

International Sports Education

PROGRAM GUIDE

2020-2021



"Balance Beam"
by 1985 Sport Artist of the
Year Bart Forbes

1 September 2020

America's Sports University®

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About the Cover Photo:

United States Sports Academy 1985 Sport Artist of the Year Bart Forbes created the painting “Balance Beam” for the 1988 Olympic Games in Seoul, South Korea, where he was the official artist of that edition of the Olympics. Forbes is one of America’s most recognized illustrators and is known for his unique work with watercolor and oils.

United States Sports Academy

The Center for Professional Studies and Continuing Education

One Academy Drive

Daphne, Alabama 36526-7055

United States of America

Telephone: +1.251.626.3303

Fax: +1.251.626.3874

Website: ussa.edu/international

Email: academy@ussa.edu

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

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Introduction

The United States Sports Academy (Academy) is pleased to submit a proposal to organize and deliver sport education programs. Known around the World as “America’s Sports University”, the Academy was founded in 1972 and is an independent, not-for-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. The Academy has always had a worldview that sports are universal and as such, the institution has always had an international orientation. The Academy has conducted sport education and service programs in more than 65 nations around the world. These have varied in scope from the full-service management of an entire national sports effort, to undertaking coaching and service programs to sports federations and organizations of all types to holding highly specialized seminars and symposia.

As an academic institution, the Academy has the research base and curriculum skills required for developing ideal sport education programs to meet the needs of coaches, managers, and sports professionals. As an organization that has used these skills in real-world settings while conducting sport education programs in the field, the Academy knows first-hand the challenges faced by coaches, managers, and strength & conditioning professionals. The result is the combination of theory and practical knowledge that allows for programs designed to impart the core skills that are necessary to succeed in sport professions. Programs can consist of classroom and practical instruction in the areas of sports coaching, sports management, and sport & exercise science. Students who successfully complete the courses and meet all of the course requirements will be awarded a certification or diploma from the Academy. A summary of the Academy’s experience in education, research, and service can be found on the Academy’s website at <https://ussa.edu/international/>.

Program Structure

Delivery modes: Programs can be delivered in three ways: **onsite**, **online**, or **residential**.

Onsite

Onsite courses are delivered on-the-ground in our international partner’s country in a facility of their choosing. This delivery mode is advantageous as it encourages greater engagement and participation by the students. This mode has been successful over the years because the Academy has a large pool of instructors who specialize in sport within the specific discipline being taught onsite.

Class size: Onsite courses are designed to accommodate 25-50 students. Class sizes greater than 50 students would be divided into sections and would incur additional costs.

Teaching Methodology: The teaching methodology for onsite programs is a combination of a lecture and student activities. These activities vary depending upon the course, but generally take the form of either individual- or small-group work and presentations that are evaluated and supervised by the faculty. In all courses, the lecture is supported by an audio-visual presentations and handouts of the course material.



Students and administrators enjoy a round table discussion with Academy alumni and instructor Dr. Philip Capps in Dubai.

Instruction and Procedures: Programs are delivered in English. The courses are taught in an intensive classroom setting. Daily schedule is flexible based on the needs of partner in host country. 40 contact hours must be reached in order to issue CEUs upon program completion. The host country is responsible for providing translation services for course materials, classroom procedures, and additional materials provided by the Academy. Students are expected to be in attendance for the entire course, and by extension, the program.

If the international partner desires to use their own faculty to teach the Academy's programs, please contact the Department of Professional Studies and Continuing Education for requirements designed to insure quality assurance.

Grading and Evaluations: Each course has a required examination that will be administered on the last day of each course in the program. Courses are graded on a pass/fail basis; however, based upon needs of host client, final grades can be provided in either a numeric or letter grade format. Additionally, on the last day of each course, the students will be required to complete an end-of-course evaluation. The results of these evaluations will be reduced and shared with the host organization.

The certificate can be issued jointly by the Academy and the host organization and each student participating in the program will have a permanent academic record maintained at the Academy in the institutions' Student Information System.



Dr. Brandon Spradley, Chair of Sports Management (center) accompanies Thai students at the USOC Training Center as a part of their USA based mentorship in the Sports Management diploma program.

Online

Online delivery mode consists of courses that are post-secondary, non-degree programs delivered online through our Center for Professional Studies and Continuing Education (CPSCE). Online programs do not have degree program requirements such as a TOEFL score although the student selected to participate in the program will need to be able to communicate in English and have English reading and writing skills. Each course module, for example, has threaded discussions that will require the students to generate written responses in English. The faculty will not reduce grades for student submissions because of bad grammar or English spelling (within reason) as would be the case in degree credit coursework.

Class size: The minimal class size is 10 students per class and an optimal class size would be about thirty students. Larger class sizes may be split into separate sections.

Teaching Methodology: Each student will have their own personalized and individual course access for the subject being taught in which they will do their work. These courses are facilitated by an Academy instructor, delivered over the internet, and are supported by different types of learning materials.

Each course is made up of five units, and each unit is typically composed of reading assignments, a moderated discussion forum, and a self-test. The course's final examination is taken after its units are completed. While only the student and the instructor can see the results of the quiz and final examination, the discussion submission of each of the students can be seen by the others in the study group and the faculty assigned to facilitate the course will provide their feedback to the students on their submissions. These discussions allow for a deeper review and allow cultural nuance of the course content to be shared among the students.

To encourage an active and engaging classroom experience, online courses must enroll a minimum of ten students. Programs are designed to be completed cohort-style, with the same group of students passing through each course together.

Example of a course unit to be covered in 1 weeks' time

▼ Unit 1 - Foundations of Sport Management	
	Unit 1 Overview
	Unit 1 Learning Objectives
	Unit 1 Reading Assignment
	Unit 1 Presentation
	Unit 1 Self-Test 10 pts
	Unit 1 Discussion 100 pts

Grading and Evaluations: Courses are graded on a pass/fail basis; however, based upon needs of host client, final grades can be provided in either a numeric or letter grade format. Further, the student must pass all of the courses in the sequence to receive the final credential for which they are pursuing. Online evaluations are available at the completion of each course. While the evaluations are anonymous, the results of these evaluations will be reduced and shared with the host organization.



Sport coaching students from the Sport Authority of Thailand.

Residential

Residential courses require students to come to the United States of America to complete specialized residential courses. This is explained in more detail below, under *Specialized Programs and “Visit the USA” Opportunities*. These are normally short-term programs with small groups of students. It should be noted that this requires visas and all other appropriate measures for international travel.

For more information on the Academy’s residential courses, please contact the Center for Professional Studies and Continuing Education.



Academy faculty enjoying a light moment with students from the Kingdom of Bahrain (left) and China (right).

Academic Credit

The programs delivered through the Center for Professional Studies and Continuing Education carry academic credit measured in Continuing Education Units (CEUs). CEUs are awarded by many education and training providers to signify successful completion of programs and courses intended to improve the knowledge and skills of working professionals. The typical CEU represents ten (10) contact or clock hours of experience in a structured continuing education experience (class, seminar, workshop, conference, etc.) that is supervised by a qualified continuing education provider. This means that a course worth 4 CEUs represents 40 contact or clock hours for student participants.

