responsibilities. These should be read by each Continuing Education student.

### **1.10. 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.

### **1.11. 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.

### **1.12. 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 other cultural and recreational activities. This is a great place to live and learn.

### **1.13. 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

#### **1.14 Alumni Status for Students**

All Academy students are considered alumni upon successful completion of one course. With this in mind, even those enrolled for the first time in Continuing Education programs, are members of the Academy's Alumni Association. This means, among other things, that every Academy student can network with every other alumnus to exchange professional or career advancement information or for communication between people with common ground – in this case, the Academy.

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

The Academy's Robert Block Library supports the mission of the Academy by ensuring that faculty members 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. It is also a member of the Network of Alabama Academic Libraries (NAAL), which was founded to promote resource sharing among Alabama libraries.

The Academy Library also participates in 24/7 Librarian, a world-wide network of librarians that provide 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 – Continuing Education

<b>2018</b>	<b>FALL – September, October, November, December 2018</b>
1 September	First Day of Fall Semester
3 September	Labor Day Holiday
22-23 November	Thanksgiving Holiday
25 December	Christmas Holiday
31 December	Last Day of Fall Semester
<b>2019</b>	<b>SPRING – January, February, March, April 2019</b>
1 January	New Years' Day Holiday
1 January	First Day of Spring Semester
21 January	Martin Luther King Holiday
5 March	Mardi Gras Holiday
30 April	Last Day of Spring Semester
<b>2019</b>	<b>SUMMER – May, June, July, August 2019</b>
1 May	First Day of Summer Semester
27 May	Memorial Day Holiday
4 July	American Independence Day Holiday
31 August	Last Day of Summer Semester

## 3. Continuing Education

### 3.1 Introduction

In addition to its world renowned degree programs, the Academy's Department of Continuing Education has developed an extensive array of post-secondary, non-degree courses and programs to meet the professional development needs, on the latest practices in the profession, for those individuals working in the sports industry. The Academy's Continuing Education programs have also helped individuals all over the world to get educational credentials to enable them to secure employment in the sports health and fitness industry.

The Academy's Continuing Education courses are largely drawn from the institution's degree programs and, as such, have well developed course objectives and desired student learning outcomes (SLOs). Students enrolling online in these Continuing Education courses enjoy the same flexibility and convenience as the Academy's degree-seeking students, in terms of rolling registration and asynchronous course delivery. This approach affords the students the opportunity of studying when they are ready – on their schedule, not the institution's.

Continuing Education programs are designed to offer a hierarchical approach to the students' professional development. Students may enroll in individual courses, combine three courses into a sport certification; six courses into a sport certification; or ten courses, plus a mentorship (internship into a sport diploma. Students have the option of satisfying one level of study and using this work to move up to the next level in the educational hierarchy.

These programs of study also incorporate the learning domains of recognized professional organizations and associations. For example, the certification program in Sports Coaching incorporates those domains mandated by the United States Center for Coaching Excellence (USCCE); in Sports Management from the North American Society for Sports Management (NASSM). The learning domains set out by the National Athletic Trainers Association (NATA) are covered in the ten modules of instruction in the diploma program in Sports Medicine. While the Academy's continuing education course content and structure covers the aforementioned learning domains and objectives, successfully completing the courses may not necessarily lead to a certification by the referenced organizations. In some instances those professional organizations and associations recognize institutional programs as opposed to individual accomplishments.

The Academy has also internationalized many of its continuing education programs. In doing so, the Academy reviews the individual courses to deemphasize those characteristics which are uniquely American, such as Title IX for gender equity, while emphasizing those characteristics commonly found with national central sport organizations (CSOs), national level sport associations and governing bodies (NGBs) and other non-governmental bodies such as international sport federations. The Academy has working agreements with many international sport organizations through which its post-secondary educational programs are taught onsite around the world. It is important to note that in addition to internationalizing the individual course content, the Academy can work with the hosting organizations on course substitutions to meet its unique programming needs.

Within the United States, the Academy has also partnered with a variety of sport organizations through which aspiring sport professionals can gain continuing education units (CEU) credit to keep his/her professional certifications and/or teaching licenses current. As a part of the Academy's partnership programs, the Academy typically reviews the seminar and/or program content and the instructor or presenter's credentials in order to assign appropriate CEU credit to the courses being



offered. details of such arrangements can be found in this catalog or by contacting the Academy's Department of Continuing Education.

As a public service, the Academy also offers some online continuing education courses free to the public. Participants in these free courses have up to a maximum of 16 weeks to complete a course and associated administrative tasks. Those individuals participating in a free course are deemed to be PARTICIPANTS and not students. Participating in these free courses does not require admission into the Academy and therefore the successful completion of a free course does not carry academic nor CEU credit. Information associated with participating in a free course is recorded separately from the information connected to students accepted for study at the institution. however, a participant in a free course can apply for CEU credit by paying for the course once it has been completed. Those individuals electing to avail themselves of this option should contact the Academy's Department of Continuing Education for details.

## **3.2 Registration and Enrollment**

### **3.2.1 General Enrollment**

Continuing Education courses and programs are open to anyone 16 years of age or older regardless of educational level or background. All courses are online and, in special situations, are delivered onsite. Students have 16 weeks in which to complete a course (one week is included for shipping and handling of course materials). There are no course extensions. Since the Academy has "rolling enrollment" students may register for a course at any time; for assistance, contact the Department of Continuing Education at 800-223-2668 or [continuinged@ussa.edu](mailto:continuinged@ussa.edu). Textbooks and shipping & handling charges are additional costs. (PLEASE NOTE: the Academy is making the transition from hardcover textbooks to e-books; hardcover texts for some courses may no longer be available.)

### **3.2.2. Enrollment for International Programs and Special Partner Programs**

The Department of Continuing Education also partners with a wide array of domestic and international sport organizations to provide sport education programs to meet these organizations' education and training needs. The nature of these sport organizations vary in scope from national central sport organizations (CSOs), national sport associations and governing bodies (NGBs), national, provincial, and state sport regulating bodies, sport coaches associations, and special interest groups. Accordingly, the qualifications and criteria for admission into these special programs may vary from the general registration and enrollment procedures set out above. The registration and enrollment procedures for these related organizations can vary from online preregistration to onsite registration organized by the program host. As these are frequently done on a case-by-case basis, prospective students are urged to contact the hosting organization or the Academy's department of Continuing Education for the specific details on how to register for the courses being offered.

## **3.3. Continuing Education Clock Hours and Units (CEUs)**

CEUs are also often referred to as Continuing Education Units. CEUs are awarded upon successful completion of a single Continuing Education course (with a grade of 70% or higher). One (1) CEU is awarded for every ten (10) clock hours of course work. Unless otherwise noted, all courses offered are based upon an estimated forty (40) clock hours of course work, or four (4) CEUs. Student records of CEUs are kept on file in Student Services. Requests for transcripts can be made by submitting a Request for Transcript form. There is a \$10 charge for each transcript.

### 3.4. Substitution of Previously Earned CEUs

Students earning CEUs from other institutions may request a course substitution. To qualify, courses must be similar to Academy courses in both content and expected learning outcomes. (For certification programs, there is a limit of 2 course substitutions per certification). Students must successfully complete a course prior to submitting a Request for Course Substitution form (page 40, also available online). Forms should be submitted with a copy of the course description and syllabus. An official transcript must also be provided. Upon approval, students are required to remit a \$150 administrative processing fee per substitution.

### 3.5. Substitution of Previously Earned Academic Credit

Degree program courses may be substituted for Continuing Education courses with departmental approval. Students desiring CEUs, and who have completed equivalent course work or greater at the undergraduate, graduate level may qualify for substitution of credit. (CEUs may not be substituted for degree program credit). The time limit between taking a course at another institution and applying for a course substitution is five (5) years. Courses for substitution must be similar in content and expected learning outcomes and must have been taken from an accredited institution. Students must also have earned a letter grade of C- or better. Students must submit a Request for Course Substitution form to Continuing Education with an attached copy of the course description and syllabus. An official transcript must also be provided. Students are required to remit a \$150 administrative processing fee once the course substitution has been approved.

