

CATALOG

UNITED STATES SPORTS ACADEMY



2023-2024

UNDERGRADUATE

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1 GENERAL POLICIES AND INFORMATION

1.1 Communicating with USSA

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

United States Sports Academy
One Academy Drive
Daphne, Alabama 36526-7055

Telephone: 251-626-3303, 1-800-223-2668 (Admissions only)
Fax: 251-625-1035 (Student Services)
Email: academy@ussa.edu
Website: <http://www.ussa.edu>

1.2 Accreditation

The United States Sports Academy is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctoral degrees. The United States Sports Academy also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of the United States Sports Academy may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling [404-679-4500](tel:404-679-4500), or by using information available on [SACSCOC's website \(www.sacscoc.org\)](http://www.sacscoc.org).

The United States Sports Academy's sports management baccalaureate, master's, and doctoral degree programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP), which accredits educational programs around the world that focus on teaching excellence in business. For questions about the accreditation of USSA, contact the ACBSP at 11520 West 119th Street, Overland Park, Kansas 66213 USA, or call 1-913-339-9356.

The Bachelor of Sports Science Sports Coaching program has received Level 3 accreditation status from the National Committee for Accreditation of Coaching Education (NCACE). For questions about the accreditation of USSA, contact the United State Center for Coaching Excellence at 364 Patteson Drive #272, Morgantown, West Virginia 26505 USA.

1.3 Alabama State Licensure and Certification

USSA is exempt from licensure by the State of Alabama Department of Postsecondary Education to grant the Bachelor of Sports Science (B.S.S.), Master of Sports Science (M.S.S.), and Doctor of Education (Ed.D.) degrees. Students seeking teaching certification should contact their local school district administration and State Department of Education.

1.4 Equal Opportunity Statement

USSA accepts students regardless of race, color, sex, national origin, religion, age, disability, or genetic information.

1.5 Military Programs

USSA is currently affiliated with the Defense Activity for Non-Traditional Education Support (DANTES) distance-learning program. Members of the Armed Forces may use the Service's Tuition Assistance Program to pursue distance-learning opportunities with USSA.

USSA is a participant in the Concurrent Admissions Program (ConAP), a partnership with the Army Recruiting Command.

USSA is approved by the Alabama State Approving Agency (SAA) to offer VA Educational Benefits (GI Bill®) to eligible individuals enrolled in approved programs and is a participant in the Post 9/11 GI Bill (Chapter 33) and the Yellow Ribbon Program.

USSA's academic programs are designed with flexibility to accommodate the special needs of military service members, and the institution provides tuition discounts to active-duty military. Service members should visit their Education Centers or Navy College Virtual Education Center (NCVEC) for information about current tuition assistance policy and procedures.

1.6 History

USSA celebrated its 50th anniversary in the academic year 2021-2022. USSA is the oldest and the only accredited sports university in the United States.

USSA 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. One of these events 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; untrained coaches hurt their athletes. Concurrently, the sub-par performance of the 1972 United States Olympic Team in Munich highlighted the need for a new approach to the profession. Combined, the two events became the impetus that launched USSA's formation.

During USSA'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 USSA's first Board of Advisors (currently the Board of Visitors) who continue to advise and evaluate the efforts of the institution in its mission to this day.

Encouraged by his peers in NACDA to go forward, Dr. Rosandich worked with a small group of professionals in Milwaukee. Together they developed the initial mission statement, academic programs, curriculum, and institutional goals. In 1976, USSA relocated from Wisconsin and became affiliated with the University of South Alabama. This affiliation continued until the early 1980s when USSA outgrew the University's ability to comfortably accommodate the institution. USSA moved into its present, permanent campus in Daphne, Alabama in 1986.

From its inception, USSA has focused on developing sport-specific courses and employing a combination of educational delivery modes. These include distance education for degree coursework, a unique internship

program, and a wide array of post-secondary, non-degree, and continuing education programs.

In 1976, USSA secured its first major international agreement to deliver educational and training programs in the Kingdom of Bahrain, an island nation in the Middle East. USSA developed the Bahrain Sport Institute, which was modeled after USSA and through which USSA provided the full-charge development of their national sports effort. To this day, USSA continues to work in Bahrain, as well as other countries in the Middle East. In addition to this effort, USSA worked to develop service programs locally, nationally, and internationally. Since it was founded, USSA has extended its educational and cultural exchange programs to more than 65 nations around the world. USSA currently has ongoing programs in Europe, South Asia, Southeast Asia, Northeast Asia, and Latin America.

One of the keys to USSA's ability to deliver its international and post-secondary, non-degree programs is its national faculty. This group numbers more than 100 distinguished educators from diverse areas of sports, who specialize in one or more of USSA's areas of concentration: Exercise Science, Sports Coaching, Sports Management, and Sports Studies. These national faculty members are also a resource for USSA's internship program, which provides students with the opportunity to embark on experiential education with proven experts in their discipline of study.

USSA became a candidate for membership in the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in 1981. In 1983, USSA received accreditation to award the M.S.S. degree, making it the first and only graduate school dedicated solely to studies in sports. USSA went on to develop an Ed.D. degree in Sports Management that was accredited in 1996. Concurrently, USSA's distance education program was reviewed and approved. In 2004, USSA went through the substantive change process when its upper division (junior and senior years) BSS degree program was reviewed and accredited. In 2020, USSA added the lower division (freshman and sophomore years) to the B.S.S. program. For the first time in its 49-year history, USSA admitted freshmen students in Spring 2021. Ever since it was first accredited, USSA has maintained its accreditation in good standing through reaffirmation processes with its last decennial review in 2018.

Besides the institutional accreditation conferred upon USSA by SACSCOC, USSA has also added programmatic accreditations. The National Committee for Accreditation of Coaching Education (NCACE) reviewed and accredited the B.S.S. Sports Coaching degree program in March 2020. The Accreditation Council for Business Schools and Programs (ACBSP) accredited USSA's Sports Management programs at all degree levels in April 2021. Additionally, the National Strength and Conditioning Association (NSCA) has recognized USSA's B.S.S. in Sports Strength and Conditioning as part of their Education Recognition Program (ERP).

Because art has traditionally been a feature of the Olympics in both the ancient and modern games, it was fitting that USSA combines sport and art in keeping with this tradition. In 1984, Dr. Thomas P. Rosandich introduced USSA's Awards of Sport, which recognizes the indelible cultural connection between sport and art. This promotional event gained momentum and when USSA 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 USSA 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 USSA's students and the public. In addition, the art gallery features periodic showings of renowned sports artists.

USSA provides further service to the sports world through its many publications, both in traditional print and online delivery. *The Academy* is a full-color, semi-annual print publication with a readership around 10,000 that features news and events pertaining to the institution, its programs, and its constituents. USSA also regularly posts on our blog *The Sport Digest*, which is dedicated to covering contemporary issues in sport. In

addition to these publications, we have *The Sport Update* and *Alumni Network*, which are monthly email newsletters distributed around the globe. All publications are designed to provide current information on a variety of topics for the sport profession, including contributions to the field by USSA and our graduates.

Additionally, USSA has published an electronic, peer-reviewed scientific journal addressing current issues in sport, published with the goal of advancing sport knowledge through research and expertise called *The Sport Journal* for the past 25 years. *The Sport Journal* seeks to provide readers with scholarly publications comprising advances in all areas of sport. Published articles include both detailed scientific methods and guided conclusions geared towards sports professionals, allowing for immediate application in the field. The open-access, peer-reviewed journal receives 1 million views annually on its online platform.

USSA will begin intercollegiate sports in the Fall of 2023 as club teams. This connects the history, mission, and vision of the university with principle and practice. Adding the excitement of sports competition and participation brings USSA full circle in the preparation of students for work in their chosen profession.

1.7 Mission Statement

The United States Sports Academy is an independent, non-profit, accredited 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 using modern technologies and traditional teaching methodologies.

1.7.1 Athletic Mission Statement

The United States Sports Academy's athletics mission is to create opportunities for all student athletes to develop their athletic talents through professional instruction, interactions with teammates and competitors and lessons learned through practice and play. The rigorous athletic competition complements our rigorous curriculum and benefits the whole person as they learn, grow, and develop within the context of human development. It is our mission to offer a wide range of athletic experiences and high-quality programs, which encourage and facilitate athletic participation, physical fitness, health and well-being through physical and mental exercises. We offer diverse opportunities that build character, foster collaboration, teach work ethic, instill a championship mindset, and prepare students to succeed in all facets of life through co-curricular competition. We will intersect the legacy of all USSA graduates with the future leaders of our sports society through intercollegiate athletic competition.

1.8 The Philosophy of USSA

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

USSA 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 coursework and incorporating several delivery alternatives, including distance learning. USSA also offers continuing education to upgrade the skills of practitioners in the U.S. and abroad. Finally, USSA believes that scholarly activity is an essential component of graduate education, and it encourages faculty members and students to conduct research.

USSA, as a dynamic university, is always reviewing and expanding its curriculum. Adding new minor programs, researching, and designing new pathways as well as seeking new and exciting degree opportunities for its student base.

1.9 Goals of the Undergraduate (Baccalaureate) Degree Program – Bachelor of Sports Science

USSA has identified general education goals to prepare students for upper-division coursework in each of its four majors. In support of USSA's mission, the goals and objectives are to prepare educated individuals who can meet the following program goals in their chosen major.