Professionals can use CEUs to improve their skills and stay current in their discipline. Certain professions require that practitioners earn a specific number of CEUs per year to ensure they

are up-to-date with current practices in their field. CEUs may be useful for obtaining or maintaining certifications. In addition, CEUs have often been used for job promotions and salary increases, depending on their employer’s requirements.

The courses offered in this catalog are of the post-secondary, non-degree level. They are not transferable into the Academy’s degree programs for degree credit. While the Academy’s post-secondary, non-degree courses are based on courses in the institution’s degree programs, the structure and delivery of the post-secondary courses do not include all of the academic requirements of the comparable degree level courses. However, in some countries and under certain circumstances, these Academy courses may be acceptable for tertiary-level credit in the host nation.



The Academy has always had an international orientation: students and program collaborations from around the world include Asia, the Middle East and Europe.

Specialized Programs and the “Visit the USA” Opportunities

The Academy recognizes that the training needs of sport organizations can be extremely varied. To address these needs, the Academy has worked with various sport organizations and educational institutions in the United States to develop and deliver specialized sport education and training programs for our international partners.

Past programs have included on-site physical training and in-classroom experiences at organizations such as the United States Olympic and Paralympic Training Center, Red Bull USA, the University of California – Los Angeles, and the National Strength & Conditioning Association (NSCA).

Beyond these unique education and training programs, the Academy has also offered its expertise in consulting and assessment programs. Examples of the former include facility consulting for the planning and construction of sport facilities to, in the case of the latter, providing study teams to assess the effectiveness of a nation's national sports effort. The Academy will work with the organization in question to develop the appropriate proposals upon request. Please note, these programs also carry CEU credits.

These programs are arranged on a case-by-case basis with the pricing for such programs dependent upon factors such as the length of the visit and the activities to be undertaken therein. Here, too, the Academy can provide quotations based upon the needs of the sport organization. Queries for these services should be directed to the Academy's Center for Professional Studies and Continuing Education.



Sport coaching students from Thailand participate in a weight training exercise at the National Strength and Conditioning Association (NSCA) during a sport study tour in the United States

Programs

Individual Courses

The Center for Professional Studies and Continuing Education offers a variety of online courses designed to provide professional development opportunities in sports management, coaching, fitness, health and other areas. Any course included in our Certificate, Certification, and Diploma programs may also be taken individually.

Certifications

The Academy has been delivering its certification and development programs to students for over 40 years. During this time, the Academy has been asked by CSOs 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.

A certification is a series of courses that are designed to help coaches, personal trainers, administrators, managers and directors of sports programs achieve their career goals. They provide students with a strong foundation of skills and knowledge required for succeeding in the respective disciplines.



A class photo during the on-site 2020 International Certification in Sport Management Program in Bangkok, Thailand

Sport Coach Development Program

The International Olympic Committee (IOC) and the World Anti-Doping Agency (WADA) have identified the critical role that coaches play in promoting sport participation and enhancing the performance of athletes and teams while adhering to the principles of competing with integrity. These organizations have supported the collective efforts of the International Council for Coaching Excellence (ICCE) and the Association of Summer Olympic International Federations (ASOIF) in the development of the International Sports Coaching Framework (ISCF). The framework was designed to align the efforts of international organizations, governmental organizations, national and international federations, along with coach education providers to provide an internationally recognized point of departure for the education, development, and recognition of coaches.

Countries around the world use a variety of methods and processes to build the parallel tracks of athlete and coach development in order to bring the right athletes in contact with the right coach at the right time. It is clear from studying National Sports Development Plans and Coach Development Frameworks that all countries that have sustained success at the international level of sports have a systemic approach for providing coach education. This formal education coupled with informal experience has developed a community of coaches that can provide the support necessary for athletes to pursue excellence in the international arena. The best systems build this community of coaches from within their local pool of coaches through supportive programs. Often, these programs involve internationally based coach education providers. As an organization tasked with defining policy for introductory, developmental, or professional and high performance international sport, well-designed collaborations with coach education providers would be beneficial as you grow your coaching community and develop your own coach development capabilities.



Chair of Sport Coaching, Dr. Roch King, delivers a coaching program in Bangkok, Thailand

Serving as an above-mentioned coach education provider, the United States Sports Academy (USSA), has developed a multi-tiered International Sports Coach Development Curriculum (ISCDC) utilizing the ICSF and best principles from high performing national federations. The curriculum is designed to provide the appropriate technical, tactical and interpersonal knowledge and experiences at three distinct milestones on the coach development pathway and to focus on the specific context in which the coach is working (see Table 1). The ISCF categorizes athletes as Emerging (youth and introductory), Performance (developmental), and High Performance (see Table 2).

Table 1. Milestones on Coaching Pathway		Directs
Assistant Coach	Assists in the delivery of sessions* under supervision of Lead or Head Coach	Emerging Athletes
Lead Coach	Delivers and directs sessions over a season for a team or training group. Often part of a larger program.	Emerging/Performance Athletes
Head Coach	Oversees and directs the delivery of programs over multiple seasons and in specific contexts. Is involved with the management and development of other coaches in the program.	Performance/High-Performance Athletes
National Coach	Contributes to the planning and direction of regional and national teams** made up of athletes from multiple local programs. Contributes to the delivery of programs over seasons.	High-Performance Athletes
Mentor Coach	Oversees and contributes to designing and implementing management structures and development programs for other coaches***	Lead/Head/National Coaches
<p>* Sessions include both practices and competitions ** National Coaches may be involved with stable, residential teams or with All-Star teams selected for specific national or international competitions. ***Mentor Coaches may continue to serve as Head or National Coaches in addition to Mentor Coach duties, or may serve in the Mentor Coach role full-time.</p>		

A key feature of all high-performing countries (regardless of population), is expanding the base of athletes and coaches. Another key is a clear path for progressing from coaching emerging athletes through the performance stage and into the high-performance stage. The pathways for athlete development and coach development are well aligned and there is a process for continuing improvement.

Consistently successful countries align athlete development with coach development to create a Performance Pathway (see Figure 1). The ISCDC works within a country’s current resources for attracting potential coaches into the development pipeline as well as providing valuable support to those coaches who demonstrate the potential to be successful at higher levels of the performance pathway (see Figures 2 & 3).

Table 2. Competitive Athlete Pathway		Age Range (years)
Emerging Athletes	Typically characterized by a primary commitment to one sport and an increase in the time frequency, and intensity dedicated to practice and competition. Focus is on building the technical tactical, physical, cognitive, social and personal foundation necessary for quality performance at the current and next level competition.	11 - 16
Performance Athletes	Typically characterized by a full commitment to one sport and driven towards successful performance in appropriate regional and national level competition. Focus is on enhanced performance and striving for next level of competition. This step on the pathway may also include emerging athletes in transition.	15 - 22
High-Performance Athletes	Typically characterized by world-class athletes that exhibit a strong commitment to excellence of many years. These athletes are the small percentage that compete at major events such as World Championships, SEA Games, Asian Games, Olympics, or high-level leagues.	19 and above

The Academy has created a pre-program assessment to help determine the appropriate program based on the needs of your coaches and their athletes (Table 3). Program cohorts should be composed of students that have achieved similar milestones on the coaching pathway, and that work with similar athlete populations as outlined in Table 2. The Academy will work with our international partners to complete the pre-program assessment and make a program recommendation based on the answers received.