### 3.6. Programs

#### 3.6.1. Individual Courses

The Department of Continuing Education offers a variety of online courses designed to provide professional development opportunities in sports management, coaching, fitness, health, and other areas. Consult the course catalog for course offerings available via online delivery. Forty clock hours or four (4) CEUs will be awarded upon successful completion (grade of 70% or higher) for each course.

#### 3.6.2. Certificates

A **Certificate** is a series of three courses that are designed to meet the needs of coaches, trainers, fitness leaders, and managers who seek specialization in specific areas. Forty clock hours or 4 CEUs will be awarded upon successful completion (grade of 70% or higher) of a course. Certificates will be emailed to students who successfully complete all courses in one of the following programs. Certificate courses are available in the following areas: sports management, coaching, collegiate compliance and sports security.

\*Please note that these programs are proof of education and do not certify or provide students licensure to practice. For information on the foregoing, students should check with their appropriate state or local agencies.

**Sports Management Certificate** courses are designed for students specializing in the area of sport management:

1. CEM 543 Sports Administration
2. CEM 542 Sports Business and Personnel Management

### 3. CEM 544 Sports Marketing

**Sports Coaching Certificate** courses will help students expand their specialization in coaching:

CEB 571 Sports Coaching Methodology  
CEB 568 Sports Psychology  
CER 525 Sports Strength & Conditioning

**Collegiate Compliance Certificate** courses are specifically designed to provide collegiate compliance information for sport managers and coaches:

CEM 523 NCAA Compliance  
CEM 524 NCAA Rules & Procedures  
CEM 592 Introduction to the Business of Sports Agents

**Certificate in Sports Security** courses are designed to provide facility managers and event management personnel the tools they need to plan for sport spectator safety and security:

CEM 487 Introduction to Sports Security Management  
CEM 488 Contemporary Sports Security Management  
CEM 489 Introduction to Emergency Management for Sports Settings

#### 3.6.3. Certifications

For over 40 years, the Academy has been delivering its certification programs to students around the world. During this time, the Academy has been asked by CSOs such as ministries of youth and sport, national Olympic committees, international sport federations, national governing bodies and universities in the U.S. and around the world to assist them in meeting the training needs of their employees. The most popular of these programs has been the various Academy certification programs.

All of the Academy's certification courses are online allowing students to learn while they earn. Certifications may be used for salary increments, promotions, and to maintain other certification credentials. The Academy can also design and develop special certification programs to meet the specific needs of schools, associations or federations.

Certification Programs are designed to help coaches, fitness leaders, personal trainers, administrators, managers and directors of sport programs achieve their career goals. They provide students with a strong foundation of skills and knowledge required for succeeding in the respective disciplines. Indeed, many of the courses in these programs can be used as preparation for other exams including the NSCA- Certification Exam. Certifications are delivered online and onsite (international only). Certification programs consist of six courses. Each course is the equivalent of 40 clock hours or 4 CEUs of instruction. The Certification programs that are available through online delivery include the following disciplines: Sports Management, Sports Coaching, Sports Fitness, Personal Training, and Strength and Conditioning.

The Certification programs that have been "internationalized" are distinguished by their nomenclature such as the "International Certification in Sports Coaching" (ICSC); International Certification in Sports Management (ICSM), etc.

\*Please note that these programs are proof of education and do not certify or provide students licensure to practice. For information on the foregoing, students should check with their appropriate state or local agencies.

### 3.6.3.1 Certification Program Specifics

To successfully complete a certification, the following must be met:

1. The student must successfully complete all six courses
2. A final grade of 70% or higher must be achieved
3. Courses may be repeated if a final grade of 70% is not achieved
4. If a student must repeat a course, the student must re-register and pay the course fee again
5. Transfer of credit from other institutions is allowed but courses must be equivalent in content to the certification courses (a limit of two courses may be transferred)

Following are **Certification Programs** which are available via online course delivery and designed primarily for the United States sports industry.

**Certification in Sports Management** provides students opportunities to further their knowledge in the sport-related areas of business, administration, personnel management, marketing, public relations, and facility management/program development. Courses focus on the development of professional sports management skills that are essential to designing and implementing sport-related programs.

CEM 543 Sports Administration  
CEM 542 Sports Business and Personnel Management  
CEM 544 Sports Marketing  
CEM 583 Sports Facilities and Event Management  
CEM 551 Sports Public Relations  
CEM 550 Sports Fundraising

**Certification in Sports Coaching** provides students with the knowledge and skills to succeed in coaching at all levels of sport. Courses focus on coaching methodology, sports psychology, conditioning and nutrition, sports medicine, facility administration and program management.

CEM 541 Sports Administration for Coaches  
CEB 371 Sports Coaching Methodology  
CER 332 Sports Strength & Conditioning  
CEB 368 Sports Psychology  
CED 346 Sports Medicine  
CEM 583 Sports Facilities and Event Management

**Certification in Sports Fitness** provides students opportunities to further their studies in the sport-related areas of administration, coaching principles, personal training, nutrition, conditioning and psychology. Courses focus on the development of professional management and training skills that are essential in the design and implementation of sports fitness programs.

CEM 543 Sports Administration  
CEB 373 Scientific Principles of Human Performance  
CER 526 Personal training  
CED 556 Sports and Fitness Nutrition

CER 525 Sports Strength and Conditioning  
CEB 568 Sports Psychology

**Personal Training Certification** provides students a solid background in the area of personal training. Courses focus on training principles, nutrition, conditioning and the various aspects of programming.

CER 526 Personal Training  
CER 505 Human Anatomy & Physiology  
CEB 373 Scientific Principles of Human Performance  
CER 511 Sports Performance Enhancement  
CED 556 Sports Fitness and Nutrition  
CEB 566 Psychological Aspects of Health & Fitness Programming

**Sports Strength and Conditioning Certification** provides students an overview of the skills, development and training principles of a strength and conditioning regimen. Courses focus on training intensity, injury prevention, nutrition, conditioning, and fitness programming.

CER 525 Sports Strength and Conditioning  
CER 505 Human Anatomy & Physiology  
CED 320 Applied Sports Performance  
CED 546 Seminar in Sports Medicine  
CEB 373 Scientific Principles of Human Performance  
CEB 566 Psychological Aspects of Health & Fitness Programming

The following are the **International Certification** programs that are available via onsite delivery in which those characteristics unique to the United States have been de-emphasized.

#### **International Certification in Sports Coaching**

CEB 571 Sports Coaching Methodology  
CEB 568 Sports Psychology  
CER 525 Sports Strength & Conditioning  
CEB 574 Athlete Development  
CED 546 Seminar in Sports Medicine  
CEM 541 Sports Administration for Coaches

#### **International Certification in Sports Management**

CEM 543 Sports Administration  
CEM 583 Sports Facilities and Event Management  
CEM 542 Sports Business and Personnel Management  
CEM 544 Sports Marketing  
CEM 487 Introduction to Sports Security Management  
CEM 551 Sports Public Relations

#### **International Certification in Sports Security Management**

CSM 487 Introduction to Sports Security Management  
CSM 488 Contemporary Sports Security Management  
CSM 489 Introduction to Emergency Management for Sports Settings  
CEM 543 Sports Administration

CEM 551 Sports Public Relations  
CEM 583 Sports Facilities and Event Management

### **International Certification in Facility Operation and Maintenance**

CEM 582 Sports Facilities  
CEM 58 Sports Facility Operations and Maintenance  
CEM 581 Sport Turf Management  
CEM 589 Aquatic Facility Maintenance  
CSM 487 Introduction to Sports Security Management  
CEM 586 Event and Risk Management

### **International Certification in Sports Security**

CEM 543 Sports Administration  
CEM 582 Sports Facilities  
CEM 584 Sports Facility Operations  
CEM 587 Introduction to Sports Security Management  
CEM 588 Contemporary Sports Security Management  
CEM 589 Introduction to Emergency Management for Sport Settings

*For further information regarding certifications, visit the Continuing Education webpage, [www.ussa.edu/academics/continuingeducationprograms](http://www.ussa.edu/academics/continuingeducationprograms). You may also contact Continuing Education at [continuinged@ussa.edu](mailto:continuinged@ussa.edu) or 800-223-2668.*

#### **3.6.4 International Sports Diplomas**

In many nations in which the Academy has provided its sport education programs, a popular program offering is the institution's International Diploma in Sports. The Academy's diploma programs offer sport professionals the opportunity to expand the breadth and depth of their knowledge in a given discipline and combines both classroom theory and a practical experiential component in which the student is asked to apply what he/she has learned in the classroom in the field through a 200 clock-hour Mentorship (internship). Also required is a summative report in which the student is asked to demonstrate his/her ability to integrate both classroom and experiential components of the program.