1.9.1 Bachelor of Sports Science in Sports Coaching Goals

1. Apply critical and independent thinking to real world issues facing coaches in today's world
2. Demonstrate the ability to clearly articulate ideas in writing
3. Demonstrate problem solving capabilities through an expanded vision of the coaching profession
4. Analyze and illustrate with conviction issues of significance in the coaching discipline
5. Identify ethical principles applied in the world of coaching and how they relate to life
6. Synthesize learned theories and relate those theories in day-to-day coaching
7. Evaluate issues and trends pertaining to the world of coaching

1.9.2 Bachelor of Sports Science in Sport Management Goals

1. Apply critical and independent thinking to real world issues facing sports management professionals in today's world
2. Demonstrate the ability to clearly articulate ideas in writing
3. Demonstrate problem solving capabilities through an expanded vision of the requirements of the sports management professional
4. Analyze and illustrate with conviction issues of significance in the sports management discipline
5. Identify ethical principles applied in the world of sports management and how they relate to life
6. Synthesize learned theories and relate those theories in day-to-day management of sports organizations at all levels
7. Evaluate issues and trends pertaining to the world of sports management

1.9.3 Bachelor of Sports Science in Sport Studies Goals

1. Apply critical and independent thinking to real world issues in sports
2. Demonstrate the ability to clearly articulate ideas in writing
3. Demonstrate problem solving capabilities through an expanded vision of the variety of positions in the sports profession
4. Analyze and illustrate with conviction issues of significance facing the sports professional
5. Identify ethical principles applied in the world of sports and how they relate to life
6. Synthesize learned theories and relate those theories to the profession of sports
7. Evaluate issues and trends pertaining to the world of sports across all disciplines

1.9.4 Bachelor of Sports Science in Sports Strength & Conditioning Goals

1. Apply critical and independent thinking to real world issues facing sports strength & conditioning professionals
2. Demonstrate the ability to clearly articulate ideas in writing
3. Demonstrate problem solving capabilities through an expanded vision of the many strength & conditioning disciplines
4. Analyze and illustrate with conviction issues of significance in the strength & conditioning profession
5. Identify ethical principles applied in the world of strength & conditioning and how they relate to life
6. Synthesize learned theories and relate those theories in the day-to-day duties of the strength & conditioning professional
7. Evaluate issues and trends pertaining to the world of strength & conditioning

The faculty and staff of USSA provide the necessary tools for students to accomplish the goals listed above by:

- Demonstrating the appropriate skill sets to work in the profession of sport at various levels of sport from amateur through professional
- Applying theoretical information and putting that information into practice within sport disciplines
- Providing materials necessary for students to gain the knowledge, skills, and practical abilities to succeed in the discipline of the sport major being studied
- Increasing computer literacy by utilizing current computer technology and applications across the curriculum to develop research skills and computer literacy for academic settings, workforce development, and lifelong learning
- Increasing students' awareness of the need for a personal philosophy and the importance of ethical principles related to their chosen professions and life in general
- Providing practical experiences in areas of sport discipline in which the student can fully test the knowledge and skills required in real life experiences under qualified mentors

1.10 Expectations of Students

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

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

1.11 Academic Integrity Statement

Sport requires all participants to agree to the goal of the game. They must also agree to the rules that define how the goal can be achieved. The goals for sports can be described simply: put the ball in the hole (golf), cross the finish line first (track, skiing, cycling), or strike your opponent more than they strike you (boxing, fencing). These goals become sports only when an agreed upon set of rules is established and followed. When a participant decides to focus only on the outcome and, in the process, violates the rules, they are no longer playing the sport.

The integrity of the agreement among all who play is essential. The goals for academic courses might also be

defined in simple terms: turn in a well-written paper, answer exam questions correctly, and master a concept. Just like in sports, students must agree to abide by the rules and expectations of USSA in order to stay in the game. Academic integrity means honoring the learning process by being knowledgeable of the rules for each assignment, submitting your own work, and properly attributing the work of others when appropriate.

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 USSA. 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 your own
- 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.

USSA, in its new student orientation courses, academic success course, and through the writing support resources offered via the library, offers students a variety of instruction and support on topics including academic integrity, APA formatting, and avoiding plagiarism.

All student assignments are automatically submitted to TurnItIn Feedback Software to review potential academic honesty issues, which may include plagiarism as well as the use of unauthorized digital assistive tools. All USSA instructors consider the TurnItIn reports during the grading process.

1.12 Freedom of Speech Policy

USSA is a community of scholars and professional staff. As such, the institution values and embraces diverse points of view. As an independent institution of higher learning, USSA does not endorse or support any specific viewpoint and respects the right of everyone's free speech. While USSA is mindful of individual rights, the institution also reserves the right to control the expression of viewpoints when they become disruptive to USSA's community standards, policies, and organizational ethics.

1.13 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 USSA. The provisions of this catalog do not constitute a contract between any student and USSA.

The catalog that will govern a student's enrollment for a plan of study will be the one in force on the date of the first enrollment in any credit-bearing course of the institution. All students should note that fees, charges, costs, courses, programs, and activities set forth in this catalog are subject to change, cancellation, or termination by the institution at any time without prior notice, and the student will be subject to policies and procedures from the most recent version of the catalog.

As such, USSA 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, which may affect students through their educational journey.

As a private institution, USSA 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 USSA itself, discontinue affiliation. By registering, the student concedes to USSA the right to require withdrawal whenever USSA deems withdrawal necessary.

1.14 Location

USSA's campus is located in Daphne, Alabama, on the beautiful Eastern Shore of historic Mobile Bay.

1.15 Memberships and Affiliations

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

- Accreditation Council for Business Schools and Programs (ACBSP)
- 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 Museums Association (AMA)
- Alabama State Association for Health, Physical Education, Recreation, and Dance (ASAHPERD)
- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- American College of Sports Medicine (ACSM)
- American Library Association (ALA)
- American Association of Geographers (AAG)
- American Youth Football
- Association for Education and Communications Technology (AECT)
- Association of Applied Sports Psychology (AASP)
- Business Council of Alabama
- Colleges & Universities Professional Association for Human Resources (CUPA-HR)
- Commission on Sport Management Education (COSMA)
- Council on Higher Education Accreditation (CHEA)

- Defense Activity for Non-Traditional Education Support (DANTES)
- Delta Mu Delta
- Department of Veterans Affairs Yellow Ribbon Program
- Eastern Shore Chamber of Commerce
- European College of Sport Science
- Federation Internationale Cinema Television Sportifs (FICTS)
- Fédération Internationale Sport pour Tous (FISpT)
- Global Sport Business Association (GSBA)
- International Association for the Philosophy of Sport (IAPS)
- International Council for Health, Physical Education, Recreation, Sport, and Dance (ICHPER-SD)
- International Council of Sports Science & Physical Education (ICSSPE)
- International Council for Coaching Excellence (ICCE)
- International Sports Heritage Association (ISHA)
- International Society for Performance Improvement (ISPI)
- Leisure Studies Association
- National Association of Collegiate Directors of Athletics (NACDA)
- National Athletic Trainers Association (NATA)
- National Association of Student Financial Aid Administrators (NASFAA)
- National Collegiate Virtual Sports Association
- National Committee on Accreditation of Coaching Education (NCACE)
- National Council for State Authorization Reciprocity Agreement (NC-SARA)
- National Federation of State High School Associations (NFHS)
- National Interscholastic Athletic Administrators Association (NIAAA)
- National Recreation and Park Association
- National Society for Human Resource Managers (SHRM)
- National Society of Experiential Education
- National Strength and Conditioning Association (NSCA)
- National Student Clearinghouse
- Network of Alabama Academic Libraries (NAAL)
- North American Society for Sport Management (NASSM)
- Online Computer Library Center (OCLC)
- Phi Kappa Phi
- Phi Theta Kappa
- Positive Coaching Alliance (PCA)
- Sigma Beta Delta
- Society for Collegiate Leadership Achievement (SCLA)
- Society of Health & Physical Educators (SHAPE America)
- South Carolina High School Coaches Association
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Southern Association of Student Financial Aid Administrators (SASFAA)
- Southeastern Division of the Association of American Geographers (SEDAAG)
- Sports Lawyers Association
- Study Alabama: A Consortium for Global Engagement and Economic Development (SA/CGEED)
- The Global Community for Academic Advising (NACADA)
- U.S. Track and Field and Cross-Country Coaches Association (USTFCCCA)
- United Soccer Coaches
- United States Center for Coaching Excellence (USCCE)

- United States Distance Learning Association (USDLA)
- USA Climbing (USA-C)
- USA Swimming (USA-S)
- USA Track & Field (USATF)
- Visit Mobile
- Women's Studies Association
- Women Leaders in College Sports
- Yoga Alliance (YA)

1.16 The Robert Block Library

The Robert Block Library supports the mission of USSA by creating an environment where students, faculty, and staff have access to academic and sports-specific learning resources and services. The Director of the Library, a professionally trained librarian with an ALA accredited degree, serves as an educational partner in the integration of information literacy into the curriculum and provides direct support and research assistance to students and faculty.

All resources and collections, physical and virtual, are available to students via the library's webpage or through USSA's Learning Management System (LMS). In addition to the library's physical and virtual collections, USSA 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. For more information about the library and its resources or for assistance, please email library@ussa.edu.

1.16.1 Library Resources

The Robert Block Library, serving students on campus and at a distance, holds a collection that contains a variety of electronic formats including books, journals, newspapers and more. Access to online resources is available 24/7. The main collection of the library is a special collection of resources in various formats to support USSA's programs in sport. The Robert Block Library is staffed with professional librarians available to assist students with each step of their research journey.

To better assist students, library instruction is offered by phone, email, in-person, and by research appointments provided during normal business hours.

1.17 Student of the Month (SOTM)

Student of the Month (SOTM) candidates are nominated based on academic, professional performance, or other achievements. The SOTM is selected by an impartial committee of USSA faculty/staff members. SOTM recipients are interviewed, featured on USSA's social media accounts and newsletters, and receive a certificate in recognition of their selection as SOTM.

2 ACADEMIC CALENDAR – B.S.S.

See the **Academic Calendar** posted on USSA’s website for dates relevant to the following:

- Registration dates
- Payment deadlines
- Course start and end dates
- Course drop/add dates
- Observed holidays

3 ADMISSIONS – B.S.S.

USSA’s Bachelor of Sports Science (B.S.S.) degree program is open to any student who holds a high school diploma or General Equivalency Diploma (GED). The B.S.S. degree features majors in Sports Coaching, Sports Management, Sports Strength & Conditioning, and Sports Studies. The bachelor’s degree program is offered online and on campus at USSA.

3.1 General Admission

USSA welcomes applications from all individuals whose preparations and abilities give them a reasonable chance of success in its programs. Admission recognizes both the university's commitment to excellence and its role as a special focus mission institution. USSA does not discriminate regardless of race, color, sex, national origin, religion, age, disability, or genetic information. These provisions also apply to disabled individuals pursuant to current federal and state regulations subject to reasonable standards of admission and employment.

All USSA students, regardless of status, who have not been enrolled in a degree credit-bearing course or activity for more than two consecutive terms, may be required to complete the Re-Enrollment or Re-Admittance Procedures as stated in **Section 8** of this catalog.