Table 3. Sports Coach Development Pre-Program Assessment
<ol style="list-style-type: none"> 1. Who will be recruited to be part of the sports coaching program? 2. How will these candidates be nominated to be part of the program? 3. How will these candidates be screened and selected to participate in the program? 4. Are the selected students coaching currently? If so, can their current level of experience or expertise be described? 5. Are the selected students on a track to coach at a higher level in sponsor’s system? 6. After the program, will the coaches be working athletes focused on: <ol style="list-style-type: none"> a. recreation & participation for the general population b. local club level competition, or c. national team and high performance sport? 7. Should the coaching courses have a sport specific focus?



Sport coaching students in Malaysia practice their skills on the court

Figure 1. Athlete Coach Pathway Alignment

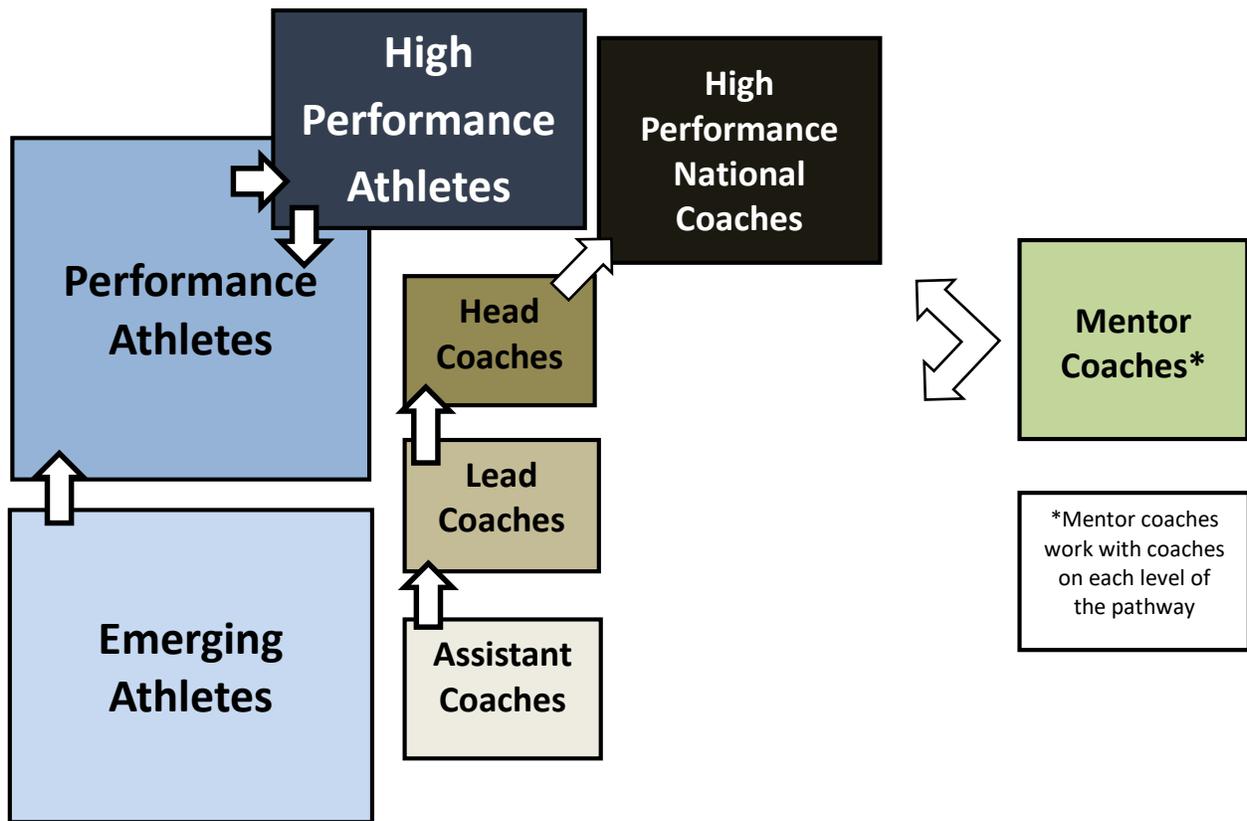
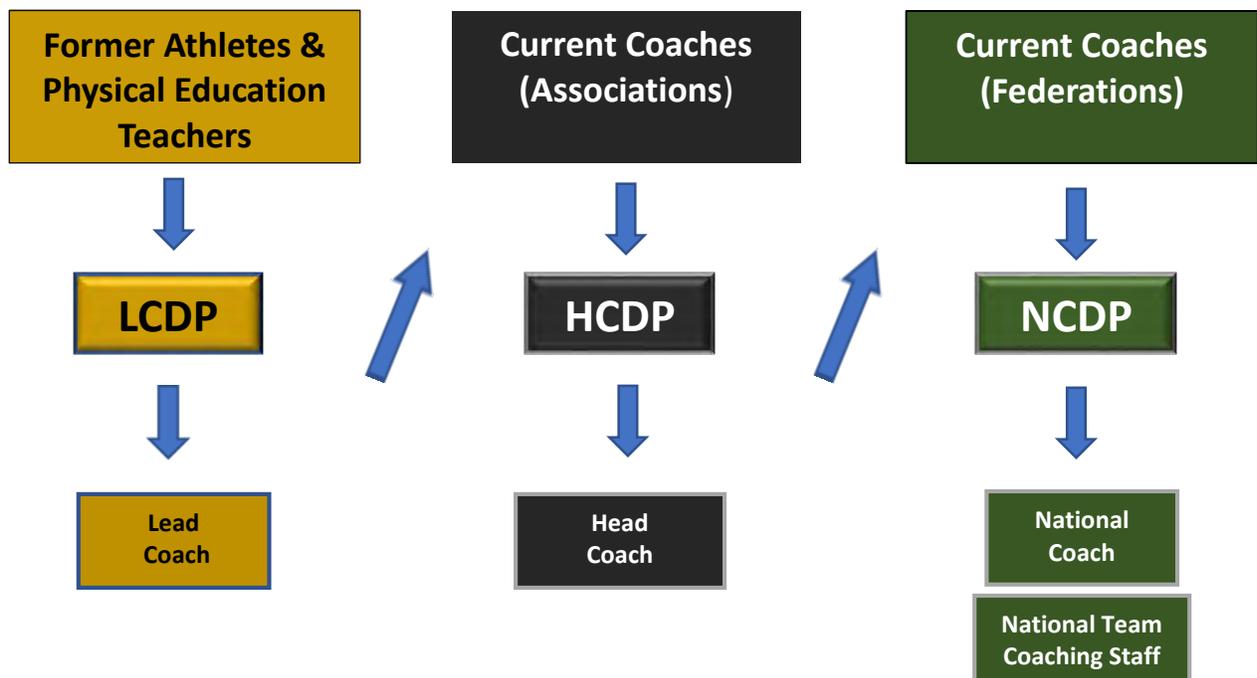