As was set out in the introduction, the diploma program builds on the six course sequence offered at the certification level. Students who have successfully completed the prescribed course-of-study in the international certification program may apply for more advanced study in the diploma program. In so doing, the same rules apply: the students must obtain a passing score of 70% or better in each course and a passing grade on the Mentorship. There is a separate Mentorship Handbook available for those students enrolled in the Mentorship program.

The Academy's diploma programs are particularly popular in the nations of the British Commonwealth and places where access to a formal university degree may be out of reach. The Academy will also work with host organizations to develop programs to meet their specific needs.

#### **International Diploma in Personal Training**

1. CER 526 Personal Training
2. CER 505 Human Anatomy and Physiology
3. CEB 373 Scientific Principles of Human Performance
4. CER 511 Sports Performance Enhancement

5. CED 556 Sports and Fitness Nutrition
6. CEB 566 Psychological Aspects of Health and Fitness Programming
7. CEE 521 Principles of Fitness and Health
8. CEE 525 Physical Fitness and Conditioning
9. CEE 568 Psychology of Physical Performance
10. CED 520 Sports First Aid  
PST 598 Mentorship (200-hours with report)  
**Alternate course:** CEB 571 Sports Coaching Methodology

### **International Sports Diploma in Sports and Exercise Science (Sports Fitness)**

1. CEB 571 Sport Coaching Methodology
2. CED 556 Sports and Fitness Nutrition
3. CER 505 Human Anatomy and Physiology
4. CER 511 Sports Performance Enhancement
5. CER 525 Sports Strength and Conditioning
6. CEE 521 Principles of Fitness and Health
7. CER 526 Personal Training
8. CER 510 Sports Biomechanics
9. CEB 575 Scientific Principles of Human Movement
10. CEM 543 Sports Administration  
PST 598 Mentorship (200-hours with report)

### **International Sports Diploma in Sports Medicine**

1. CED 520 Sports First-Aid
2. CEB 575 Scientific Principles of Human Movement
3. CED 546 Seminar in Sports Medicine
4. CED 548 Sports Injury Evaluation
5. CER 511 Sports Performance Enhancement
6. CER 525 Sports Strength and Conditioning
7. CED 556 Sports and Fitness Nutrition
8. CED 587 Management Strategies in Sports Medicine
9. CER 505 Human Anatomy and Physiology
10. CED 591 Treatment Procedures in Sport Medicine  
PST 598 Mentorship (200-hours with report)

### **International Diploma in Sports Management**

1. CEM 543 Sports Administration
2. CEM 583 Sports Facilities and Event Management
3. CEM 542 Sports Business and Personnel Management
4. CEM 544 Sports Marketing
5. CEM 487 Introduction to Sports Security Management
6. CEM 551 Sports Public Relations
7. CEM 422 Structure and Function of Sports
8. CEM 367 Olympic Culture
9. CEM 586 Sports Law and Risk Management
10. CEM 584 Sports Facility Operations and Maintenance  
PST 598 Mentorship (200-hours with report)

**International Sports Diploma in Sports Coaching**

1. CEB 571 Sports Coaching Methodology
2. CEB 568 Sports Psychology
3. CER 525 Sports Strength & Conditioning
4. CEB 574 Athlete Development
5. CED 546 Seminar in Sports Medicine
6. CEM 541 Sport Administration for Coaches
7. CEB 373 Scientific Principles of Human Performance
8. CEM 400 Leadership Principles of Sport
9. CER 511 Sports Performance Enhancement
10. CED 556 Sports & Fitness Nutrition
- PST 598 Mentorship (200-hours with Report)

- **Alternate courses for the ISD in Sports Coaching:**

- CER 510 Sports Biomechanics
- CEE 521 Principles of Fitness and Health
- CER 505 Human Anatomy and Physiology
- CEM 583 Sports Facilities & Event Management

**International Diploma in Physical Education and Sports Coaching**

1. CEE 521 Principles of Fitness and Health
2. CEE 523 Seminar in Sports and Physical Education
3. CEE 524 Games Approach to Teaching Physical Education and Sports
4. CEE 525 Physical Fitness and Conditioning
5. CEE 526 Physical Fitness Testing, Evaluation and Reporting
6. CEE 568 Psychology of Physical Performance
7. CEE 571 Physical Education and Sports Coaching Methodology
8. CEE 583 Physical Education Facilities and Sports Event Management
9. CED 520 Sports First-Aid
10. CED 556 Sports and Fitness Nutrition
- PST 598 Mentorship (200-hours with Report)

**International Sports Diploma - Golf**

1. CEM 531 Concessions and Merchandising
  2. CES 334 Coaching Golf
  3. CEM 530 Food and Beverage Club Management
  4. CEM 448 Promotion & Event Planning
  5. CEM 543 Sports Administration
  6. CEM 581 Buildings and Grounds Management
  7. CEM 581 Sport Turf Management
  8. CEM 662 Sports Entrepreneurship
  9. CEM 551 Sports Public Relations
  10. CEM 544 Sports Marketing
- PST 598 Mentorship (200-hours with Report) Select one or more of the following areas:
- Coaching/Operations
  - Grounds Keeping
  - Hospitality
  - Pro Shop



**3.6.5. Special Courses & Certifications**

The Academy can create special courses and certification programs for organizations, schools and sport federations. The following programs arose out of special needs and at the request of the particular organization. An example of special courses and programs is a Football (soccer) Club Administrator’s Licensing program developed in cooperation with a national football association.

The goal of this program is to instruct students in the following areas: marketing, media, administration, and facilities and event management. Courses follow a progressive certification format that increases in level, content, and qualification. The lowest certification level is the ‘C’ level license, which presents general information on the aforementioned topics. The ‘B’ level license builds on the general concepts taught in the ‘C’ license and goes into greater depth in terms of theory and application. The ‘A’ level license will be for experienced students, encompassing more abstract concepts than the previous levels.

The areas of specialization are taught in a progressive scheme with the ‘C’ Level being the lowest level of certification and the ‘A’ Level being the highest level of certification in accordance with the following requirements:

The Academy can create special courses and certification programs for organizations, schools and sport federations. The following programs arose out of special needs and at the request of the particular organization. These programs are open to all.

<b>Certification Type</b>	<b>Duration of Course</b>	<b>Theory Hours</b>	<b>Application Hours</b>	<b>Total Hours</b>	<b>Assessment Criteria</b>
‘C’ Level	1 Week	32	8	40	Exam & Practical
‘B’ Level	2 Weeks	64	16	80	Exam & Practical
‘A’ Level	2 Weeks	56	24	80	Summative Presentation

Students must meet the following criteria in order to pass the course and be awarded a certification:

<b>Certification Level</b>	<b>Final Examination</b>	<b>Practical/Presentation</b>
‘C’ Level	70%	70%
‘B’ Level	70%	70%
‘A’ Level	70%	70%

**3.6.5.1. CEB 205 Philosophy of Shaolin Kung-Fu**

There are many philosophies on coaching and the best coaches and teachers study and adapt them to fit their own coaching goals. The Shaolin Temple in Henan Province, China is famous for training some of the best and most respected athletes in the world. Using three books of ancient Chan teachings (dating back to the 5<sup>th</sup> century) provided directly from the Shaolin Temple and information on the history, development, and expression of Shaolin, this course will provide an overview of their training, with ways to apply this famous system to any coaching philosophy. Course cost = \$200.