3.1.1 Admission Requirements for Undergraduate Programs – B.S.S.

Applicants who have not previously attended any institutionally accredited post-secondary institution will be considered first-time college students. The admissions process is as follows:

1. Complete the bachelor’s degree application. The application can be found at www.ussa.edu.
2. Request official copies of high school, military, and college transcripts be sent to USSA’s Admissions Office. Minimum 2.0 GPA required.
 - a. If official transcripts are in a language other than English, the prospective student must also send certified English translations.
3. Submit a personal statement between 300-400 words in length that describes the motivations or reasons for pursuing a B.S.S. degree program at USSA.
 - a. Prospective students must upload the personal statement as a Word document.
4. Official ACT or SAT scores may be sent to USSA’s Admissions Office, but they are not required.
 - a. If submitted, test scores will be reviewed as a demonstration of the student’s academic preparation.

- b. USSA uses superscores for both SAT and ACT. For the SAT, USSA considers the highest section scores across all test attempts submitted. For the ACT, the four best subject scores from all submitted test attempts are averaged to reach the highest score.
5. Copy of a government-issued photo ID (driver's license or passport).

3.1.2 International Student Admission to the B.S.S. Program

In addition to the applicable domestic requirements, an international applicant seeking full-standing admission to the undergraduate programs must provide the following to the USSA Admissions Office within one year from the date of submission of the application and fee:

1. A completed Application for the intended program of study: **Bachelor's Degree Study (International)**. The application fee must be submitted with the application when applicable. The fee is non-refundable.
2. A copy of a valid passport or government-issued photo ID (for all students) and a copy of a valid passport and proper visa (for prospective residential students only).
3. An official, certified copy (English translation) of all high school, military, and college transcripts. Students who have obtained previous education in a country other than the U.S. or Canada must have certified English translations of foreign school transcripts reviewed by a member of the National Association of Credential Evaluation Services, www.naces.org/members, in a course-by-course evaluation.

Once an international student has been officially admitted, USSA expressly reserves the right to mandate English as a second language (ESL) instruction until reasonable mastery of the English language has been attained.

A satisfactory score on the Test of English as a Foreign Language (TOEFL) in an Internet-based format (minimum 79), or paper-based format (minimum 550), or a satisfactory score on the International English Language Testing System (IELTS) in the academic module (minimum overall band score of 6).

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

Applicants who do not satisfy the required minimum GPA stated will be referred to the Admissions Committee. The Committee may require additional documentation, including test scores (e.g., GRE, MAT, or GMAT taken within the past five years).

3.1.2.1 International Applicants: Prospective Residential Students

In addition to the above requirements, prospective international students who intend to reside in and study in the United States must satisfy these requirements:

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

For more details on these requirements, see **Section 3.2 Issuance of a Certificate of Eligibility**.

3.1.3 Full-Standing and Conditional Admission Status for B.S.S. Students

Full-Standing Admission: An applicant meeting all admission requirements is granted full-standing admission. For degree-seeking, first-time college students, applicants must have either an official transcript from the high school attended or an official GED Certificate on file.

Conditional Admission: An applicant who does not meet all admission requirements may be granted conditional admission.

3.1.4 Conditional Academic Admission Status for B.S.S.

The applicant may be accepted as a conditional academic student if:

- The applicant has a cumulative transfer GPA of less than 2.0 **or**
- The applicant will be using credits that were obtained from a school that does not hold regional accreditation.

Conditional academic students must complete their first 12 semester hours of coursework with a minimum GPA of at least 2.0 to continue with the program.

3.1.5 Non-Degree Seeking Admission Status – B.S.S.

A non-degree seeking student is an applicant who wants to enroll in a course and holds at least a secondary school diploma or GED but has not applied for admission to the bachelor's degree program. A non-degree seeking student taking B.S.S. courses is allowed to take 200-400 level courses for transfer or for similar interests but is not admitted as a degree-seeking student.

A non-degree seeking student is not eligible to enroll in an internship and cannot transfer into degree-seeking status without successfully completing the full application process with all fees associated with the regular admission process.

Applicants for non-degree seeking admission must submit the following for enrollment:

1. A completed bachelor's degree application accompanied by the non-refundable application fee when applicable.
2. An official copy of secondary-school transcripts showing completion of a high school diploma or its equivalency, or college transcripts from institutionally accredited institutions, indicating successful completion of at least one course.

If a non-degree seeking student fails to enroll within two consecutive terms after course completion, the student must reapply to the program. Financial aid is not available to non-degree seeking students.

If a non-degree seeking student applies to become a degree-seeking student, all deferred fees associated with regular admission to USSA will become due and payable at the time status is changed and required admissions documents must be submitted.

3.1.6 Transient Student Status – B.S.S.

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

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

3.1.7 Concurrent Enrollment – B.S.S.

Concurrent enrollment status is a special category given to a student enrolled at two institutions simultaneously. The following conditions apply:

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

3.1.8 Undergraduate Classifications

Undergraduate students will be classified according to the semester hours earned as follows:

1. **Freshman:** 0-29 semester hours
2. **Sophomore:** 30-59 semester hours
3. **Junior:** 60-89 semester hours
4. **Senior:** 90 or more semester hours

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

International students studying in their own countries do not need to apply for an I-20. The issuance of a Certificate of Eligibility (Form I-20) is offered for non-immigrant students accepted into enrollment only at USSA discretion and only when opportunities are available. While an international student can complete the entire degree online without having to travel to the United States, those students seeking residential study must submit the following to Student Services for issuance of a Certificate of Eligibility (Form I-20), which is issued to accepted degree-seeking students only:

1. Documentary evidence, in the form of a letter from a bank, a sponsoring government agency, a sponsoring company, or acceptable third-party source, stating the amount of financial resources available and/or the amount guaranteed to be provided for transportation and normal living expenses for the period of time to be spent in the United States.
2. Payment of the SEVIS fee for non-immigrant students and visitor exchange. Visit www.fmjfee.com for information. The SEVIS fee is a U.S. government assessment to defray the cost of a background check for entry into the United States.

3. International students who intend to pursue degrees entirely by distance learning may pay tuition on a course-by-course basis. In this instance, the financial capability documentation will not be required.

The Certificate of Eligibility (Form I-20) is issued for 48-month period for bachelor's students, 24-month period for master's students, and 72-month period for doctoral students. International students who have been enrolled on a full-time basis with a satisfactory grade point average for a period of one year may be eligible to have their I-20 forms renewed for a subsequent period.

3.3 International Students – Employment

International students at USSA who are on an F-1 visa are not allowed to work off campus. In some circumstances, international students may work on the campus, but these situations are rare and only available at USSA's discretion. There are also exceptions for students when they are approved to perform optional practical training (OPT). A student must perform OPT in an area directly related to the major study.

Additional information is covered during resident student orientation when opportunities are available and can be provided by speaking with the Designated School Official (DSO).

3.4 Social Security Number Disclosure

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

3.5 Transfer Credit Acceptance

Any applicant to one of USSA's degree programs is eligible to transfer equivalent degree level courses from other colleges or universities.

The maximum number of transfer credits allowed are:

- Up to 90 semester hours of transferable credit
- 31 semester hours of general education component (GEC)
- 29-30 semester hours of electives, depending on program of study
- Up to 30 semester hours of sports related courses

The general education requirements consist of the following:

- 15 semester hours of Foundational and Intellectual Skills
 - 6 semester hours of Core Communication
 - 6 semester hours of Analytical Reasoning
 - 3 semester hours of Cultural Understanding
- 16 semester hours of Intellectual Breadth and Adaptiveness
 - 7 semester hours of Life and Physical Sciences, including a lab
 - 3 semester hours of Arts and Humanities
 - 6 semester hours of Social Behavioral Sciences

A cumulative 2.0 GPA must be achieved for all college coursework accepted. All such requests are subject to review and approval as outlined in the following section.

3.5.1. Specific Transfer Policies

The Admissions Office will evaluate all credits to determine the number transferrable to the United States Sports Academy. Credits transferable to the University may or may not be applicable, in whole or in part, to a specific program. Such transferred credit will be applied, after evaluation to the specific program of the student. Courses, from all institutionally accredited colleges and universities for lower-division general education or general elective courses and for upper-division courses that meet transfer criteria and are equivalent to courses in USSA's curriculum, will be accepted. Degree seeking students must earn a minimum of 30 semester hours from USSA.

No more than a combined total of 25% of the total credits required for the degree will be allowed for credit received through the College Level Examination Program (CLEP), Advance Placement Program (AP), credit by examination, correspondence courses, military service school courses, and other approved non-collegiate-sponsored programs as recommended by the American Council on Education.

Only one half of the credit hours required for a degree may be transferred from a community college and other non-traditional institutions. While the total number of transfer hours will appear on the transcript, the academic department offering the major will determine how they may apply to the degree.

A transfer student from an institution not accredited by the appropriate regional association may request an evaluation of transfer credits from the student's academic dean after completing one year of work at USSA. Students must provide syllabi for each course to their academic dean. Syllabi will be sent to the appropriate area for approval.

A transfer student from a foreign institution will have their transfer credit awarded on a conditional basis provided that the credits are equivalent to courses taken at an accredited U.S. institution and meet the categories for the lower-division requirements. Under certain circumstances syllabi may be required in order to evaluate the credit properly.

After the initial transfer credit evaluation, if a student has concerns or questions regarding transfer credit evaluation, the student will need to consult with their advisor.

- Courses earned at a college or university that utilizes the quarter system will have hours converted to the semester calendar for the purpose of review and, if accepted, transfer.
- Students may not transfer repeated course credit more than once even if the equivalent courses were earned at different institutions.

3.5.2 Credit Transfer by Examination – B.S.S. Program

Students seeking to receive transfer credit by examination may submit Advanced Placement, International Baccalaureate, College-Level Examination Program, or DANTES Subject Standardized Test scores for transfer credit evaluation. The submission of exam scores does not guarantee transfer credit approval. The applicant must have the official score report mailed directly to Admissions.

Submitted test scores will be reviewed by the Admissions Committee. The committee reserves the right to accept or reject the number of hours that may be accepted. Credit awarded by examination must meet degree requirements and is subject to the transfer credit maximum of 90 semester hours. Credit by examination may be awarded only to degree-seeking students.