Figure 2. USSA IS CSC Development Model

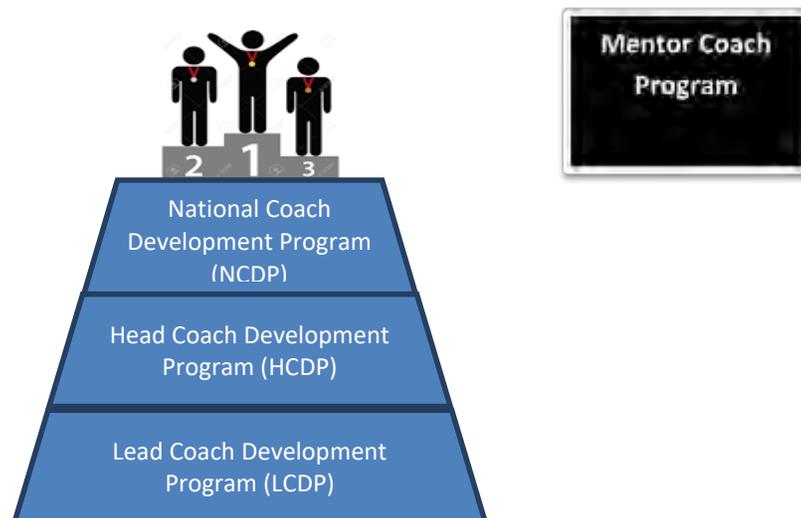


The Lead Coach Development Program (LCDP) is designed for those transitioning into the coaching profession and working with emerging athletes. The Head Coach Development Program (HCDP) is designed for those who are transitioning into a coach leadership role at the local or regional level and working with which the ISCF refers to as Senior Coaches. National Coach Development Program (NCDP) is designed to continue the development of select coaches towards becoming High Performance Coaches, who are transitioning into coach leadership and coach development roles at the national level. Finally, The International Mentor Coach Program (IMCP) provides courses and hands-on experiences to take small group of experienced local coaches and create a team that can promote the development of coaches at the Lead, Head, and National Coach levels.

Lead Coach Development Program

The first coaches encountered by an emerging athlete are critical to how the athlete perceives the sport. These coaches play a vital role in developing the desire of young athletes to build their skills and aspire to the next level of competition. The Lead Coach Development Program (LCDP) can be balanced to accommodate the prior teaching or competitive experience of the students and is designed to address the main roles and related competencies of Lead Coaches. These core Functional Areas as described by the ISCF are:

- (a) Set the Vision
- (b) Shape the Environment
- (c) Build Relationships
- (d) Conduct Practices & Structure Competitions
- (e) Read & React to the Field
- (f) Learn & Reflect



The core Functions are cover within the major academic disciplines of philosophy and ethics, motor learning, strength & conditioning, and psychology. The LCDP consists of four courses developed to fit the specific context of coaching the emerging athlete plus a Coaching Clinic where students share the individual projects from their home clubs. Sports Coaching Methodology serves as the foundation. The remaining three courses; Athlete Development, Strength & Conditioning for the Emerging Athlete, and Sport Psychology for the Emerging Athlete; provide the critical domain-specific knowledge required for coaches to successfully build relationships and team culture as well as deliver practice and competition plans.

Program of Study		
Code	Title	CEUs
CEB 371	Sports Coaching Methodology	4
CEB 374	Athlete Development	4
CER 325	Strength and Conditioning for Emerging Athletes	4
CEB 368	Sport Psychology for Emerging Athletes	4
CPT 368	Practical Applications and Sports Clinic	4

CEB 371	Sports Coaching Methodology	Becoming a quality coach requires the development of proficiency across a number of functional areas. This course will introduce a framework of coaching knowledge and core competencies. This course is designed to focus on the intrapersonal and interpersonal coach knowledge categories with specific attention paid to developing a sound coaching philosophy, creating a reliable practice of self-reflection and review, understanding the importance of communication, and shaping the environment of practices and competitions to lead to highly effective athlete experiences.
CEB 374	Athlete Development	This course provides the students with an overview of the stages of athletic development designed to educate sport coaches on stages of athletic development and how to best teach and train athletes within each stage. The stages an athlete passes through during an athletic career will be covered including how to recognize each stage, how to transition between stages, and what techniques are best suited for an athlete within each stage.
CER 325	Strength and Conditioning for Emerging Athletes	This course provides students the opportunity to learn introductory and fundamental principles related to strength and conditioning that will serve professional knowledge of the journey to becoming a quality coach. The course will start with key terms and concepts in applied anatomy

and physiology. An understanding of the human body's form and function is needed prior to exploring how best to train the body to perform better. Specific focus will be placed on the unique context of the adolescent and young adult athlete. Next, the course will cover the key elements of effectively incorporating a strength and conditioning program within an athlete development plan; including evaluation of athlete needs, training principles, and assessment of progress.

CEB 368	Sport Psychology for Emerging Athletes
Quality coaches understand the role of psychological principles in human performance. They incorporate mental skills into practice and competition to enhance performance and athlete well-being. This course is designed to provide the student with the information gleaned from research in the field of sport and exercise psychology, as well as practical knowledge, to become a more effective coach. Students will better understand concepts such as motivation, goal-setting, attention & concentration, mental imagery, and team cohesion.	
CPT 398	Practical Application and Sports Clinic
This course provides the opportunity for students to observe, and to participate in, the use of the program content in a practical setting. An emphasis is placed on utilizing, the Plan, Implement, Review, Adjust cycle for continuous improvement within a specific coaching context.	

Head Coach Development Program

The purpose of the Head Coach Development Program (HCDP) is for the Academy to provide a one-of-a-kind certificate program in sports coaching to students. Each course is specifically designed to meet the needs of coaching professionals and act as a tool to aid them in becoming leaders of their coaching communities (Head Coaches). Each coaching student will attend four (4) coaching courses to introduce them to the latest in coaching theory for Performance Athletes. Those courses will utilize the students' experiences to provide them with an even stronger understanding of the skills needed to benefit the athletes and teams of their home club in the pursuit of high performance and success at the next level of competition. Upon completion of the four-course program, selected student-coaches will be chosen to participate in a hands-on practicum opportunity.

Program of Study		
Code	Title	CEUs
CEB 571	Sports Coaching Methodology	4
CEB 574	Coaching Technical and Tactical Skills	4
CER 525	Strength and Conditioning for Performance Athletes	4
CEB 568	Sport Psychology for Performance Athletes	4
CPT 568	Coaching Practicum	4