**3.6.5.2. National Coaching Certification Program**

The National Coaching Certification Program was designed for coaches who primarily work with youth in community/recreational programs. All three levels must be completed for certification. This program is designed to help coaches:

- Improve coaching techniques
- Develop basic skills
- Earn valuable CEUs
- Stay current with the latest developments in the coaching profession
- Be eligible for promotions, salary increments, and maintain other certifications
- Obtain desired coaching positions

**CEB 572 Coaching Certification Level I**

This course provides an overview of the important aspects that are universal to coaching all sports. Topics explored include ethics, sports administration, coaching methodology, conditioning and nutrition, injury-prevention, immediate care and rehabilitation and sports psychology. The text is embedded in the course and is based upon the *Academy Coaches Handbook*. (40 clock hours or 4 CEUs) Course cost = \$150.

**Coaching Certification Level II**

To obtain Level II Certification, students must take two of the following sport activity courses. Courses focus on the specific fundamentals necessary for coaching a specific sport. Each course covers skill development, techniques, drills and playing strategies. Program planning, off-season and seasonal play and program evaluation are also addressed. Each course is worth 40 clock hours or 4 CEUs. (Students must complete Level I Certification before registering for Level II). Cost of each course = \$150.

- CES 303 Coaching Track & Field
- CES 318 Coaching Cross Country
- CES 334 Coaching Golf
- CES 378 Coaching Volleyball
- CES 508 Coaching Baseball
- CES 513 Coaching Basketball
- CES 532 Coaching Football
- CES 563 Coaching Soccer
- CES 566 Coaching Softball
- CES 576 Coaching Tennis

**Coaching Certification Level III**

Students must complete CER 511 Sports Performance Enhancement to receive Level III Certification. The course examines the study of human movement and its relationship to sports activities. Methods for analyzing and improving performance are presented. Students must complete both courses in Level II Certification prior to registering for Level III (40 clock hours or 4 CEUs). Course cost = \$150.00.

### 3.7. CEU Provider Program

The Academy has formed certain alliances and partnerships with sport-related organizations and associations. As part of the partnership program, the Academy also provides CEUs and semester hours for other organizations' courses and clinics.

#### 3.7.1. National Federation of State High School Associations (NFHS)

The Academy and NFHS continues its partnership through offering graduate and undergraduate semester hours or CEUs to students who successfully complete an NFHS approved course, along with any additional requirements made by the Academy. Students who complete courses through NFHS will have the opportunity to earn semester hours or CEUs. Students seeking this opportunity will register with the Academy under the course SPT 595 Sport Coaching Clinic to earn master semester hours and SPT 495 Sport Coaching Clinic to earn bachelor semester hours. Students seeking to earn master level semester hours are required to submit a one-page summary of the NFHS approved course. Students seeking to earn CEUs will register under Continuing Education Units. Also, students must have taken the NFHS course for which they want to purchase credit within one year.

#### Overview of Pricing:

½ (0.5) semester credit hour:	Bachelor's: \$100	Master's: \$140
1 semester credit hour:	Bachelor's: \$140	Master's: \$180
2 CEUs:	CEUs: \$75	

Since 1920, the NFHS has served its 50 member state high school athletic/activity associations by becoming a leader in the development of education-based interscholastic sports and activities. In so doing, the NFHS has developed courses specifically designed for interscholastic teachers, coaches, and administrators. \*For more information on NFHS courses, visit [www.nfhslearn.com](http://www.nfhslearn.com).

#### NFHS Approved Courses

- (CEP 540) Fundamentals of Coaching (1 sem. hr.)
- (CEP 541) First Aid, Health and Safety for Coaches (0.5 sem. hr.)
- (CEP 556) AACCA Spirit Safety Certification (0.5 sem. hr.)
- (CEP 562) Coaching Baseball (0.5 sem. hr.)
- (CEP 544) Coaching Basketball (0.5 sem. hr.)
- (CEP 660) Coaching Boys Lacrosse (0.5 sem. hr.)
- (CEP 549) Coaching Cheer and Dance (0.5 sem. hr.)
- (CEP 545) Coaching Field Hockey (0.5 sem. hr.)
- (CEP 548) Coaching Football (0.5 sem. hr.)
- (CEP 661) Coaching Girls Lacrosse (0.5 sem. hr.)
- (CEP 551) Coaching Golf (0.5 sem. hr.)
- (CEP 542) Coaching Soccer (0.5 sem. hr.)
- (CEP 547) Coaching Softball (0.5 sem. hr.)
- (CEP 300) Coaching Swimming (.5 sem. hr.)
- (CEP 550) Coaching Track and Field (0.5 sem. hr.)
- (CEP 543) Coaching Volleyball (0.5 sem. hr.)
- (CEP 546) Coaching Wrestling (0.5 sem. hr.)
- (CEP 557) Teaching Sports Skills (0.5 sem. hr.)
- (CEP 552) Strength & Conditioning (2 CEUs)
- (CEP 554) Coaching Sports in Middle School (2 CEUs)
- (CEP 558) Teaching and Modeling Behavior (2 CEUs)

Coaches who successfully complete a NFHS course can earn semester hours from the Academy on the NFHS website [http://nfhslearn.com/college\\_credits](http://nfhslearn.com/college_credits). For more information, please call the Department of Continuing Education. Individuals who successfully complete a course have up to one year from the date of completion to earn semester hours.

### 3.7.2 U.S. Track & Field Cross Country Coaches Association Approved Courses

#### 2 CEUs = \$100

- Track and Field Technical Certification Course (TFTC) (201)
- Track and Field Technical Certification Course (TFTC) online version (251)
- Strength and Conditioning Certification (310)

#### 4 CEUs = \$200

- Sprint, Hurdle, and Relay Event Specialist Certification (302)
- Jumping Event Specialist Certification (303)
- Throwing Event Specialist Certification (304)
- Endurance Event Specialist Certification (305)
- Combined Event Specialist Certification (306)

### 3.7.3. National Soccer Coaches Association of America (NSCAA)

The NSCAA is a non-profit association of soccer coaches whose mission is to provide top-quality coaching education programs. Through its Coaching Academy, the NSCAA offers a wide range of educational offerings. NSCAA courses are called diploma programs and are intended to be information-oriented. The Academy is partnered with the NSCAA to provide CEUs for the following NSCAA courses:

CEP 314 NSCAA Goalkeeping Level 3 Diploma	2 CEU	\$75.00
CEP 315 NSCAA Level 6 Diploma	2 CEU	\$75.00
CEP 316 NSCAA Advanced National Goalkeeping Diploma	5 CEU	\$187.50
CEP 511 NSCAA National Diploma	5 CEU	\$187.50
CEP 512 NSCAA Advanced National Diploma	5 CEU	\$187.50
CEP 513 NSCAA Premier Diploma	5 CEU	\$187.50

Coaches who successfully complete a NSCAA course can purchase CEUs from the following link: <https://ussa.edu/continuing-education/ceu-provider-program/national-soccer-coaches-association-of-america-nscaa/>. Individuals who successfully complete a course have up to one year from the date of completion to apply for CEUs.

### 3.7.4. National Strength & Conditioning Association (NSCA)

The United States Sports Academy has been recognized by the NSCA Education Recognition Program (ERP). “For successfully meeting established criteria, the National Strength & Conditioning Association officially recognizes the United States Sports Academy’s Educational Program in Strength & Conditioning.”

The NSCA CEU Provider Program is designed to provide continuing education opportunities to those certified by the NSCA Certification Commission through a variety of sources that support the NSCA and the NSCA Certification Commission's superior standards. The following Academy courses are approved by the NSCA Certification Commission Executive Council:

- CER 525 Sports Strength and Conditioning

- CER 526 Personal Training

Per the request of the NSCA, students must register by phone. Call Continuing Education at 800-223-2668 to register. Courses are priced at \$150. Students will receive a course completion certificate from the NSCA upon successful completion of a course.

**3.7.5 Athletic Business Association (ABA)**

The Athletic Business Association is a nationally recognized sour for athletic, fitness and recreation professionals. During its yearly conference, the ABA offers a wide range of educational seminars. These seminars have been approved by the Academy to earn CEUs. Participants who attend a sufficient number of seminars can purchase CEUs from the Academy up to one year from the date of completion.

**3.7.6 American Football Coaches Association (AFCA)**

The American Football Coaches Association is the only national organization solely dedicated to improving football coaches through ongoing education, interaction, and networking. Its primary goal is to provide resources for personal and professional development amongst the football coaching profession. The AFCA membership includes over 11,000 members and represents coaches and several stakeholders within the game of football. Any high school, junior college, international, semi-professional or professional football coach is eligible to become a member of the AFCA.