To have your exam reviewed for transfer credit as part of the admissions process, please request your official score report and have it sent to:

ATTN: Admissions
United States Sports Academy
1 Academy Dr.
Daphne, AL 36526

admissions@ussa.edu
1.800.223.2668

3.5.2.1 Advanced Placement (AP)

Students who obtain a score of 3 or higher on the College Board Advanced Placement examination in any subject area may be awarded transfer credit in that subject area. AP credit may be transferable as follows:

USSA Course Requirement	Advanced Placement (AP) Course/Exam
Core Communication (English Composition)	English Language & Composition
Life and Physical Sciences	Biology; Chemistry; Environmental Science; Physics 1: Algebra- Based; Physics 2: Algebra-Based; Physics C: Electricity & Magnetism; Physics C: Mechanics
Social Behavioral Sciences	Psychology; Comparative Government & Politics; United States Government & Politics; Macroeconomics; Microeconomics
Analytical Reasoning (Computer Science)	Computer Science A; Computer Science Principles
Analytical Reasoning (Mathematics)	Calculus AB; Calculus BC
Arts & Humanities	2-D Art & Design; 3-D Art & Design; Drawing; Art History; Music Theory, History & Appreciation; Human Geography; European History; United States History; World History: Modern; English Literature & Composition
Lower-Division Electives	Any AP Exam with a score of 3 or above

3.5.2.2 College-Level Examination Program (CLEP)

Students who obtain a score of 50 or higher/who obtain the ACE recommended score or **higher** on the College-Level Examination Program examination in any subject area may be awarded transfer credit in that subject area. CLEP credit may be transferable as follows:

USSA Course Requirement	College-Level Examination Program (CLEP) Exam
Core Communication (English Composition)	College Composition; College Composition Modular
Life and Physical Sciences	Biology; Chemistry; Natural Sciences
Social Behavioral Sciences	Introductory Psychology; Introductory Sociology; Introduction to Educational Psychology; Human Growth & Development; Social Sciences & History; American Government; Principles of Macroeconomics; Principles of Microeconomics
Analytical Reasoning (Mathematics)	College Mathematics; College Algebra; Precalculus; Calculus
Arts & Humanities	Humanities; History of the United States I; History of the United States II; Western Civilization I: Ancient Near East to 1648; Western Civilization II: 1648 to the Present; American Literature; Analyzing & Interpreting Literature; English Literature
Lower-Division Electives	Any CLEP Exam with a score of 50 or above

3.5.2.3 DANTES Subject Standardized Tests (DSST)

Students who obtain a score of 400 or higher/who obtain the Minimum Required Score or higher on the Educational Testing Services (ETS) DANTES Subject Standardized Tests (DSST) examination in any subject area will be awarded transfer credit in that subject area. DSST credit may be transferable as follows:

USSA Course Requirement	DANTES Subject Standardized Tests (DSST) Exam
Core Communication (English Composition)	Principles in Advanced English Composition
Life and Physical Sciences	Astronomy; Environmental Science (formerly Environment and Humanity: The Race to Save the Planet); Health & Human Development (formerly Here's to Your Health); Principles of Physical Science I
Social Behavioral Sciences	Introduction to World Religions; Foundations of Education; Fundamentals of Counseling; Lifespan Developmental Psychology; Substance Abuse (formerly Drug & Alcohol Abuse); General Anthropology; Criminal Justice; Intro to Law Enforcement
Analytical Reasoning (Computer Science)	Computing & Information Technology (formerly Introduction to Computing)
Analytical Reasoning (Mathematics)	Fundamentals of College Algebra; Math for Liberal Arts
Arts & Humanities	Ethics in America; Business Ethics & Society; Principles of Public Speaking; Human/Cultural Geography; A History of the Vietnam War; Art of the Western World; History of the Soviet Union (formerly the Rise and Fall of the Soviet Union); The Civil War & Reconstruction
Lower-Division Electives	Any DSST Exam with a score of 400 or above

3.5.2.4 International Baccalaureate (IB)

Students who obtain a score of 5 or higher on the International Baccalaureate examination in any subject area may be awarded transfer credit in that subject area. IB credit may be transferable as follows:

USSA Course Requirement	International Baccalaureate (IB) Course/Exam
Life and Physical Sciences	Biology; Chemistry; Physics; Sports, Exercise & Health Science
Social Behavioral Sciences	Psychology; Philosophy; Social & Cultural Anthropology; World Religions, Economics; Global Politics; Information Technology in a Global Society
Analytical Reasoning (Computer Science)	Computer Science
Analytical Reasoning (Mathematics)	Mathematical Studies Standard Level; Mathematics Standard Level; Mathematics Higher Level; Further Mathematics Higher Level
Arts & Humanities	African Studies; Dance; Music; Film; Theater; Visual Arts; History; Geography; Language A: Literature; Language A: Language and Literature; Literature and Performance
Lower-Division Electives	Any IB Exam with a score of 5 or above

3.5.3 Transfer Request Procedures Submitted by Students: B.S.S. Upper-Division Courses

An applicant to any bachelor's degree program at USSA may be eligible to transfer upper-division courses from another college or university. A student may transfer no more than 90 semester-hours to USSA, including the required lower-division hours. The transfer request process is outlined below:

1. The student must first be accepted into the program.
2. Upon acceptance, all prior transcripts will be evaluated.
3. Upper-division courses that are equivalent to what USSA's program of study offers will automatically be pre-approved for possible transfer credits.

Pre-approval is subject to additional documentation at USSA's discretion.

If a USSA student takes a course from an outside institution after the initial evaluation of transcripts, all such requests are subject to review and approval as outlined below:

1. The student must submit a completed form for Undergraduate Upper-Division Transfer Credit, which is located on the USSA website, along with the following:
 - a. a copy of the official transcripts showing the grade earned
 - b. a catalog description of the course
 - c. a copy of the syllabus outlining learning objectives and course content from the term in which the course was completed.
2. USSA may accept transfer credit from other accredited institutions with a grade of C- or higher. See **Section 6 Tuition and Fees** for more information on any associated fee.

3. In the case of international students or credits earned from an international university, students must provide copies of all course syllabi outlining learning objectives and course content in English. If the institution does not produce the syllabi in English, the student must provide certified copies translated into English.

Transfer of upper-division coursework does not guarantee satisfaction of a student's program of study requirements. Students should check their program of study carefully to determine where any applicable transfer may satisfy degree requirements.

3.5.4 Experiential Learning Credit

Degree-seeking undergraduate students wishing to petition for experiential learning credit (ELC) must be in full standing and have successfully completed six semester hours within their program of study. Exceptions may be permitted.

During the petition process, students will be referred to as "candidate" until their ELC case portfolio is approved. The policies for ELC are as follows:

1. A student wishing to petition for Experiential Learning Credit (ELC) must be an undergraduate, degree-seeking student in full standing who has successfully completed six semester hours (two courses) within their Program of Study (POS). Exceptions may be permitted by the Chief Academic Officer.
2. The maximum number of semester hours eligible for ELC is six (6).
3. Courses selected as possible ELC courses must be in USSA's most recent B.S.S. Catalog.
 - a. ELC will not be given for SPT 496 Applied Topics in Sports; SPT 492, SPT 494, or SPT 498 Bachelor's Internships; SAR 490 Senior Research Project; or SPT 497 CSCS Examination Prep.
 - b. Candidates opting for ELC are urged to review the course description of the selected course.
4. Candidates must complete the ELC Petition Form and submit it to Student Services, along with any associated processing fees.

The procedures for petitioning for ELC are as follows:

1. The student will send the ELC Petition to Student Services for initial review to ensure all requirements have been submitted.
 - a. Included with the Petition, candidates must present a *focused resume* citing specific lifetime experiences, which they believe will exhibit that they have completed the course learning objectives.
2. After all necessary documents are received, Student Services will determine if the petition is complete before sending the petition for review by the Chief Academic Officer.
3. The Chief Academic Officer will either approve or deny the ELC petition.
4. If approved, the Chief Academic Officer will assign a faculty advisor who will be a Subject Matter Expert.

Upon approval of the ELC Petition and once a faculty advisor has been assigned to the ELC petition, the assigned faculty advisor will take the following steps:

1. Initiate contact with the student by emailing the course learning objectives,
2. Send the student information and instruction regarding the *ELC Case Portfolio* to establish the

- justification for granting college credit for the student's lifetime experience.
3. Review the submitted *ELC Case Portfolio* and render a recommendation for granting ELC or directing the student to re-submit the *ELC Portfolio* with specific recommendations for improvement and forward this assessment to the Chief Academic Officer.
 4. The Chief Academic Officer will notify the student regarding the outcome of the *ELC Portfolio* assessment.

Credits awarded through experiential learning will be entered into the student's record. ELC will be entered on the student's transcript identified with the appropriate course number and with an indication that it was awarded through the ELC process.

3.6 Statute of Limitations on Acceptance

Once accepted into the bachelor's program, a prospective student has one year from the term of acceptance to enroll in the bachelor's degree program. A student failing to enroll within the one-year time limit is required to reapply. USSA reserves the right to request resubmission of any or all required admission materials and fees for readmission.

The year of the student's catalog is based on the first term in which the student enrolls in a course; it is not based on the date of acceptance.

3.7 Registration and Orientation for B.S.S. Students

All student registration occurs through the Student Information System (Campus Café), which may be accessed through USSA's website. All fees and tuition are due at the time of registration for online and residential students. All students are required to complete an annual Student Services orientation. The order of courses to be taken and the schedule should be predetermined with the guidance of their advisor.

Students entering USSA with 30 semester hours or more are required to take SPT 101: University Orientation for their orientation course. This orientation is not a course, but an introduction to the college experience at USSA providing information about the use of academic technology, university resources and services. Students entering USSA with 29 semester hours or less are required to take SPT 100: Achieving Academic Success, which is a credit-bearing course.

Registration periods and payment deadlines are specified in the **Academic Calendar**, which can be found on USSA's website.

3.8 Re-Enrollment/Re-Admittance Procedure for B.S.S.

All USSA students, regardless of status, who have not been enrolled in a degree credit-bearing course or activity for more than two consecutive terms, are required to complete the Re-Enrollment or Re-Admittance Procedures as stated in **Section 8** of this catalog.

3.9 Text Messaging

Most correspondence intended for students in USSA is communicated through messaging within the online learning management system or the student's assigned email account (@students.ussa.edu).

USSA offers the option for students to opt-in or opt-out of text messaging updates on the Application for Admission. USSA adheres to all FERPA and privacy regulations in its texting communications. Applicants and students can reply to text messages and are given the option to opt-out for the texting service in every message. If a student wishes to opt in later, they can request via written correspondence.

3.10 Standardized Entrance Examinations

3.10.1 Institutional Testing Codes

The Educational Testing Service (ETS) has assigned USSA an institutional code of **1885** for the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS).