CEB 571	Sports Coaching Methodology
<p>This advanced course is designed to serve as the foundation for students to progress towards becoming a Head Coach who can organize and communicate the Plan, Implement, Review, Adjust cycle for an entire program including multiple training groups and a staff of Lead and Assistant Coaches. This course will discuss the primary functions of quality coaches (Set the Vision & Strategy, shape the Environment, Build Relationships, Conduct Practices & Structure Competitions, Read & React to the Field, and Learn & Reflect) from a program management perspective.</p>	
CEB 574	Coaching Technical and Tactical Skills
<p>This course is designed to focus on physical, physiological, and psychological factors that affect motor skill acquisition, performance, retention, and transfer. The full range of skills from foundational movement to precision technical sports skills will be considered with a special focus on topics such as practice planning, drill design, and feedback for learning and motivation.</p>	
CER 525	Strength and Conditioning for Performance Athletes
<p>This is a course designed to study the fundamental principles of training and nutrition associated with the disciplines of physical education, sport, and exercise. The course is intended to develop students' knowledge and understanding of the anatomical and physiological systems within the human body. Head coaches can use sport conditioning, strength training, and an awareness of fitness and nutrition programs in order to enhance individual and team performance in competition. This knowledge should translate into the ability to design and implement various sport conditioning programs.</p>	
CEB 568	Sport Psychology for Emerging Athletes
<p>This course focuses on the study of human behavior in sport and exercise settings. It is designed to provide the student with information about research in the field of sport and exercise psychology as well as practical knowledge to become a more athletic coach. Sport and exercise psychology provides us with knowledge to bridge the gap between research and practice that can help coaches have a positive effect on their athletes.</p>	
CPT 598	Coaching Practicum
<p>The coaching practicum is designed to give sport coaching students supervised, practical applications of the theory learned in the preceding courses. The practicum provides a hands-on experience of the Plan/Execute/Reflect cycle. The practicum also provides an opportunity for students to coach with observation from a trained and experienced coach in their field.</p>	

National Coach Development Program

This program was initially developed by the Academy in 1979 as the International Certification in Sports Coaching (ICSC) program and has been delivered almost 80 times in countries all around the globe. The

program provides students with the knowledge and skills to succeed in coaching at the highest levels of sport. Courses focus on high performance planning, advanced sports psychology, testing & evaluation, physical training & conditioning for high performance programs, nutrition, and athlete safety. The certification program consists of six courses with an option for an international study tour for qualified students.

Program of Study		
Code	Title	CEUs
CEB 671	High Performance Planning for Coaches	4
CEB 674	Testing and Evaluation in High Performance Sports	4
CER 625	Advanced Strength and Conditioning	4
CEB 668	Advanced Sport Psychology	4
CER 580	Workshop in Athlete Safety	4
CED 556	Sports Nutrition and Ergogenic Aids	4

CEB 671	High Performance Planning for Coaches	
<p>This advanced course is designed to serve as the foundation for students to progress towards becoming a National Coach who can develop, organize and communicate a High Performance Plan that will benefit their respective sport at the regional or national level. This course will discuss the primary functions of quality coaches (Set the Vision & Strategy, shape the Environment, Build Relationships, Conduct Practices & Structure Competitions, Read & React to the Field, and Learn & Reflect) from a systems analysis perspective.</p>		
CEB 674	Testing and Evaluation in High Performance Sports	
<p>Designed to develop an understanding of measurement and evaluation concepts in a high performance sports setting; application relevant to assessment in the physiological, psychomotor, cognitive and affective domains; activities include collection and computer analysis of data of athletes and teams.</p>		
CER 625	Advanced Strength and Conditioning	
<p>This is an advanced course is designed to build on a coach's skills in assessing the fundamental movements, physical literacy, speed, strength, & power of athletes. Coaches will develop their ability to design annual, seasonal, and weekly programming based on the individual needs of athletes within their specific context (sport, athlete developmental level, and structural and societal supports).</p>		

CEB 668	Advanced Sport Psychology
<p>This advanced course focuses on the ability of coaches to enhance the positive effects of human behavior in sport and exercise settings. It is designed to provide the student with experience in designing and conducting positive learning environments for athletic teams. The latest science in skill acquisition, practice design, and psychological skills training for high-performance will be the center of the course. Primary functions of coaches such as building trust and conducting effective practice session will be discussed and used in student led projects.</p>	
CER 580	Workshop in Athlete Safety
<p>This course provides the students with an overview of the essentials of injury prevention and care. It is designed to educate sport professionals, fitness professionals, and sport coaches on how to prevent, assess, and manage sport injuries through practical application. This course illustrates the roles of those in charge of athlete well-being and covers effective and practical ways to administer sports first aid. The course focuses on performance enhancement, injury care, injury prevention, and rehabilitation. Students have the opportunity to apply sports first aid skills and techniques through a practical style of learning and instructor-led demonstrations.</p>	
CED 556	Sports Nutrition and Ergogenic Aids
<p>This course covers the principles of sound nutrition as they relate to high performance athletes. With the growing focus on performance enhancing drugs, this course provides a basic understanding of the variety of substances, both natural and prohibited, used in today's world to enhance performance. Students will also learn how they work, if they really work, which are illegal and how they can be detected. Finally, the many ethical issues associated with the use of performance enhancing drugs will be discussed.</p>	

[International Mentor Coach Program](#)

Formal course work is the most efficient format for providing essential information to coaches. The research in coach education recognizes that informal interactions with experienced coaches is a key element of further development among experienced coaches. At all steps on the development pathway it is beneficial for coaches to be observed, evaluated, and led through personal reflection with a Mentor Coach. The International Mentor Coach Program is designed to train a small group of experienced coaches nominated by the National Sport Federations to fill this critical role and to build a cohort of Mentor Coaches that can provide this service throughout the nation. Due to the highly contextual nature of training Mentor Coaches, this program is developed in collaboration with, and specifically for partner National Olympic Committees or Professional Leagues.

Sports Strength & Conditioning Certification Program

If two teams were to face each other on the field of play and were equally matched in player talent and ability, the skill of the coaches, and at a neutral venue, the deciding factor as to who would be the victor would likely be the team that is best conditioned. That is why virtually every professional sport franchise and major collegiate sport program in North America has on their staff a professionally trained strength and conditioning coach. It is well understood that those teams that field well-conditioned athletes have a decided edge in competition.

The Academy's Sports Strength & Conditioning Certification (SSCC) Program prepares qualified strength and conditioning coaches to work with athletes, teams, coaches, and administrators, both to create better performing athletes and to develop a large strength and conditioning community in their own localities. The SSCC Program can also serve as a preparatory tool for other strength and conditioning certification examinations. For example, the NSCA recognizes the United States Sports Academy through their Education Recognition Program (ERP) as a school with standardized, approved strength and conditioning curricula designed to prepare students for the NSCA Certified Strength and Conditioning Specialists® (CSCS®) Exam.

The SSCC Program is composed of 9 educational courses offer a foundational knowledge of strength training, conditioning, nutrition, exercise techniques, and fitness program design; along with a tenth course designed as an integrative summary. Those students who successfully complete the ten modules of instruction become eligible to sit for a comprehensive examination. The comprehensive examination has both a written component and a practical component. For a student to become certified, they must pass both components of the comprehensive examination.