The Academy partners with the AFCA and members who attend the annual convention may earn 1 CEU for every 10 hours of convention sessions. Attendees have up to three years to purchase credits for their participation.

CEP 303 2017 American Football Coaches Association	1 CEU	\$37.50
CEP 303 2016 American Football Coaches Association	1 CEU	\$37.50
CEP 303 2015 American Football Coaches Association	1 CEU	\$37.50

**3.8 Partner Programs**

**Tuition:**

Individual Courses	\$150	4 CEUs
CEB 205 Philosophy of Shaolin Kung-Fu	\$200	4 CEUs
National Coaching Certification Program	\$150/course	4 CEUs

**Textbooks:**

The majority of courses require a textbook. Textbooks, shipping and handling are additional charges.

National Federation of High School Associations (NFHS) BSS	\$100	0.5 SCH
National Federation of High School Associations (NFHS) BSS	\$140	1.0 SCH
National Federation of High School Associations (NFHS) MSS	\$140	0.5 SCH
National Federation of High School Associations (NFHS) MSS	\$180	1.0 SCH

<b>CEU Provider Program</b>	<b>Price</b>	<b>CEUs</b>
National Federation of State high School Associations (NFHS)	\$75	2
American Football Coaches Association (AFCA)	\$37.50	1
Athletic Business Association (ABA)	\$37.50	1
National Wrestling Coaches Association (NWCA)	\$37.50	1
U.S. Track & Field and Cross Country Coaches Association	\$100	2
U.S. Track & Field and Cross Country Coaches Association	\$200	4

National Soccer Coaches Association of American (NSCAA)	\$187.50	5
National Soccer Coaches Association of American (NSCAA)	\$75	2

### 3.9 Course Descriptions

#### **CEB 203 Contemporary Sport Art: The Artist and the Athlete**

This course is a Humanities course designed to explore the works of the artists chosen by the American Sport Art Museum and Archives (ASAMA) and their contributions to contemporary sport art history. The purpose of the course is to deepen students' understanding of the cultural context of sport, its relationship to art, and the masters of that art.

#### **CEB 205 Philosophy of Shaolin Kung-Fu**

There are many philosophies on coaching and the best coaches and teachers study and adapt them to fit their own coaching goals. The Shaolin Temple in Henan Province, China is famous for training some of the best and most respected athletes in the world. Using three books of ancient Chan teachings (dating back to the 5<sup>th</sup> century) provided directly from the Shaolin Temple and information on the history, development, and expression of Shaolin, this course will provide an overview of their training, with ways to apply this famous system to any coaching philosophy.

#### **CEB 334 Ethics in Sports**

Some leaders are more effective than others because of who they are as individuals and how they approach the ethical circumstances they face. The application of these ethical approaches in sports is the central theme of this course. It is intended to support the thesis that principle-centered leaders are more capable of inspiring confidence and rallying others to achieve a common goal.

#### **CEB 368 Sports Psychology**

This survey course focuses on the study of motivational phenomena that affect the performances of individual athletes and teams. Stress and leadership characteristics of coaches and athletes will also be studied.

#### **CEB 371 Sports Coaching Methodology**

This course is designed to provide the student with a conceptual blueprint for teaching sport and the fundamentals of sport coaching. The development of a personal coaching philosophy will be derived from a process of consciously assessing critical issues and developing a clear rationale for holding one particular approach as opposed to another.

#### **CEB 373 Scientific Principles of Human Performance**

In order to optimize performances, guarantee safety and promote well-being in athletes, coaches must constantly update and modify their coaching practices by regularly seeking out new knowledge in the sport sciences. This course is designed to teach coaches to be active consumers and appliers of scientific information.

#### **CEB 566 Psychological Aspects of Health and Fitness Programming**

This course is a study of the psychological and sociological aspects of health and fitness programming and the applications of this knowledge to the development of effective motivational and behavioral modification strategies.

#### **CEB 568 Sports Psychology**

This course involves the study of human psychological behavior and its influence in sport and exercise

settings. It is designed to provide the student with information gleaned from research in the field of sport psychology as well as provide practical knowledge to become a more effective sport management professional, coach or fitness instructor.

**CEB 571 Sports Coaching Methodology**

This course is a study of the development of a theoretical base for teaching sport and sport skills with a practical application. The course includes the development of a coaching philosophy with an emphasis on ethics in coaching and establishing a successful coaching style. A review of the impact of contemporary trends and issues in coaching is included. Managerial skills common to all coaching activities will be discussed.

**CEB 572 Coaching Certification Level I**

The course provides an overview of the important aspects universal to coaching all sports. Topics explored are ethics, sports administration, coaching methodology, conditioning and nutrition, injury prevention, immediate care and rehabilitation and sports psychology.

**CED 320 Applied Sports Performance**

This course is designed to cover the complete spectrum of training intensity. A conditioning program is established to meet the needs of each specific sport.

**CED 346 Sports Medicine**

This course is designed to give the student, as the first responder, the basic understanding needed to recognize sport-related injuries and to provide appropriate emergency treatment, along with ensuring proper follow-up medical care.

**CED 356 Sports Nutrition**

This course is designed to emphasize the importance of nutrition on the enhancement of performance and on the prevention of diseases, such as cardiovascular disease, cancer and obesity. Specific applications of nutrition and sport will also be examined.

**CED 520 Sports First-Aid**

A coach's guide to preventing, responding to and managing sports injuries. Being a successful coach requires knowing more than just the "X's and O's" of the sport; a coach must also fulfill the role of a "first responder" for his or her athletes.

**CED 546 Seminar in Sports Medicine**

An overview of the sports medicine profession designed to educate athletic trainers, fitness professionals and sport coaches on how to assess and manage sports injuries.

**CED 556 Sports and Fitness Nutrition**

This course covers the principles of sound nutrition as they relate to the athlete as well as to the average individual in our society. In addition, the course covers the physiological aspects of how nutrition affects the body in terms of overall optimal health.

**CEE 521 Principles of Fitness and Health**

The importance of physical activity in the enhancement of performance, quality of life and prevention of disease is examined. The course examines the principles of physical activity as they relate to both athletes and non-athletes. Also presented are the physiological aspects of physical activity and how these affect the body in terms of overall health.

**CEE 524 Games Approach to Teaching Physical Education and Sport**

An innovative approach to sport education is used to emphasize the power of play in creating challenging learning situations.

**CEM 487 Introduction to Sports Security Management**

This course examines the concepts, principles, and methods of organizing and administering security management and loss-prevention activities in industry, business, government, and sport venues. Emphasis is on protection of assets, personnel, and facilities.

**CEM 488 Contemporary Sports Security Management**

In this course students examine principles and issues in security management as well as the challenges, concepts, strategies, and skills needed to manage security-related operations and activities. Focus is on leadership in management, personnel management, security planning and evaluation, communication and best practices.

**CEM 489 Introduction to Emergency Management for Sports**

This course examines theories, components, systems, and strategies in contemporary disaster and emergency management. Students will examine the following: The historical, administrative, institutional, and organizational framework of disaster and emergency management. The role of the federal, state, and local governments in disasters. The role of nongovernmental organizations in emergency management. The role of land use regulation, the media, crisis communication, insurance, and citizen participation. The social and economic costs of disasters. The management of natural and man-made disasters.

**CEM 523 NCAA Compliance**

This course is designed to give the student a working knowledge of National Collegiate Athletic Association (NCAA) compliance issues. It will present an overview of rules, eligibility, by-laws, and practices and procedures of the NCAA.

**CEM 524 NCAA Rules and Procedures**

Examining and analyzing the by-laws, policies, and procedures of the National Collegiate Athletic Association (NCAA) is at the heart of this course. Students will be introduced to specific cases to develop a more comprehensive understanding and appreciation of the NCAA, what it is and how it functions.

**CEM 541 Sports Administration for Coaches**

This course is designed to introduce managerial and administrative concepts to athletic coaches. These concepts are integral to the successful development of an athletic program. Information concerning the practical application of business models and theories pertaining to the athletic administration and sports coaching professions will be presented. Also, business techniques associated with the survival and growth of an athletic program will be examined.