Examinees who wish to have official scores reported to USSA should use this number. Please note that the testing agencies will not send score reports from tests which were taken more than five years ago.

3.10.2. Specific Tests Accepted

Prospective students for the bachelor's degree program may use the following testing facilities and services:

- **Educational Testing Services (ETS)** - www.ets.org
- **National College Testing Association (NCTA)** - www.ncta-testing.org
- **Test of English as a Foreign Language (TOEFL)** - www.toefl.org
 - Scores accepted: 550 (paper based) or 79 (Internet-based)
 - School code: 1885
- **International English Language Testing System (IELTS)** - www.ielts.org
 - Score accepted: 6 (Academic Module)
 - School code: 1885
- **American College Testing (ACT)** - www.act.org
 - School code: 8110

3.11 Alabama and Other State Teaching-Certification Requirements

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

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

An individual who obtains background clearance for the issuance of an Alabama teaching certificate and allows that certification to lapse more than 90 days will be required to obtain another background clearance for the issuance of a certificate. Alabama applicants must meet the teacher certificate requirements in effect on the date the application is received in the Teacher Education and Certification Office. See the Alabama State Department of Education website (www.alsde.edu) for more information.

4 ACADEMIC AFFAIRS

4.1 Undergraduate Degree Programs

USSA offers Bachelor of Sports Science (B.S.S.) degrees in Sports Coaching, Sports Management, Sports Strength & Conditioning, and Sports Studies. **Degree-seeking students must take a minimum of 30 semester-hours at USSA.**

Prior to registration for their initial course, students are encouraged to review their program of study (POS). The available programs of study are found in the Student Portal website and this catalog. The program of study shows students all the core, major, and elective courses for a chosen program. It is recommended that admitted students follow the prescribed progression of courses in their majors.

4.2 Delivery Options for the Bachelor of Sports Science Program

USSA's bachelor's degree is delivered online in an asynchronous, computer-mediated environment and on-campus. Asynchronous, computer-mediated means that the professor and student do not have to be in simultaneous contact for learning to take place or assignments to be completed. Attendance at the regularly scheduled orientation is mandatory for all new and returning residential students. All students are required to complete an annual orientation for compliance.

Students should check USSA's website for the schedule of course offerings.

Upon acceptance, USSA students will receive a Central Login ID and password to access online courses, the Student Portal website, and to provide access to learning support services, the library, and a USSA domain email.

4.2.1 Course Length: 5-Week and 16-Week Courses

Online courses will be offered in two timeframes: a 5-week course or a 16-week course. On-campus courses will only be offered in the 16-week course timeframe.

Students who are active-duty military personnel have an additional two weeks to complete their coursework, which allows for delivery of materials through physical mail.

4.3 Culminating Experience – Bachelor's Degrees

4.3.1 Internships for B.S.S. students

USSA's internship program is a practical learning experience planned, supervised, and evaluated for credit by faculty and field supervisors. The internship experience enables a student to apply the knowledge gained through coursework while under the direct supervision of a leader in the student's chosen field. An internship study can provide many opportunities for valuable practical experiences because students may select both the site and type of experience desired within established guidelines.

Experiencing an internship is an excellent opportunity to work side-by-side with experts in the sports industry. Through this culminating experience, students can build professional competence through planning, performing, and reflecting on the core responsibilities of a practitioner in the sports industry. The internship can also

provide a student with the opportunity of building a network with industry professionals. Students are advised to contact the internship office (internship@ussa.edu) to discuss possible internship ideas prior to initiating the necessary paperwork.

For full details regarding the internship program, students should download [The Internship Handbook](#) from USSA's website (www.ussa.edu/academics/internships).

4.4 Undergraduate Degree Curriculum: B.S.S. Degree Majors

Programs of study are devised for each undergraduate degree. Course choices are made after consultation with a student's advisor. The curricula below are general guidelines for undergraduate students in each major; however, students must complete their coursework according to their specific advised plan of study as provided by their advisor.

4.4.1 Sports Coaching Curriculum

USSA's B.S.S. in Sports Coaching major has received Level 3 accreditation status from the National Committee for Accreditation of Coaching Education (NCACE).

The Sports Coaching major is designed to prepare students to enter the coaching profession. Since coaches are often required to multitask, the coursework covers ethics, sports medicine, psychology, administrative and management functions, as well as the skills and drills relevant to all coaching assignments. The program is designed to produce high-quality coaches by offering students all relevant aspects of a demanding profession.

The curriculum for Sports Coaching includes:

- Lower-level general education core courses and electives – 60 semester hours
- Upper-level core courses – 15 semester hours
- Required Sports Coaching degree major courses – 24 semester hours
- Minor or program specific electives – 12 semester hours
- Research Core courses – 6 semester hours
- Internship – 6 semester hour

4.4.2 Sports Management Curriculum

USSA's B.S.S. in Sports Management major is designed to give students a broad-based knowledge of the management fundamentals associated with the sports industry. In addition, it allows students to become competent managers in sports organizations by providing a broad understanding of the industry's various forms and special nature through a mixture of core, required, elective, and experiential education components.

USSA's sports management degree programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The ACBSP requires institutions to provide an outside assessment of its management programs. To do so, USSA has contracted with Peregrine Academic Services to administer pre-tests and post-tests to all sports management majors. These tests measure a student's management knowledge both before starting their program of study and upon completion.

The curriculum for Sports Management includes:

- ACBSP pre-test
- Lower-level general education core courses and electives – 61 semester hours
- Upper-level core courses – 15 semester hours
- Required Sports Management major courses – 21 semester hours
- Minor or program specific electives – 12 semester hours
- Research Core courses – 6 semester hours
- Internship – 6 semester hours
- ACBSP post-test

4.4.3 Sports Strength & Conditioning Curriculum

USSA's B.S.S. in Sports Strength & Conditioning major prepares students to serve in many sports, fitness, and health-related careers. A bachelor's degree is a request for industry-leading certification for strength & conditioning coaches and advanced fitness professionals. Public and private corporations are also promoting fitness and wellness programs and require well-educated practitioners.

The curriculum for Sports Strength & Conditioning includes:

- Lower-level general education core courses and electives – 60 semester hours
- Upper-level core courses – 15 semester hours
- Required Sports Strength & Conditioning major courses – 24 semester hours
- Minor or program specific electives – 12 semester hours
- Research Core courses – 6 semester hours
- Internship – 6 semester hours

4.4.4 Sports Studies Curriculum

USSA's B.S.S. in Sports Studies major is designed to give students the opportunity to build areas of concentration that meet their specific needs.

The curriculum for Sports Studies includes:

- Lower-level general education core courses and electives – 61 semester hours
- Upper-level core courses – 15 semester hours
- Required Sports Studies major courses – 3 semester hours
- Minor or program specific electives – 30 semester hours
- Research Core courses – 6 semester hours
- Internship – 6 semester hours

Note: all electives for Sports Studies majors require prior advisor approval.

4.5 Undergraduate Options for Minors

4.5.1 Minor Options for Undergraduate Degrees

The bachelor's degree offers various options for minors, which will cover a diverse range of study including business administration, analytics in sports, nutritional science, sports media and communication, marketing, women's studies in sports, and project management. Each of the minors is twelve semester hours and will be integrated into the student's curriculum as electives.

4.5.1.1 Minor in Analytics in Sport

The Minor in Analytics in Sport program will provide students with a solid foundation in the theories and methods of data analytics as they apply to the sports industry. Teams and organizations are constantly collecting data on player performance, fan engagement, and other factors that influence the success of a sports franchise. This program will provide students with the skills and knowledge necessary to interpret and make decisions based on this data.

The program consists of a combination of core coursework and electives. Students will begin with foundational courses in statistics and data analysis, including topics such as probability theory, regression analysis, and data visualization. They will also take courses in programming languages commonly used in data analysis, such as Python or R, and database management.

In addition to these core courses, students will have the opportunity to take elective courses in sports analytics, covering topics such as player evaluation, team strategy, and fan engagement. These courses will provide students with a deep understanding of the unique challenges and opportunities that arise when applying data analytics to the sports industry.

Throughout the program, students will also have the opportunity to work on real-world projects, either individually or in teams. These projects will allow students to apply the theories and methods they have learned to real-world problems in the sports industry, and to develop the practical skills necessary to work effectively in this field.

Upon completion of the program, students will be well-prepared to pursue careers in sports analytics, either within sports organizations or with consulting firms that specialize in sports analytics. They will also have a solid foundation in data analytics that can be applied in a wide range of industries beyond sports.

The Minor in Analytics in Sport requires 12 hours:

- CIS 220 Introduction to Sport Analytics
- CIS 354 Sports Data Management and Analysis
- CIS 411 Sports Performance Analytics
- CIS 412 Sports Venue Analytics

4.5.1.2 Minor in Business Administration

A Minor in Business Administration is designed to provide students with a foundational understanding of the principles and practices of business. This program is an excellent complement to a variety of majors, as it provides students with the essential knowledge and skills needed to succeed in various industries.

Throughout the program, students will learn about the fundamental concepts of accounting, finance, marketing, management, and operations. They will gain a broad perspective on the different functions of business and how they interact with each other. This program will also help students develop critical thinking and problem-solving skills that are essential for success in any business environment.

The Minor in Business Administration is an excellent way for students to enhance their career prospects and prepare for leadership roles. By understanding the principles of business, students will be able to communicate more effectively with colleagues, clients, and other stakeholders. They will also be better equipped to analyze complex business problems and make informed decisions that benefit the organization.

Overall, a Minor in Business Administration is an excellent choice for students who are interested in developing a well-rounded skill set that can help them succeed in any field. Whether they plan to pursue a career in business or another industry, the knowledge and skills gained through this program will be invaluable in achieving their goals.

The Minor in Business Administration requires 12 hours:

- BUS 200 Introduction to Business
- MKT 200 Principles of Marketing
- MGT 340 Organizational Behavior
- MGT 480 Essentials of Operations Management

All students must complete ACC 201 Introduction to Accounting and ECN 101 Introduction to Economics as prerequisite general education electives to this minor.

4.5.1.3 Minor in Esports Management

The Minor in Esports Management is designed for students who are interested in pursuing careers in the growing and dynamic field of esports. This program will provide students with a comprehensive understanding of the esports industry and the skills necessary to manage esports teams, events, and organizations.

The curriculum for this minor will cover a range of topics, including the history and evolution of esports, the business of esports, event planning and management, player management, marketing and branding, and legal and ethical considerations in esports. Students will also have the opportunity to gain hands-on experience through internships and other experiential learning opportunities.