Program of Study		
Code	Title	CEUs
CSC 520	Exercise Science: Foundations of Strength Training and Conditioning	4
CSC 521	Sports Nutrition and Performance Enhancing Substances	4
CSC 522	Aerobic Endurance Exercise Training and Program Design	4
CSC 523	Resistance Exercise Technique I	4
CSC 524	Resistance Exercise Technique II	4
CSC 525	Strength Training Program Design	4

CSC 526	Program Design for Plyometrics, Speed, and Agility Training	4
CSC 527	Individual Differences for Sports and Exercise	4
CSC 528	Testing and Evaluation	4
CSC 529	Integrative Summary and Certification Exam Prep	4

CSC 520	Exercise Science: Foundations of Strength Training and Conditioning	
<p>This course addresses the scientific foundations of strength and conditioning essential for coaches to provide the best training programs for their athletes and to maximize their performance including the modern principles of adaptation, functional anatomy/kinesiology, physiology, biomechanics, motor learning, and bioenergetics. We will also explain the Testing and Training Model we have created based on each athlete’s physiologic individuality as measured serially over time in the Human Performance Lab pre- and post-training to determine individual responses and dictate training and nutrition modifications needed.</p>		
CSC 521	Sports Nutrition and Performance Enhancing Substances	
<p>In this course, we provide guidelines for how to use nutrition to maximize body composition – increasing LBM and decreasing body fat - discuss pre-, post- and during competition nutrition recommendations for various sports; discuss the pros and cons of nutritional supplements and performance enhancing substance both legal and illegal.</p>		
CSC 522	Aerobic Endurance Exercise Training and Program Design	
<p>This course discusses the general principles of program design as they apply to aerobic endurance training and a stepwise approach to designing a safe and effective training program. Improvements in aerobic endurance performance can be derived only when sound training principles are applied. In the first unit we will discuss the science behind training for aerobic endurance fitness including the interaction of the cardiovascular, pulmonary and muscle metabolic system in supplying and using oxygen. We will also look at the training variables and how to manipulate them to achieve desired results for a specific sport and athlete as well as advanced training techniques and risks of overtraining for competitive aerobic endurance athletes. Finally, we explore the acute responses of these systems to aerobic exercise as well as the chronic adaptations over time.</p>		
CSC 523	Resistance Exercise Technique I	
<p>The warmup and flexibility training are critical components of athletic performance and training for peak performance. In this course we will address: the physiological effect of a warmup and its importance for injury prevention and performance improvement, discuss factors that affect flexibility and different types of stretching techniques including static, dynamic and Proprioceptive Neuromuscular Facilitation (PNF) training and when and how to use them for peak performance.</p>		
CSC 524	Resistance Exercise Technique II	

In this course we will discuss alternative training methods such as bodyweight training, core stability and balance training, balance boards, strength ball training and sport specific modalities. All these techniques are becoming increasingly popular in the strength and conditioning arena and so require some specific guidelines to maximize safety and effectiveness. We describe the myofascia and its relationship with movement control, mobility and musculoskeletal health and the use of foam rollers for enhanced myofascial recovery.

CSC 525

Strength Training Program Design

This course will focus on the physiological adaptations from resistance/strength exercise, designing strength training programs, acute program training variable (for each session), and training and testing for local muscular endurance. We will then explore the chronic training program variables or periodization involving the manipulation of the volume and intensity of training with skill technique over time to peak for competitive performance in sport.

CSC 526

Program Design for Plyometrics, Speed, and Agility Training

This course addresses the development of speed, change of direction and agility abilities critical to performance in many sports. We will discuss the physiologic basis and mechanics of proper sprint technique, the importance of over-speed and resisted sprint training on speed development, identify drills which can improve an athlete's technique, speed, quickness, agility and reactive ability, and speed endurance.

CSC 527

Individual Differences for Sports and Exercise

In this course we discuss the gender related differences in muscle function, anatomy and physiology and their implications for females; evaluate the safety and effectiveness of strength training for young adults and children; describe the effects of aging on musculoskeletal health and trainability of the senior athlete and explain program design and adaptation differences between these three populations.

CSC 528

Testing and Evaluation

In the first part of this course, we address the preliminary testing and assessment needs of the athlete. First a preliminary health- fitness assessment is performed to ensure the safety of exercise and sport participation. Following that a needs analysis is completed to address the specific needs of the athlete for their sport – using both an analysis of their sport and the athlete biomechanically and physiologically. It is imperative that the strength and conditioning coach become adept at all aspects of testing and assessment to ensure the safety of sport participation, identify individual differences, strengths and weaknesses in order to maximize performance of each athlete. The needs analysis will evaluate the needs of each athletes' sport as well as the athlete themselves including a movement analysis, injury analysis and a physiologic analysis. We will also discuss the principles of test selection and administration as well as how to evaluate, interpret and perform selected tests.

In this final course, we bring all of this together, summarize the most important points of each section, practice testing and training techniques, create an athletic profile, review periodization and nutrition strategies, and demonstrate how to use the results of pre- and post-testing to individualize programs for each athlete to maximize their performance.



Dr. Tomi Wahlstrom (left), Academy Provost, meeting with Dr. Adriana Duque (center), Executive Director of Fulbright Colombia, and Ms. Goe Rojas Hernandez (right), Rector of Escuela Colombiana de Rehabilitación-Institución Universitaria

Sport Manager Development Program

The sports world is a multi-billion-dollar industry that continues to grow and expand at a rapid pace. As new technologies, analytics, and social media reshape the management and marketing of sports organizations, a diverse and unique skill set is essential for professionals in the industry. Keeping a sports organization strong—whether it is a professional franchise, athletic department, or governing body—requires specialized talent both on and off the field.

Behind every great athlete or sports team are dedicated professionals performing various administrative and support functions. From negotiating business deals to managing stadiums that seat thousands of

fans, the world of sport depends on competent leaders and managers to oversee the behind-the-scenes elements of competitive athletics.

The United States Sports Academy has an excellent reputation for successfully delivering sport management programs across the world. These programs have played an integral role in preparing competent sport management professionals both domestically and internationally. Understanding the need for education and training in the area of sport management, the United States Sports Academy has developed the International Certification in Sport Management (ICSM) Program that has been taught more than 100 times and has been well received around the world since 1979.

The Academy's ICSM Program presents theoretical and practical approaches to gaining the skills critical for success in the industry. Sport management is a broad and diverse field that requires competence in a variety of business and management skills. This program helps students develop their business acumen, administrative proficiency, and leadership abilities with specialized focus on sport management.

This program is composed of six educational courses and provides a comprehensive overview of the essential facets of sport management and administration. Specifically, it affords students opportunities to gain knowledge and skills in sport-related areas such as administration, program development, personnel management, international sport business, marketing, event planning, and facility/security management.

Courses focus on the development of professional, core sport management skills that are essential in all types of sport organizations. This program is ideal for those who desire a more in-depth perspective into the business, administration, and management aspects of sport. Upon completing the program, students are prepared to pursue a wide variety of careers in the sports profession, ranging from sport manager, athletic administrator, sport marketer, facility manager, operations manager, and event coordinator.

International Certification in Sports Management

Program of Study		
Code	Title	CEUs
CEM 543	Sports Administration	4
CEM 542	Sports Business and Personnel Management	4
CEM 544	Sports Marketing	4

CEM 547	International Sport Management	4
CEM 585	Sports Facilities and Security Management	4
CEM 448	Sports Event Planning	4

CEM 543	Sports Administration
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Those who manage an organization are continually confronted with the need for information and expertise to help them make difficult choices. This course surveys and prepares the prospective sport administrator for the full range of potential responsibilities in the field. It teaches the primary management duties and provides a strong background for the necessities of program development. Overall, this course is designed to provide a comprehensive introduction to administration, organization, and management principles and their applications in the broad sport setting.