**CEM 542 Sports Business and Personnel Management**

This course involves the study of the principles of personnel management including staffing, training, creation of a favorable work environment, labor relations, compensation, benefits, laws, position descriptions and employee evaluations.

**CEM 543 Sports Administration**

The purpose of this course is to demonstrate to the prospective sport manager the importance of a basic understanding of administrative theory and practice. The course will help the student understand the sport manager's position and the environment in which performance occurs.



**CEM 544 Sports Marketing**

This course includes an in-depth study of sport marketing and the influence it has in accomplishing objectives in today's world of sport. It involves a thorough review of products, (be they tangible or a service) and a discussion of bringing them to market. Topics include advertising, promotions, public relations, location, pricing, sponsorships, licensing, market segmentation and the role of research.

**CEM 550 Sports Fundraising**

This course is a study of the concepts of sport fundraising activities that provides a framework for development staff, managers and directors to operate and develop fundraising programs.

**CEM 551 Sports Public Relations**

This course is a study of the nature, content and application of public relations in sport programs related to schools, colleges, universities, associations, organizations and sport fitness centers.

**CEM 583 Sports Facilities and Event Management**

This course studies the principles involved in planning, marketing, producing and evaluating sports events and facilities.

**CEM 586 Sports Law and Risk Management**

This course introduces students to the fundamental tenets of the law and familiarizes them with legal structures and basic legal terminology. Various types of law as well as the impact each has on the sports industry are examined. A thorough review of risk management is provided as it interfaces with legal liability issues involved in the sports industry.

**CEM 592 Introduction to the Business of Sports Agents**

This course is designed to examine the role of the sport agent in today's world of sport. A thorough understanding of the sport agency profession is provided, including the techniques necessary to operate successfully in the profession.

**CEM 594 Student Life Skills**

This course is designed for athletic administrators and coaches to assist students in making the transition from interscholastic sports to college athletics.

**CEM 662 Sports Entrepreneurship**

This course is a study of entrepreneurship for those with a serious interest in owning their own business. Students will learn how to prepare a comprehensive business plan for starting or acquiring a business. The problems of running a business are also examined.

**CER 332 Sports Strength and Conditioning**

This course presents approaches to assessing and enhancing human sport performance through improving strength and cardiovascular endurance. The various methods of achieving this are examined with a focus on injury prevention.

**CER 500 Sports Related Concussions**

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.

**CER 505 Human Anatomy and Physiology**

This course is a study of the structure and function of the various systems of the human body.

**CER 510 Sports Biomechanics**

This course is a comprehensive study of human movement as it relates to sport and exercise. The course will cover how the study of biomechanics can promote human performance and prevent injury.

**CER 511 Sports Performance Enhancement**

The course is designed for sport coaches to study human movement as it relates to sport activities. Coaching techniques and methodology are addressed to analyze skills and improve sport performance.

**CER 520 Fitness and Exercise Physiology**

This course is study of various factors that affect human performance including regulatory mechanisms, adaptations and changes that occur as a result of physical activities.

**CER 525 Sports Strength and Conditioning**

This course is designed to study the fundamental principles of training and nutrition in sport and exercise. The course is intended to develop within students a knowledge of the anatomical and physiological systems challenged by sport conditioning, strength training and an awareness of fitness and nutrition programs that can be used to enhance individual and team performance in sport.

**CER 526 Personal Training**

This course will combine sport science and entrepreneurial principles in the design and implementation of a personal training business.

**CER 527 Concepts of Wellness**

This course is specifically designed to help students gain knowledge and understanding in a variety of wellness areas, with the goal of using that information to make behavioral changes that will have a positive impact on their lives.

**CES 301 Introduction to Beach Handball**

A rapid increase in the number of events and the growing awareness of Beach Handball is expected for the next several years. The recent World Games in Cali, Columbia has boosted Beach Handball in terms of audiences, participants, media, and partners. This course will provide the student with an introduction to this exciting sport.

**CES 303 Coaching Track and Field**

This course is designed to provide entry-level information, fundamentals, principles and management enablers for anyone who would coach and/or instruct on basic track and field skills.

**CES 318 Coaching Cross Country Running**

This course is designed to provide entry-level information, fundamentals, principles, and management enablers for anyone who would coach and/or instruct on basic cross-country running skills.

**CES 334 Coaching Golf**

This course is designed to provide entry-level information, fundamentals, principles and management enablers for anyone who would coach and/or instruct basic golf skills.

**CES 378 Coaching Volleyball**

This course is a focus on the specific fundamentals necessary for coaching volleyball. Emphasis is placed on teaching skills, techniques and drills. Planning, preparation and administration of practices and competitions are covered, along with program evaluation for continued improvement.

**CES 508 Coaching Baseball**

This course is a focus on the specific fundamentals necessary for coaching baseball. Emphasis is placed on teaching skills, techniques and drills. Planning, preparation and administration for the various phases of the season are covered, along with program evaluation for continued improvement.

**CES 513 Coaching Basketball**

This course is a focus on the specific fundamentals necessary for coaching basketball. Emphasis is placed on teaching skills, techniques and drills. Planning, preparation and administration for the various phases of the season are covered, along with program evaluation for continued improvement.

**CES 514 Men's Bodybuilding**

This course is a study of modern coaching trends in men's bodybuilding. Training methods used for building muscle, strength and endurance are examined. Nutritional information regarding workout and training practices is also included.

**CES 515 Women's Resistance Training**

This course is a study of principles and techniques used in resistance training. While its main focus is on training techniques specific to women, many of the concepts and ideas apply to training generally. Students will learn how and why resistance training can be incorporated into a general fitness program and, how the body reacts to such training. Information on nutrition and supplements is included. Training for various qualities such as endurance, strength, power and speed are also covered.

**CES 532 Coaching Football**

This course is a study of the science and art of coaching football. All phases of coaching are addressed, from the Xs and Os to the philosophy of leadership, responsibility, and teaching.

**CES 563 Coaching Soccer**

This course is a focus on the specific fundamentals necessary for coaching soccer. Emphasis is placed on teaching skills, techniques and drills. Planning, preparation and administration for the various phases of the season are covered, along with program evaluation for continued improvement.

## 4. REGULATIONS/POLICIES/PROCEDURES

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

### 4.1. 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 cheating 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.

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.

### 4.2. Academic Updates - Canvas

The Academy regularly posts online announcements to all students through the Canvas Learning Management System. Their 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.

### **4.3. 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.

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.

### **4.4. Advising Program**

The Continuing Education Catalog is the official advising document for all continuing education students. Students may utilize the catalog to prepare their own course of study. There are no instructors for continuing education courses, however courses are monitored by a Course Facilitator.

Should students have problems with course work in continuing education, they are encouraged to contact the Department of Continuing Education, [continuinged@ussa.edu](mailto:continuinged@ussa.edu). They may also call 251-626-3303 and ask for the Department of Continuing Education.

### **4.5. Auditing Classes**

Auditing a course is attending class regularly without receiving academic credit. Auditing Continuing Education courses is not permitted.

### **4.6. Campus Computing and Email**

It is the student's responsibility to use a 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.

### **4.7. Catalog Coverage and Change**

The Academy reserves the right to change policies and procedures. The student acknowledges this right by registering for a course.

### **4.8. 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.

### **4.9. Course Evaluation**

At the end of each course students are required to complete course evaluations. Evaluation results are shared with academic administration.

#### **4.10. Drug and Alcohol Policy**

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

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

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

It is the Academy's desire to provide a drug-free, healthful, and safe workplace. Faculty and staff 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, or staff 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, without fear of reprisal.

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

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

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

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

#### **4.11. Examinations – Continuing Education**

Continuing Education examinations are open book. There is no time limit; the student has unlimited time to complete the examination once it has been accessed.

#### **4.12. Facilities**

**Sports Bookstore.** The Academy 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 <http://ussa.edu/bookstore> on a 24/7/365 basis.

**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.

#### **4.13. Grading Policies and Procedures**

Every course offered through the Department of Continuing Education has a syllabus that sets out the academic requirements and student grading policies. For those students enrolling in Academy Continuing Education courses delivered through online distance education, the student has a period of 16 weeks (15 weeks plus one week to receive learning materials) to complete a course. The official start date for the 15 week period starts the day a student registers for the course. If a student does not complete the course in 15 weeks the student will be awarded a grade based upon the coursework completed. Note: The only grade for Continuing Education is the Final Exam.