Upon completion of this minor, students will be well-prepared for careers in esports management, including positions as team managers, event coordinators, marketing and branding specialists, and legal and regulatory professionals. They will also be equipped with the skills and knowledge necessary to navigate the rapidly changing landscape of the esports industry and to help shape its future. Overall, this Minor in Esports Management will provide students with a unique and valuable set of skills that will prepare them for success in one of the most exciting and fast-growing industries in the world today.

The Minor in Esports Management requires 12 hours:

- SET 370 Esports: A Global Phenomenon
- SET 371 Esports Coaching Methodology
- SET 372 Esports Administration
- SET 373 Esports Facilities and Event Management

4.5.1.4 Minor in Event, Tourism, and Hospitality Management

The Minor in Event, Tourism, and Hospitality Management is designed to provide students with a solid foundation in the principles and practices of managing events and tourism activities. This minor will equip students with the knowledge, skills, and practical experience necessary to thrive in this fast-paced and exciting industry.

The minor includes a wide range of courses that cover topics such as event design and planning, event marketing, event budgeting, risk management, sustainable tourism practices, and venue management. Students will also gain an understanding of the cultural, social, and economic impacts of tourism on local communities.

Students will learn how to plan and execute various types of events, including corporate and professional events, concerts and festivals, and sporting events such as competitions, tournaments, and multi-sport activities. Students will also gain insight into the role of event management in the broader tourism and hospitality industries.

Upon completion of the minor, students will be prepared to pursue careers in a variety of roles in the event, tourism, hospitality industry, including event planner, event coordinator, event marketer, tourism and hospitality manager, and guest experience manager.

Overall, the undergraduate Minor in Event, Tourism, and Hospitality Management is ideal for students who are interested in the tourism, hospitality, and event industry and who want to develop the skills necessary to succeed in this exciting field.

The Minor in Event, Tourism, and Hospitality Management requires 12 hours:

- MGT 248: Event Design and Execution
- MKT 248: Tourism Marketing and Promotion
- MGT 380: Event and Venue Management

In addition, one of the following electives:

- SAM 448 Sports Promotion and Event Planning
- MGT 485: Sustainable Tourism Development

All students must complete ECN 101 Introduction to Economics and MKT 200 Principles of Marketing as prerequisite general education electives to this minor.

4.5.1.5 Minor in Marketing

The academic Minor in Marketing will provide students with the knowledge and skills necessary to effectively market businesses, organizations, teams, and events. This minor emphasizes marketing principles and techniques that are essential in today's digital age.

Students will learn the basic principles of marketing, including market research, segmentation, targeting, positioning, and consumer behavior. In addition, this minor covers essential areas of marketing such as digital media, social media, and brand management.

Students will learn how to develop and manage a strong brand by creating brand identities, developing brand

messaging, and maintaining a strong brand across all marketing channels. Students will also develop the skills to create and manage social media campaigns, develop content that resonates with consumers, and measure the success of their social media efforts. Students will also explore the unique challenges of marketing within the sport industry, such as managing fan expectations, building fan loyalty, and leveraging the emotional connections that fans have with their favorite teams.

Upon completing this minor, students will gain a solid foundation in marketing principles and techniques that are relevant to a variety of industries, including sport. Graduates will be well-equipped to pursue careers in marketing, social media, brand management, and sport management.

The Minor in Marketing requires 12 hours:

- MKT 200 Principles of Marketing
- MKT 240 Consumer Behavior
- COM 240 Digital Media
- MKT 340 Marketing Research

4.5.1.6 Minor in Nutritional Science

The Minor in Nutritional Science is designed for students who are interested in exploring the relationships between nutrition, exercise, and human health. The program will provide students with a strong foundation in the science of nutrition, including the roles of macronutrients and micronutrients in human physiology and metabolism.

Students in this program will learn about the guidelines and recommendations for optimal nutrition and physical activity, including those established by the American College of Sports Medicine (ACSM). The program will cover topics such as energy balance, weight management, nutrient timing, and the use of nutritional supplements in sports and exercise.

The Minor in Nutritional Sciences will also cover the latest research in nutritional science and explore the application of nutrition principles to the prevention and treatment of chronic diseases, such as obesity, diabetes, and cardiovascular disease. Students will also learn about the role of nutrition in athletic performance and recovery, and will gain practical skills in dietary assessment, analysis, and planning.

Upon completion of the program, students will have a deep understanding of the science of nutrition and its relationship to human health and performance. Students will also be prepared to apply this knowledge in a variety of contexts, including sports nutrition counseling, fitness programming, and public health initiatives. This minor will provide a strong foundation for graduate study in exercise science, nutrition, or related fields.

The Minor in Nutritional Science requires 12 hours:

- BIO 140 Introduction to the Principles of Nutrition
- BIO 330 Lifecycle Nutrition
- BIO 400 Nutritional Biochemistry and Metabolism
- BIO 295 Advanced Nutritional Assessment

4.5.1.7 Minor in Project Management

An academic Minor in Project Management for sports management would focus on providing students with the knowledge and skills needed to manage projects related to sports events, facility management, and athletic programs. The minor would complement a major in sports management, providing students with a solid foundation in project management principles and techniques.

The minor will include courses in project management fundamentals, risk management, scheduling and budgeting, and project communication. Students would also learn about the specific challenges of managing sports projects, such as coordinating with vendors, managing multiple stakeholders, and dealing with unexpected events.

In addition to classroom instruction, students in a project management minor may participate in supervised fieldwork, such as internships or practicums. This could involve working with sports organizations or venues to gain firsthand experience in project management, including event planning, facility renovation, or athletic program development.

Upon completing the minor, graduates would be equipped with the skills and knowledge needed to effectively manage projects in the sports management field. They would be able to develop project plans, identify and manage project risks, and communicate effectively with stakeholders throughout the project lifecycle. Graduates may also be well-suited for careers in other fields related to project management, such as construction management or event planning.

The Minor in Project Management consists of 15 hours:

- PMP 100 Foundations in Project Management
- PMP 330 Project Communications
- PMP 340 Advanced Project Management
- PMP 360 Leadership in Teams
- PMP 430 Organizational Behavior and Projects

All students must complete the courses in sequence to be eligible to sit for the Project Management Exam provided by the Project Management Institute. A certificate will be provided at the completion of the minor to submit to the Project Management Institute to register for the certification exam.

4.5.1.8 Minor in Sports Coaching

The Minor in Sports Coaching program is designed to provide students with a comprehensive understanding of the theories, principles, and practices of coaching in various sports. The program aims to equip students with the necessary knowledge and skills to become successful coaches, team managers, and high-performance directors. The program covers a wide range of topics, including sports psychology, physiology, nutrition, injury prevention, and sports management, among others.

The program will be taught by experienced faculty members who have years of experience in the field of sports coaching and human performance. The faculty members are not only experts in their respective fields but are also passionate about coaching and dedicated to helping students achieve their career goals. The program is structured to provide students with a mix of theoretical and practical knowledge, enabling them to apply their learning to real-world coaching scenarios.

The program starts by providing students with a foundational understanding of the theories and principles of

sports coaching and psychology. Students learn how to apply these theories and principles to develop effective coaching strategies that cater to the specific needs and preferences of individual athletes and teams. The program also emphasizes the importance of ethical and legal issues related to coaching, including athlete welfare and anti-doping policies.

Throughout the program, students gain practical skills in coaching and team management, including effective communication, leadership, and team building. Students learn how to manage the complex relationships between athletes, coaches, and other stakeholders in the sports industry. Students also gain an understanding of the physiological and biomechanical principles underlying sports performance, which enables them to design and implement effective training programs and strategies for performance enhancement. This program will prepare students to succeed as quality coaches in a variety of competitive contexts.

The minor in sports coaching requires 12 hours:

- SAB 371 Sports Coaching Methodology
- SAB 368 Psychology of Sports
- SAR 332 Sports Strength and Conditioning

In addition, one of the following electives:

- SCS 303 Coaching Track & Field
- SCS 308 Coaching Baseball
- SCS 313 Coaching Basketball
- SCS 332 Coaching American Football
- SCS 334 Coaching Golf
- SCS 364 Coaching Soccer
- SCS 376 Coaching Tennis
- SCS 378 Coaching Volleyball

4.5.1.9 Minor in Sports Management

The Minor in Sports Management is designed to provide students with a comprehensive understanding of the business aspects of sports organizations and events. Through a combination of classroom instruction, case studies, and experiential learning opportunities, students will gain the knowledge and skills necessary to pursue careers in the sports industry.

The curriculum for this minor will cover a range of topics, including sports marketing and branding, event planning and management, financial management, ethics and legal issues, and the sociocultural impact of sports. Students will also gain hands-on experience through internships and other experiential learning opportunities.

For students majoring in Exercise Science, the Minor in Sports Management would provide them with the knowledge and skills necessary to work effectively in the sports industry. With the sports market in North America projected to reach \$73.5 billion by 2019, the demand for professionals with expertise in sports management is increasing. Students with a minor in sports management would be well-equipped to pursue careers in sports marketing agencies, intercollegiate athletic departments, and professional sports organizations, among others. They would also have a deeper understanding of the business side of sports and be able to make informed decisions that benefit both the athletes and the organizations they work for.

For students majoring in Sports Coaching, the Minor in Sports Management would provide them with a broader understanding of the sports industry beyond coaching. They would gain valuable skills in event planning and management, financial management, marketing and branding, and ethics and legal issues. This knowledge would enable them to be effective leaders within sports organizations and make informed decisions that benefit both the athletes and the organizations they work for. They would also have a competitive advantage when pursuing coaching positions, as they would bring a well-rounded perspective to the role.

Upon completion of this minor, students will be well-prepared for careers in sports management, including positions as event coordinators, marketing and branding specialists, financial analysts, and ethical and regulatory professionals. They will also be equipped with the skills and knowledge necessary to navigate the rapidly changing landscape of the sports industry and to help shape its future.

The Minor in Sports Management requires 12 hours:

- SAM 344 Sports Marketing
- SAM 448 Sports Promotion & Event Planning
- SAM 482 Sports Facility Management
- SAM 486 Sports Law & Risk Management

4.5.1.10 Minor in Sports Media & Communication

The academic Minor in Sports Media and Communication is designed to provide students with the knowledge and skills necessary to succeed in the fast-paced world of media and communication. This minor emphasizes effective communication strategies that are essential to the success of teams, athletes, and organizations.