CEM 542	Sports Business and Personnel Management
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This course examines the relationship of sport, business, and personnel management. The central focus of the course revolves around the functions and responsibilities of a sports business professional, also referred to as a sport manager. The course is designed to help students develop the necessary skills to become an effective sport manager. The course covers the sport manager's role in planning, organizing, and leading within a sports organization and also takes into consideration critical aspects of human resource management.

CEM 544	Sports Marketing
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This course covers the basics of sport marketing and provides foundational knowledge of the competitive world of sport. Just as athletes compete on the playing field, sport marketing professionals compete in the marketplace. The approach of those working in sport marketing has changed over the past decade with the advent of digital media. Today, a sport marketer must have an understanding of how to connect with consumers over social media platforms; targeted web and streaming content ads; and through email. Despite these changes, some elements of sport marketing, such as the need to understand the sport consumer and the sport product is rapidly evolving. This course will touch on the fundamentals, research methods, and new developments in the field of sport marketing.

CEM 547	International Sport Management
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International sport management is an emerging field of study that focuses on the organization, governance, business activities, and cross-cultural context of sport. Sport itself has become a prominent vehicle of the international exchange process, especially as many current managerial decisions are influenced by global events. This course aims to provide a global context to principles such as politics, culture, economics, ethics, monetary policies, and foreign competition. This course also examines the role and impact of sport in various regions of the world. Overall, this course is designed to develop globally competent sport managers to function effectively and appropriately in a multicultural work or event environment.

CEM 585	Sports Facilities and Security Management
<p>Sport facility management represents one of the fastest growth areas in the sport industry. There is a significant need for properly trained sport managers with strong skills in developing, managing, and maintaining sport facilities. This course focuses on the principles, guidelines, and recommendations for planning, constructing, using, and maintaining sports facilities. In addition, this course examines the concepts, principles, and methods of organizing and administering security management within the sport profession. A primary emphasis is on protection of assets, personnel, and facilities. Overall, this course provides an understanding and appreciation for the planning and management of sport facilities, while covering the application of basic principles of security management within sport settings.</p>	
CEM 448	Sports Event Planning
<p>Sport events have grown to encompass much of our free time. Because of this growth, event management is one of the most sought-after skills in the sport industry. Most of us who attend an event do so as an invitee, not fully understanding the vastness of what it takes to host an event. This course provides a comprehensive look at what it takes to produce a successful event from conception to fruition to evaluation. In addition, this course covers the administration, promotion, and marketing of events while applying these concepts to the unique aspect of sports. This course provides a fresh perspective on event management. Upon completion of this course, students will understand the competencies necessary for managing and operating sport events through theory and application.</p>	



Instructor Charles Temple takes a moment to pose with students in Shanghai, China

International Diploma in Sports Management

The Academy offers the International Diploma in Sports Management as a supplement to the International Certification in Sport Management. The diploma program builds on the six-course sequence offered at the certification level.

This program offers sports management professionals the opportunity to expand 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 they have 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 their ability to integrate both classroom and experiential components of the program.

Program of Study		
Code	Title	CEUs
CEM 551	Sports Public Relations	4
CEM 584	Sports Facility Operations and Maintenance	4
CEM 487	Introduction to Sports Security Management	4
CPT 598	Mentorship (200 hours with report)	
	Alternate Course	
CEB 571	Sports Coaching Methodology	4

CEM 551	Sports Public Relations
Sport public relations professionals serve individuals and organizations in the field by proactively seeking to build and maintain mutually beneficial relationships with key publics. Many sport organizations use public relations as a tool to establish brand awareness and identity and to promote their products and services. Others use public relations to demonstrate social responsibility. Because of these multiple functions, public relations expertise is particularly important for sport management professionals. This course is designed for those studying or working in sport management who wish to expand their knowledge of public relations practices in the sport industry.	
CEM 584	Sports Facility Operations and Maintenance
This course reviews the requirements and procedures necessary for the operation and maintenance of sports facilities. Topics include designing and planning operation and maintenance programs, controlling the flow of work, determining staffing levels and work force composition,	

estimating and managing consumable and non-consumable supplies inventory, spare parts, capital equipment expenditures and budgeting.

CEM 487

Introduction to Sports Security Management

It is essential for sport entities to provide a safe and pleasant environment for participants, spectators, and host administrators. This course examines the concepts, principles, and methods of organizing and administering security management within the sport profession. A primary emphasis is on protection of assets, personnel, and facilities. Topics related to securing information, identity theft, emergency response, staff training, policy implementation, and contingency planning are covered in the course. Students will learn the basic principles of security management and its application within sport settings.

CPT 598

Mentorship

The mentorship includes supervised work for 200 clock-hours in the field of sports management in schools, colleges, universities, businesses, or industries. Before enrolling in the mentorships all coursework must be completed

CEB 571

Sports Coaching Methodology

This advanced course is designed to serve as the foundation for students to progress towards becoming a Head Coach who can organize and communicate the Plan, Implement, Review, Adjust cycle for an entire program including multiple training groups and a staff of Lead and Assistant Coaches. This course will discuss the primary functions of quality coaches (Set the Vision & Strategy, shape the Environment, Build Relationships, Conduct Practices & Structure Competitions, Read & React to the Field, and Learn & Reflect) from a program management perspective.



Instructor Marty Floyd poses with his class on-the-ground in Bahrain

Special Programs

The Academy can create special courses and certification programs for Central Sports Organizations (CSOs), sport federations, and other organizations located in different countries. The following programs are examples that have been developed on demand by the Academy to accommodate the needs of a specific partner, but could also be replicated and/or modified at new locations for different partners should a new demand is identified. Specialized programs also carry CEU credit.

Certification in Esports Management

Program of Study		
Code	Title	CEUs
CET 570	Esports: A Global Phenomenon	4
CET 571	Esports Coaching Methodology	4
CET 572	Esports Administration	4
CET 573	Esports Facilities and Event Management	4

CET 570	Esports: A Global Phenomenon
<p>The International Olympic Committee (IOC) and the Global Association of International Sports Federation (GAISF) have created the Esports Liaison Group to further the communication and collaboration between the Olympic Movement and esports and gaming stakeholders. The inclusion of esports in the Southeast Asian Games is evidence of the growing engagement between esports and traditional sports. This course is designed to introduce students to the concept of esports, the unique elements of competitive gaming, and the variety of roles coaches and management professionals can play in the fast-growing industry.</p>	
CET 571	Esports Coaching Methodology
<p>Becoming a quality coach requires the development of proficiency across a number of functional areas. Developing into a coach that can oversee a comprehensive esports program requires a systematic integration of academic study and front-line coaching experience. This course is designed to provide that systematic process of incorporating practical esports coaching experience with formal educational course material. Students will examine the six primary functions of a quality coach (Set the Vision, Shape the Environment, Build Relationships, Conduct Practices and Structure Competition, Read & React to the Field, and Learn & Reflect) from the perspective of their specific esports context (game title, developmental level of athletes, structural and social supports). Students will develop their personal Envision (Plan), Enact (Implement), Evaluate (Review), and Enhance.</p>	