For those students who are enrolled in courses being provided either internationally or through a CEU provider program arrangement at an off-campus location, the time and attendance requirements will be set out in the course syllabus provided at the time of registration. Additionally, the syllabus will also set out the academic requirements and the course grading policies.

#### **4.14. Holds on Student Records**

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 Operating Officer, Chief Academic Officer, the Registrar, or a Senior Administrator may place a 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 until conditions have been cleared with the Academy.

#### **4.15. 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.

Continuing Education students who need to reset their password must call the Department of Continuing Education (251-626-3303). They will be asked to verify personal information prior to having the password reset. Verification will only be conducted by Continuing Education department employees.

#### **4.16. Refund Policy**

The Continuing Education refund policy allows for a refund of tuition (less a \$50 administrative fee) if the request for a refund is made in writing and either emailed or sent by mail and postmarked within ten (10) days after the shipment of materials. No refunds will be given if a request is received after the ten day time limit. Refund requests should be directed to the Department of Continuing Education. There is a “no-refund” policy for textbooks purchased from the Academy.

The Academy reserves the right to change tuition, fees, and other expenses without prior notice. Additional fees may be applicable depending upon the type of course delivery.

#### **4.17. Repeat Policy**

A student may repeat a course for any reason (e.g., a grade of “F” or failure to complete a course within the prescribed time limit.) To repeat a course, the student must re-register and pay the course fee.

#### **4. 18. Resident and Non-Resident Faculty Members**

Although Continuing Education courses through online instruction are self-guided and do not have instructors, the Academy utilizes both resident and non-resident faculty in order to fulfill the academic mission of the institution in special projects and assignments. 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.

#### **4.19. Special Student Services**

##### **4.19.1 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.



#### **4.19.1.1 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:

- Screening of disability documentation
- Determination of appropriate accommodations
- Communication with faculty and/or staff 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 states the 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

**4.19.2 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.

#### **4.20. 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 seven 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 Academic 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 entire Academic Committee 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.

#### **4.20.1 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.

##### **4.20.1.1 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 that 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.

##### **4.20.1.2 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.

#### **4.20.1.3 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.

#### **4.21. 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 which is a network connection with thousands of sports professionals. Students must complete one course successfully in order to join the Alumni Association.

**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).

Students are encouraged to join professional affiliate organizations. The following are examples of such organizations:

SHAPE America (formerly the American Alliance for Health, Physical Education, Recreation, and Dance) ([www.shapeamerica.org](http://www.shapeamerica.org))  
1900 Association Drive  
Reston, VA 20191

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.nhsaca.org](http://www.nhsaca.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

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.

#### **4.22. Student Complaints Not Related to Grades**

The United States Sports Academy is committed to a policy of fair treatment of its students. Students are encouraged to seek an informal resolution of matters with the faculty or individual(s) when possible. If a resolution is not feasible, a Student Complaint Form can be completed and filed with the Director of Student Services or the Vice President of Academic Affairs. The form can be accessed via the Academy website: <https://ussa.edu/admissions/consumer-information/student-complaints/>

Upon receipt of the complaint, the Director of Student Services or the Vice President of Academic Affairs will review the complaint and respond within 15 days of receipt of the complaint. The entire resolution process, including the review in generating the written response, must be completed within 15 days of the receipt of the complaint. However, if there are subsequent documentary submissions received from the complainant after the initial filing, the deadline is re-set to another 15-day period.

#### 4.23. 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 [www.ed.gov/policy/gen/guid/fpco/ferpa/index.html](http://www.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; and
- 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.

##### 4.23.1. 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 LMS for four semesters; after four semesters it will then be inaccessible.

#### **4.23.2 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 Student Complaints Other than Grades and Student Conduct.

#### **4.24. Title IX/Violence against Women Act (VAWA) Policy Statements**

##### **4.24.1 Non-Discrimination Statement**

The United States Sports Academy (USSA) does not discriminate in its education programs and activities on the basis of race, color, religion, national origin, age, genetic information, disability, veteran status, or any other consideration made unlawful by federal, state, or local laws.

Specifically, Title IX 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.

##### **4.24.2 Sexual Misconduct Policy**

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

USSA 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.

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

This policy shall be disseminated through the USSA Academic Catalog, 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.



#### 4.24.2.3 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.*

##### 4.24.2.3.1 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.

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 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.

#### **4.24.2.3.2 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.

#### **4.24.2.3.3 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.

#### **4.24.2.3.4 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 expressly or impliedly acquiesce in the actor's conduct.

#### **4.24.2.3.5 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.

#### 4.24.2.3.6 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.

#### 4.24.2.3.7 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.

#### **4.24.2.3.8 Dating Violence**

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

#### **4.24.2.3.9 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.

#### 4.24.2.4 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 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)

#### **4.24.2.5 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.

#### **4.24.2.6 Recordkeeping**

The Title IX Coordinator, along with Administration 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.

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

##### **4.24.2.7.1 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 Coordinator for USSA:

**Dr. Lou Riggans, Director of Student Affairs, at:**

Phone: 251-626-3303, ext. 7144

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

Mailing Address: 1 Academy Drive, Daphne, AL 36526

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

#### **4.24.2.7.2 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 Academic Catalogs and/or contact:

The **Senior Administration Officer**, or any member of the senior management team at:

Phone: (251) 626-3303

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 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).

#### **4.24.2.7.3 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.

#### **4.24.2.7.4 Referral to Title IX Investigator**

Upon receipt of a complaint, the Title IX 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 Coordinator, Senior Student Affairs Officer 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 Coordinator will coordinate with the Senior Student Affairs Officer 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 Senior Administration Officer, Senior Student Affairs Officer or designee.

#### **4.24.2.7.5 Office of Title IX Investigator Initial Investigation into Complaint**

Upon receipt of a complaint from the Title IX 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 Coordinator and, if necessary, Human Resources, for further action;
- Once the Title IX Coordinator receives a copy of the report of initial findings, the Title IX Coordinator, Senior Student Affairs Officer, 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 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 Coordinator, Senior Student Affairs Officer 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 Senior Student Affairs Officer 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.



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

- If the Title IX Coordinator determines there is sufficient evidence to support a reasonable cause and approve the charges, the IX Investigator and Title IX Coordinator will collaborate with the Senior Student Affairs Officer 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 Senior Student Affairs Officer or designee, and if necessary, Human Resources. The Senior Student Affairs Officer 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 Senior Student Affairs Officer or designee, or if necessary, Human Resources' staff, will simultaneously and in writing present the accused with the official Notice of Charges. The Senior Administration Officer 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 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 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 Coordinator or Human Resources' staff.
- The 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 IX Investigator will present all findings to the Title IX Coordinator.
- Once the investigation findings by the IX Investigator are approved by the Title IX Coordinator, the Title IX 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.

#### **4.24.2.7.7 Investigation Findings: Communication**

- The 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 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 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 IX Investigator or designee will advise the rejecting party of the criteria for appeal of the findings when communicating the findings.

#### 4.24.2.7.8 Investigation Findings: Acceptance

- If the complainant and/or accused individual(s) accept the findings in whole, each shall notify the Title IX 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 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 Coordinator will determine appropriate sanctions. Once the sanction(s) is determined the Title IX Coordinator will inform the Senior Student Affairs Officer or designee, Title IX Investigator, and Human Resources (if necessary) of the sanction determination. The Senior Student Affairs Officer 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.

#### 4.24.2.7.9 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 IX Investigator, Title IX 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 Coordinator.