Students will be introduced to the basic principles of sports media and communication, including media relations, public relations, strategic communication, sports journalism, and digital communication. Students will learn about the unique challenges and opportunities of working in the sport industry, such as managing public perception of athletes and teams, navigating media coverage, and leveraging social media.

Students will develop traditional and digital communication skills to serve the emerging needs of sport in today's society. Students will learn how to develop and execute effective media and public relations strategies. This minor will help students develop the skills to use digital and social media strategies for effective communication in the world of sport.

Upon completing this minor, students will gain a solid foundation of media and communication principles and techniques that can be specifically applied to the sport industry. Graduates will be able to apply communication skills within professional and interpersonal settings, utilize traditional and emerging technologies, and apply the knowledge and skills necessary to succeed in the ever-evolving industry of sport. In addition, graduates will be well-equipped to pursue careers in sports media, sports communication, sports journalism, public relations, media relations, and sport management.

The Minor in Sports Media and Communication requires 12 hours:

- COM 170 Sport Media and Society
- COM 260 Social Media in Sports
- COM 376 Sports Writing and Reporting
- COM 477 Sports Broadcasting and Production

4.5.1.11 Minor in Sports Strength and Conditioning

The Minor in Sports Strength and Conditioning program is designed to provide students with a solid foundation in the principles and theories of strength and conditioning. This includes understanding the underlying physiological and biomechanical principles of exercise and how they can be applied to different sports and athlete populations. Additionally, students will learn about the role of nutrition in strength and conditioning, including the use of supplements and the importance of hydration.

The program also emphasizes practical experience, including hands-on training in designing and implementing strength and conditioning programs for athletes. This includes the development of individualized programs based on athlete needs and progress, as well as modifying programs based on feedback and ongoing evaluation.

Throughout the program, students will learn about the ethical and legal considerations in strength and conditioning, including athlete safety, injury prevention, and anti-doping policies. This includes understanding the importance of regular athlete screenings, proper technique and form, and the use of appropriate safety equipment.

As part of the program, students will also be encouraged to stay up to date with current research and industry trends through ongoing professional development. This includes attending conferences and workshops, reading relevant literature, and staying informed about new technology and techniques in the field.

Overall, the Minor in Sports Strength and Conditioning program is designed to prepare students for successful careers in strength and conditioning, personal training, sport science, or related fields. Graduates will be equipped with the necessary knowledge and skills to work with athletes of all levels and sports, and to adapt to the ever-changing landscape of the sports industry. This program aligns with the NSCA's standards and guidelines, ensuring that students are well-prepared to pursue certification as a CSCS or related credential.

The Minor in Sports Strength and Conditioning requires 12 hours:

- SAR 320 Exercise Physiology
- SAR 326 Personal Training
- SAR 380 Exercise Testing and Prescription
- SAM 482 Sports Facilities Management

4.5.1.12 Minor in Women's Studies in Sport

An academic Minor in Women's Studies in Sports would focus on providing students with a critical understanding of the historical, cultural, and social contexts of women's participation in sports. The minor would complement any sports major, providing students with a more nuanced and inclusive understanding of the sports world.

The minor will include courses in feminist theory, women's history, gender and sexuality studies, and women's health and wellness. Students would also learn about the specific challenges and opportunities facing women in sports, including issues related to representation, access, and discrimination.

In addition to classroom instruction, students in a women's studies in sports minor may participate in supervised fieldwork, such as internships or practicums. This could involve collaborating with women's sports

organizations or advocacy groups to gain firsthand experience in promoting gender equity and inclusivity in sports.

Upon completing the minor, graduates will learn the skills and knowledge needed to advocate for gender equity and inclusivity in sports. They would be able to critically analyze the cultural and social factors that influence women's participation in sports and develop strategies to promote greater participation and success for women and girls in sports. Graduates may also be well-suited for careers in other fields related to gender and social justice, such as social work or public policy.

The Minor in Women's Studies in Sport requires 12 hours:

- WSS 100 Introduction to Women's Studies
- WSS 240 Women's, Gender, and Sex Studies

In addition, two of the following electives:

- WSS 220 Social Justice and Sport
- WSS 250 Women's Sport History
- WSS 300 Women and Leadership in Sports
- WSS 320 Global Women's Sports Movements
- WSS 330 Feminist Pedagogy and Coaching

Special topics courses in women's studies will be approved for credit on a semester-by-semester basis, and more regular courses will be added as they are developed. Students should seek special topics courses in consultation with their academic advisor.

4.7 Undergraduate Course Descriptions

This course catalog presents the most up-to-date list of courses available at the time of its publication. Additional courses may be added throughout the year, subject to the discretion of the Division of Academic Affairs. Students are advised to collaborate with an advisor to construct their individualized study plans.

ACC 201: Introduction to Accounting (3 semester hours)

Students will learn how to compile and analyze financial statements, determine the value of a firm, and evaluate a business and its competitors. This introductory survey course in financial accounting will help students prepare for more advanced business courses.

(This course is a prerequisite for SAM 445 Sports Managerial Accounting.)

ANT 101: Introduction to Anthropology (3 semester hours)

This course explores the ways in which the human experience is both a shared and individual experience. The course provides a framework for examining, comparing, contrasting, and analyzing the fundamental facets of humanity such as gender, ethnicity, language, economics, and art.

(This course is a prerequisite for ANT 202 Introduction to Race, Class, and Gender.)

ANT 201: Lost Worlds and Archaeology (3 semester hours)

This course is an introduction to what archaeologists have learned about the human experience in their investigations of “Lost Worlds” from the beginning of humanity to the establishment of urban life. The objective of this course is to explore the way archaeologists have investigated lost worlds using examples of archaeological remains deposited over the past 3 million years, including stone tools, burial goods, pottery, architecture, and skeletal remains.

ANT 202: Introduction to Race, Class, and Gender (3 semester hours)

This course explores the emergence of racial and class structures in society from a global perspective. Students will examine the formation of the global African Diaspora using comparative cross-cultural frameworks developed in the fields of anthropology and cultural studies. This course provides an overview of cultural reformulations and socio-historical experiences of people of African descent in North America, South America, Central America, the Caribbean, Europe, and Asia.

(This course requires a prerequisite: ANT 101 Introduction to Anthropology)

ART 203: Art Appreciation (3 semester hours)

Art Appreciation is an engaging and enriching undergraduate course that introduces students to the world of visual arts. This course provides a comprehensive exploration of artistic principles, techniques, and historical contexts, enabling students to develop a critical eye and a deeper understanding and appreciation of art. In this course, students will gain an understanding of the cultural context of sport and its relationship to art, while exploring several artists’ lives and the works they have created.

BIO 101: Principles of Biology (3 semester hours)

This course is designed as an introductory biology course for nonmajors, covering standard scope and sequence requirements. This course includes interesting applications and conveys the major themes of biology, with content that is meaningful and easy to understand. This course is designed to demonstrate biology concepts and to promote scientific literacy.

(This course is a prerequisite for BIO 201 Human Anatomy and Physiology I.)

BIO 103: Principles of Biology Lab (1 semester hour)

This foundation course for non-science majors introduces cell and molecular biology. We will develop scientific and critical thinking skills that form the basis of practice and use of scientific knowledge for understanding and evaluating contemporary topics in biology. In this lab we will explore important biological concepts and processes but do so in a way that will help you to more fully appreciate how scientists have come to understand them, and to help you to use/evaluate scientific knowledge to better understand science-related societal issues which confront humans in their personal, professional, and civic lives.

(This course serves as the lab component for BIO 101 Principles of Biology.)

BIO 120: Food and Nutrition (3 semester hours)

This course is designed to focus on the science of food and nutrition. Experiences will include lifestyle and dietary analysis to develop a healthy lifestyle with pathways to career readiness.

BIO 140: Introduction to the Principles of Nutrition (3 semester hours)

This course provides an overview of the science of nutrition, including the roles of macronutrients and micronutrients in human health and wellness. Students will learn about the latest ACSM guidelines for nutrition and exercise and develop practical skills in dietary assessment and analysis.

BIO 201: Human Anatomy & Physiology I (3 semester hours)

Anatomy is the study of the structure of the human body. Physiology is the study of the function of the human body. It is difficult to separate anatomy from physiology, however, because function is often related to structure. To maximize your understanding of this course, try to identify these relationships between structure and function as you progress through your study of the body.

(This course requires a prerequisite, BIO 101: Principles of Biology.)

(This course is a prerequisite for BIO 202: Human Anatomy & Physiology I.)

BIO 202: Human Anatomy & Physiology II (3 semester hours)

This course continues to build on concepts learned in the previous Human Anatomy & Physiology course. Please recognize the underlying principles are the same but the systems have changed. As a reminder, anatomy is the study of the structure of the human body. Physiology is the study of the function of the human body. It is difficult to separate anatomy from physiology, however, because function is often related to structure. To maximize your understanding of this course, try to identify these relationships between structure and function as you progress through your study of the body.

(This course requires a prerequisite, BIO 201: Human Anatomy & Physiology I.)

(This course is a prerequisite for SAD 320: Applied Sports Performance, SAD 346: Sports Medicine, SAD 356: Sports Nutrition, SAR 320: Exercise Physiology, & SAR 332: Sports Strength & Conditioning.)

BIO 203: Human Anatomy & Physiology I Lab (1 semester hour)

These courses address three major themes: organization of the body and its parts from the basic chemical building blocks to the more complex teamwork of organ systems, the support and movement of the human body, and the integration and coordination of the body and its functions.

(This course serves as the lab component for BIO 201: Human Anatomy & Physiology I.)

BIO 204: Human Anatomy & Physiology II Lab (1 semester hour)

These courses address three major themes: the transport of various substances throughout the body, the absorption and excretion of essential substances, and the human life cycle and how it is determined, mainly through genetic expression.

(This course serves as the lab component for BIO 202: Human Anatomy & Physiology II.)

BIO 205: Pregnancy and Postpartum Fitness (3 semester hours)

This course covers the physical and physiological changes bodies undergo during and after pregnancy. You will learn a variety of exercises and modifications that have been specifically designed for pregnancy, along with how to assess which exercises are appropriate in each trimester.

BIO 295: Advanced Nutritional Assessment (3 semester hours)

This course provides advanced skills in the assessment and analysis of dietary intake. Students will learn about the latest software programs and tools used in the field of nutritional science and develop skills in the interpretation and communication of dietary data.