CET 572	Esports Administration
<p>This course is designed to introduce administrative and managerial concepts to esports coaches and administrators. These concepts are integral to the successful development of an esports program. Information concerning the practical application of business models and theories pertaining competitive gaming will be presented. Business techniques associated with personnel development and program growth will also be examined. Overall, this course is designed to cover administration, organization, and management principles applicable to the development and growth of an esports program.</p>	
CET 573	Esports Facilities and Event Management
<p>This course provides a comprehensive look at what it takes to produce a successful esports event from conception to fruition to evaluation. Students will learn the principles of planning, marketing, producing, and evaluating events and facilities, while applying these concepts to the unique aspects of esports. Design and operations of both practice and competition venues will be explored. This course also examines technology requirements needed for esports practices and competitions, in addition to exploring the concepts and methods of organizing security management for events. Upon completion of this course, students will understand the competencies necessary for managing and operating eSport practices, competitions, and events.</p>	



A group of sport coaching students try their hand at esports strategizing during a study tour in the United States

International Diploma in Physical Education and Sports Coaching

For many countries, the introduction to sports comes through physical education. The International Diploma in Physical Education and Sports Coaching (IDPESC) prepares individuals to coach both school-based athletics and organized sport.

This program offers sports professionals the opportunity to expand their knowledge in the coaching and physical education disciplines. The IDPESC combines both classroom theory and a practical experiential component in which the student is asked to apply what they have 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 their ability to integrate both classroom and experiential components of the program.

Program of Study		
Code	Title	CEUs
CED 520	Sports First Aid	4
CED 556	Sports Nutrition and Ergogenic Aids	4
CEE 521	Principles of Fitness and Health	4
CEE 523	Seminar in Sports and Physical Education	4
CEE 524	Games Approach to Teaching Physical Education and Sports	4
CEE 525	Physical Fitness and Conditioning	4
CEE 526	Physical Fitness Testing, Evaluation and Reporting	4
CEE 568	Psychology of Physical Performance	4
CEE 571	Physical Education and Sports Coaching Methodology	4
CEE 583	Physical Education Facilities and Sports Event Management	4
CPT 598	Mentorship (200 hours with Report)	

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 "first responder" for his or her athletes		
CED 556	Sports Nutrition and Ergogenic Aids	
This course covers the principles of sound nutrition as they relate to the athlete as well as to the average individual in society. In addition, the course covers the physiological aspects of how nutrition affects the body in terms of overall optimal health. With the growing focus on		

performance enhancing drugs, this course provides a basic understanding of the variety of substances used in today's world to enhance performance. Students will also learn how they work, if they really work, which are illegal and how they can be detected. Finally, the many ethical issues associated with the use of performance enhancing drugs will be discussed.	
CEE 521	Aerobic Endurance Exercise Training and Program Design
The importance of physical activity in the enhancement of performance, quality of live 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 523	Seminar in Sports and Physical Education
This course examines the wider scope of what physical education is and how teachers can help students become more attuned with their role in developing personal and social responsibility. Upon completion of this course physical education teachers will have strategies and ideas to not only teach physical education but to also engage students in activities that build personal and social responsibility.	
CEE 524	Games Approach to Teaching Physical Education and Sports
This course presents an innovative approach to sport education as it emphasizes the power of play in creating challenging learning situations	
CEE 525	Physical Fitness and Conditioning
This is a course designed to study the fundamental principles of training and nutrition associated with the disciplines of physical education, sport, and exercise. The course is intended to develop students' knowledge and understanding of the anatomical and physiological systems within the human body. Physical educators can use sport conditioning, strength training, and an awareness of fitness and nutrition programs in order to enhance individual and team performance in physical activities, such as sports. This knowledge should translate into the ability to design and implement various types of physical education and sport conditioning programs.	
CEE 526	Physical Fitness Testing, Evaluation and Report
This course will focus on the measurement techniques used to test physical performance. You will learn to develop skills that can be used to interpret basic statistics and be able to select and administer physical performance tests. In addition, you will learn how to perform the International Physical Performance Test and interpret the results.	
CEE 658	Psychology of Physical Performance
This course involves the study of human psychological behavior and its influence in sport and exercise settings, including physical education environments. It is designed to provide the student with the information gleaned from research in the field of sport and exercise	

psychology as well as practical knowledge to become a more effective physical education teacher, athletic coach, fitness instructor or athlete.

CEE 571	Physical Education and Sports Coaching Methodology
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This course is designed to help teachers understand concepts associated with physical education and athletic coaching. Teaching and coaching are professions that require practice, study, and perhaps most importantly, a love of physical activity, sports, and working with people. Obviously, this course will only focus on the study of teaching/coaching, which includes, but is not limited to, techniques, philosophy, traits, communication, skill development, and leadership. The actual practice of teaching/coaching is the responsibility of the teacher. If you are involved with the teaching or coaching profession, the love of physical activity, sports, and working with people is probably already firmly established.

CEE 583	Physical Education Facilities and Sports Event Management
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This course involves the study of the principles, guidelines, and recommendations for planning, constructing, using, and maintaining indoor and outdoor sports, physical education, recreation, and fitness facilities (i.e., athletic facilities)

CPT 598	Mentorship
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Instructors Bryan Johnson and Dr. Philip Capps pose with IDPESC students in Malaysia.

International Certificate in Adaptive Sports

The Academy's International Certificate in Adaptive Sports began in Bahrain in 2018 to address the needs of coaches and physical education teachers working with parasport athletes and other special populations.

The ICAS curriculum provides students with a theoretical base for teaching sport and skill with a practical application for adaptive sport. Courses in sport coaching, strength & conditioning, and sports psychology have all been written to address the needs of athletes with differing abilities.

Program of Study		
Code	Title	CEUs
CEB 571	Sports Coaching Methodology	4
CEB 573	Adaptive Sports Coaching	4
CER 524	Strength & Conditioning for Special Populations	4
CEB 567	Sports Psychology for Special Populations	4

CEB 571	Sports Coaching Methodology
This course is a study in the development of a theoretical base for teaching sport and sport skill with a practical application for adaptive sport. The course includes the development of an athlete-centered coaching philosophy with an emphasis on ethics in coaching, establishing a successful coaching style, and developing a positive team culture. A review of the impact of contemporary trends and issues in sports coaching is included.	
CEB 573	Adaptive Sports Coaching
This course is designed to provide sports coaches with the knowledge and skills necessary to successfully address the unique aspects of coaching disability and Paralympic sport. In addition to an introduction to the spectrum of sports and the role of classification systems within the parasport movement, a special emphasis is placed on the capabilities, rather than disabilities, of these special populations.	
CER 524	Strength & Conditioning for Special Populations
This course is designed to study the fundamental principles of training and nutrition for sports. The course is intended to develop the student's knowledge and understanding of the anatomical and physiological systems within the human body. The course will cover both the commonalities and differences in planning sports conditioning programs for athletes with disabilities.	
CEB 567	Sports Psychology for Special Populations
This course is a study of the motivational phenomena that affect the performance and mental health of individual athletes and teams. The unique aspects of teaching the mental skills of	

concentration, relaxation, and visualization with athletes across the spectrum of disability sports will be discussed.



Students in the ICAS Program take part in a game of wheelchair basketball