The Title IX Coordinator for USSA:

**Dr. Lou Riggins, Director of Student Affairs, at:**

Phone: 251-626-3303, ext. 7144

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

Mailing Address: 1 Academy Drive, Daphne, AL 36526

**4.24.2.7.10 Investigation Finding: Appeal Process**

Upon receipt of either party's appeal of the findings, the Title IX 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 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 Coordinator. The Title IX Coordinator will inform the Senior Student Affairs Officer or designee and if necessary Human Resources of the decision. The Senior Student Affairs Officer 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 Senior Student Affairs Officer 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 Coordinator of this determination within five (5) business days of the Title IX Coordinator's acknowledgement of the party's intent to appeal.
- If the appeal determination requires a review of the investigation, the Title IX Coordinator will then return the case to the IX Investigator for further investigation within three (3) business days of receipt of the appeal determination by the Vice President and a IX Investigator designee will be assigned.
- The appeal investigation will be completed within fourteen (14) calendar days of submission to the Senior Student Affairs Officer by the Title IX Coordinator, barring documented circumstances that may extend the investigation.
- Upon completion of the appeal review, the IX Investigator designee will present all findings to the Title IX Coordinator.
- Once the appeal review findings by the IX Investigator designee are submitted to the Title IX Coordinator, the Title IX Coordinator, in conjunction with the Dean of Academic Affairs, will make an appeal determination. The Title IX Coordinator will report the outcome to the Senior Student Affairs Officer 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 Senior Student Affairs Officer or designee, or if necessary Human Resources, will communicate this information to both the complainant and accused simultaneously and in writing.
- Additionally, the Senior Student Affairs Officer or designee will consult with the Title IX 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 Senior Student Affairs Officer or designee or if necessary Human Resources, will

communicate this information to both the complainant and accused simultaneously and in writing.

- The Senior Student Affairs Officer 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.

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

**Attempted Violations.** In most circumstances, USSA 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, USSA 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.** USSA 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.** USSA 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, USSA 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.** USSA 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 Senior Student Affairs Officer or designee if an appeal is granted.

#### **4.24.2.9 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 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.

#### **4.24.2.10 Sanction Process: Student**

##### **4.24.2.10.1 Administrative Hearing (Student)**

The Title IX 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 Coordinator, barring documented unforeseen circumstances.

##### **4.24.2.10.2 Student Community Standards Formal Hearing For Sanctioning (Student)**

- The Senior Student Affairs Officer 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 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 Senior Student Affairs Officer or designee and Title IX Coordinator. The Title IX Coordinator has final decision making authority with respect to the sanctions to be applied.

The Title IX Coordinator will communicate the sanctions to the campus personnel and Senior Student Affairs Officer 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.

#### **4.24.2.10.3 Sanction Appeal Process: Students 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 Coordinator. The written request for appeal of the sanctions must state one or more of the five (5) bases for appeal (SEE 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 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:
  - the availability of new information, unavailable during the original investigation, that could be outcome determinative regarding sanctions;
  - a potential material deviation from written procedures which impacted the fairness of the process in a way that was outcome determinative;
  - the evidence presented during the investigation process may have been insufficient to find the individual responsible by a preponderance of the evidence;
  - 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
  - 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 Coordinator. The Title IX Coordinator will inform the Senior Student Affairs Officer or designee and if necessary Human Resources and the IX Investigator of the decision.
- The Senior Student Affairs Officer 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 Senior Student Affairs Officer 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 Senior Student Affairs Officer or designee will inform the Title IX Coordinator and IX Investigator, thereby closing the case.
- If the sanctions appeal is granted, the Title IX 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 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 Coordinator will inform the Senior Student Affairs Officer or designee and IX Investigator of the final sanction decision.
- The Senior Student Affairs Officer 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 Senior Student Affairs Officer or designee will impose all sanctions for the violation. Once the sanctions are carried out, the Senior Student Affairs Officer or designee will inform the Title IX Coordinator and IX Investigator, thereby closing the case.

#### **4.24.2.11 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 redisclosure of information related to the outcome of the proceeding.

#### **4.24.2.12 Complaints to State and Accrediting Bodies**

Students may file a complaint with the Institution's institutional accrediting body by contacting Southern Association of Colleges and Schools Commission on Colleges 1866 Southern Lane Decatur, Georgia 30033-4097. Please refer to <http://ussa.edu/wp-content/uploads/2014/10/SACSCOC-Complaint-Form.pdf> for information and tools to file a complaint.

### **4.25. Transcripts**

Certain Academy international and special provider education programs have provisions for students to be provided with a transcript upon the student successfully completing the prescribed course of study. In such instances, the student is encouraged to contact the hosting organization or the Academy's Department of Continuing Education for details on how to secure a transcript reflecting the work completed.

### **4.26. 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.



**5. Addenda**

A. Continuing Education Course Substitution Request Form..... 60

B. Request for Transcript Form ..... 61

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### Continuing Education Course Substitution Request

A student may request that a course taken previously be substituted for a course that is offered in the Academy’s Continuing Education program. In order for the request to be considered, the following conditions **MUST** be met:

- The course must be similar to the course being substituted;
- The student must have scored 70% [C-] or higher;
- The course must have been taken from an accredited institution or a national professional association;
- The course must have been taken at the undergraduate, graduate or post-graduate level;
- This form must be completed in its entirety;
- An official transcript must be provided (for a course taken at a higher education institution) or an official certificate, letter or receipt (for a course taken from a national professional association) must be attached;
- An official description of the course must accompany this form, along with a course description, or preferably, a course syllabus.
- MAIL: Continuing Education / United States Sports Academy / One Academy Drive Daphne, AL 36526. FAX: (251) 447-0366. Scan and email: [continuinged@ussa.edu](mailto:continuinged@ussa.edu).**

**If the above conditions have been met, the request will be reviewed and the student will be notified of the decision. All decisions are final.** If the request is approved, the student will be instructed to remit an administrative processing fee of \$150 USD (p/course). List one course per form. You must submit a new form for each course. **Upon receipt of payment, the course will be entered into the student’s official academic record with a grade of “P” for “passing.”**

STUDENT REGISTRATION INFORMATION			
LAST NAME:	FIRST NAME:	MIDDLE INITIAL:	DAY PHONE:
EVENING PHONE:	CELL PHONE:	E-MAIL	
STREET ADDRESS:			
CITY:	STATE:	ZIP:	COUNTRY:

COURSE SUBSTITUTION INFORMATION	
NAME OF PREVIOUS INSTITUTION/ASSOCIATION:	
ADDRESS OF PREVIOUS INSTITUTION/ASSOCIATION: STREET: CITY/STATE/ZIP:	
PREVIOUS COURSE/CERTIFICATION INFORMATION (PLEASE COMPLETE ALL APPLICABLE FIELDS): COURSE NUMBER/TITLE: SEMESTER/YEAR: # OF CREDITS: GRADE RECEIVED:	
EQUIVALENT ACADEMY COURSE FOR WHICH PREVIOUS COURSE IS TO BE SUBSTITUTED: COURSE #/TITLE: #CREDIT HRS	

**FOR ACADEMY DEPARTMENT STAFF USE ONLY BELOW THIS LINE:**

Approved\_\_\_\_ Not Approved\_\_\_\_ Signature: \_\_\_\_\_(Director of Con Ed)

**UNITED STATES SPORTS ACADEMY**  
**"America's Sports University"**  
**One Academy Drive • Daphne, Alabama, USA 36526-7055**  
**Telephone: (251) 626-3303 • FAX: (251) 625-1035**  
**E-mail: registrar@ussa.edu • http://www.ussa.edu**

**REQUEST FOR TRANSCRIPT FORM – Continuing Education**

Name: \_\_\_\_\_ Home Phone: (\_\_\_\_) \_\_\_\_ - \_\_\_\_\_

Work Phone: (\_\_\_\_) \_\_\_\_ - \_\_\_\_\_

Cell Phone: (\_\_\_\_) \_\_\_\_ - \_\_\_\_\_

Social Security Number (Optional) #: \_\_\_\_\_

This is to authorize and request the release of my academic record at the address which I have specified below. Your request will not be processed without a signature.

Signature: \_\_\_\_\_ Number of Copies: \_\_\_\_\_

Mail transcript to the address below:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**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.
- Any special instructions i.e., hold for grades.
- 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:

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. Transcripts are stamped "ISSUED TO STUDENT."

Method of Payment (check box)

Check/Money Order

Credit Card: TYPE: Visa-MC-Disc: Account Number: \_\_\_\_\_  
Expiration Date \_\_\_\_\_ CVV Number \_\_\_\_\_ Billing Zip Code \_\_\_\_\_

Office Use Only: Transcript(s) released: Date: \_\_\_\_\_ By: \_\_\_\_\_