BIO 330: Lifecycle Nutrition (3 semester hours)

This course focuses on the nutritional needs for development, growth, and normal functioning throughout the lifecycle. Course work will delve into the nutritional needs for pregnancy and lactation, infancy, adolescence, adulthood, and geriatric.

BIO 400: Nutritional Biochemistry and Metabolism (3 semester hours)

This course provides a detailed analysis of the biochemical pathways involved in nutrient metabolism. Students will learn about the role of macronutrients and micronutrients in human physiology, and variations in the requirements in response to stress.

BUS 200: Introduction to Business (3 semester hours)

Introduction to Business is a foundational course that provides an overview of the principles and practices of business, including the different functional areas of business, forms of business ownership, legal and ethical responsibilities of businesses, fiscal management basics, and the role of business in society. This course prepares students for advanced coursework and future career opportunities.

BUS 302: Business Information Systems (3 semester hours)

This course provides the background necessary for understanding the role of information systems in organizations and for using computer tools and technology in solving business problems. Topics include organizational and technical foundations of information systems, theory of information systems design, fundamental database principles, network systems, e-commerce and supply chain systems, information network security management, and meeting global challenges.

CIS 146: Trends in Computing Applications (3 semester hours)

This course provides you with a review of basic Microsoft Office 2016 skills. Areas covered include reviewing the basics of MS Office Productivity Applications, Windows 10, MS Word, MS Excel, MS Access and MS PowerPoint to meet the needs of a professional in the sports industry. You will first be presented with an overview of essential computer concepts and Windows 10. The course begins with a general unit on Office 2016. From there you will review Word, followed by Excel, then Access and PowerPoint. Examples throughout the text will reference actual workplace examples and require students to complete readings and quizzes. You will be prepared to meet contemporary office challenges.

(This is a required course for all students. Students are required to use Microsoft Office Suite for assignments.)

CIS 220: Introduction to Sport Analytics (3 semester hours)

This course provides an overview of the theories and methods of data analytics as they apply to the sports industry. Students will learn about a range of techniques and applications for extracting insights and making informed decisions from data.

CIS 354: Sports Data Management and Analysis (3 semester hours)

This course focuses on the management of sports data and its analysis using statistical and machine learning techniques. Students will learn how to collect, clean, and organize data from various sources, and how to use analytical tools to extract meaningful insights and make data-driven decisions in sports.

CIS 411: Sports Performance Analytics (3 semester hours)

This course explores the use of analytics in measuring and improving sports performance. Students will learn how to collect and analyze performance data from athletes, teams, and games, and how to use this information to identify strengths, weaknesses, and opportunities for improvement.

CIS 412: Sports Venue Analytics (3 semester hours)

This course introduces students to the use of analytics in managing sports venues. Students will learn how to use data to optimize stadium and arena operations, including parking, concessions, and crowd management. The course also covers the use of technology, such as Wi-Fi and mobile apps, to enhance the fan experience and collect data on fan behavior.

COM 101: Business Communication (3 semester hours)

This course teaches students how to leverage communication skills to help succeed in business. Students will learn to improve communication tools with activities that will help connect them with others, both within and beyond the workplace.

COM 140: Mass Media and Society (3 semester hours)

This course explores issues in the interaction between mass media, culture, and society. The course is intended to help students develop a critical perspective on mass media as they consider the interplay between media institutions, media content, culture, audiences, and social institutions and practices.

COM 170: Sport Media and Society (3 semester hours)

This course covers the relationships between sport, media, and society. It provides an overview of the evolution of sports media from the early days of sports writing to contemporary forms of media. The goal of this course is to develop literacy and critical thinking skills about the sport industry and its relationship with the media.

COM 201: Public Speaking (3 semester hours)

This course serves as an introduction to the theory and techniques of public speaking in a democratic society including essential principles and skills of public speaking. Discovery, development, and criticism of popular speaking in public discourse through research, reasoning, creative expression, culture, organization, composition, and presentation including informative, persuasive, and storytelling modes. Research and formal outlines are required for all major speeches.

COM 240: Digital Media (3 semester hours)

Digital marketing is continuously evolving. It has become an essential component of an organization's marketing strategy. This course helps students develop a systematic understanding of digital marketing by learning concepts and tools whose applicability will endure even as specific technologies and implementation procedures change.

COM 260: Social Media in Sports (3 semester hours)

The course will help students understand the revolving nature of social media and its application within sport. This course covers the importance of the huge shift in communication in the sports world that has occurred with the advent of social media. Students will learn how to create, develop, and implement social media strategies that resonate with fans, consumers, and constituents.

COM 376: Sports Writing and Reporting (3 semester hours)

In this course, students will develop writing, reporting, and professional skills specific to sports media. Students will learn about writing strategies for stories produced in print and online. The goal of this course is to prepare students to effectively write and report on sport-related stories and events.

COM 477: Sports Broadcasting and Production (3 semester hours)

In this course, students will explore the sports media world through the lens of broadcasting and production. Students will discuss sports broadcasting history and explore historical and current philosophical approaches. Overall, this course provides an overall understanding and appreciation of the art of sports broadcasting and production.

ECN 101: Introduction to Economics (3 semester hours)

This course introduces a broad range of economic concepts, theories, and analytical techniques. It considers both microeconomics—the analysis of choices made by individual decision-making units (households and firms)—and macroeconomics—the analysis of the economy. The use of a market, supply and demand model will be the fundamental model in which trade-offs and choices will be considered through comparison of costs and benefits of actions. Production and market structure will be analyzed at the firm level. Macroeconomic issues regarding the interaction of goods and services markets, labor and money at an aggregate level will be modelled. The role of government policy to address microeconomic market failures and macroeconomic objectives will be examined.

ENG 101: English Composition I (3 semester hours)

This course is designed to introduce you to the writing, reading, and thinking skills necessary for success at the college level. Emphasis will be placed on personal, reflective, and expository writing. You will develop critical reading skills and use course readings to analyze specific writing techniques and strategies that can be used to improve your own writing.

ENG 102: English Composition II (3 semester hours)

This course prepares students for college writing by focusing on argumentation, research and the critical thinking required to argue effectively. It covers summarizing, rhetorical analysis, the research process, effective research practices including evaluating and integrating sources effectively, audience, and cohesion. This course requires a final paper/project.

(This course requires a prerequisite: ENG 101 or equivalent (beginning) English course.)

ENG 201: American Literature: Unheard Voices (3 semester hours)

This course is designed to familiarize students with the diverse voices of early American literature. Spanning the late 18th century through the mid-20th century, the course explores a range of literary works and historical contexts and examines the American experience from a variety of perspectives through reading, discussion, written analysis, and application.

ENG 202: Diverse Voices in American Literature (3 semester hours)

This course explores the concept of diversity through the lens of literature. Students will read, analyze, and discuss a variety of multicultural literature written by authors from diverse backgrounds and will consider how literature intersects with topics such as race, gender, religion, and sexuality.

ENG 206: English for Business and Entrepreneurship (3 semester hours)

This course teaches topics that lead to developing a business plan. Students will explore entrepreneurship by examining ideas, products, and opportunities. Students will learn about the basics of market research, including how to identify an opportunity. The course will focus on business plans, why these plans are important, and will give students a chance to practice composing a business plan. The course also presents basics for funding a business and will emphasize the creation of a persuasive presentation, or pitch, based on a business plan.

GEO 101: Human Geography (3 semester hours)

This course introduces students to the social sciences branch of geography. This course gives a broad overview of geography and the spatial tools of analysis that geographers use. The main emphasis of study is placed on understanding globalization, location, spatial arrangement, and spatial interaction of the human environment, which includes population, culture, religion, language, geopolitics, economic activity, and settlements.

MGT 248: Event Design and Execution (3 semester hours)

This course explores the principles and techniques of event design and execution. Students will learn how to plan and implement successful events, including festivals, conferences, and exhibitions. Topics covered include site selection, event marketing, event logistics, risk management, and evaluation.

MGT 340: Organizational Behavior (3 semester hours)

This course explores the behavior of individuals and groups in organizations, including topics such as motivation, leadership, communication, and conflict resolution. Students will learn how to build effective teams, manage change, and create a positive organizational culture.

MGT 380: Event and Venue Management (3 semester hours)

This course provides a comprehensive overview of venue management and hospitality services within the context of events and tourism. Students will learn how to apply best practices for creating and managing memorable experiences for guests through effective customer service and engagement. This course covers venue selection, design, and management, including safety and security, logistics, and customer service.

MGT 480: Essentials of Operations Management (3 semester hours)

This course introduces students to the principles of operations management, including production planning, quality control, and supply chain management. Students will learn how to analyze operations processes, identify bottlenecks and inefficiencies, and develop strategies for improving operations performance.

MGT 485: Sustainable Tourism Development (3 semester hours)

This course focuses on the principles and practices of sustainable tourism development. Students will learn how to balance economic, social, and environmental considerations when planning and managing tourism destinations. Topics covered include sustainable tourism planning, ecotourism, community-based tourism, and responsible tourism practices.

MKT 200: Principles of Marketing (3 semester hours)

This course covers the fundamental principles and techniques of marketing. Students will learn how marketers deliver value in satisfying customer needs and wants, determine which target markets the organization can best serve, and decide upon appropriate products, services, and programs to serve these markets.

MKT 240: Consumer Behavior (3 semester hours)

An essential component of marketing is understanding consumer behavior. This course provides an overview of fundamental consumer behavior concepts and the interrelated dynamics between consumer behavior and marketing strategies. The course examines the influences affecting purchasing behavior of individuals as consumers, which contribute towards successful marketing management.

MKT 248: Tourism Marketing and Promotion (3 semester hours)

This course examines the strategies and tactics used in tourism marketing and promotion. Students will study how to identify target markets, develop effective advertising campaigns, and use social media and other digital platforms to promote tourism destinations. Topics covered include destination branding, public relations, consumer behavior, and market research.

MKT 340: Marketing Research (3 semester hours)

This course emphasizes the use of research to develop marketing strategies and assist marketing personnel in making prudent marketing decisions. The course covers an examination of market research. Topics in this course include types of research by technique or function, stages in the research process, survey research methods, data collection methods, and data analysis.

MTH 101: College Mathematics (3 semester hours)

The purpose of this course is to expose you to the wider world of mathematical thinking, while providing a sound foundation of quantitative reasoning. This course will help you understand the power of quantitative thinking and numbers in solving and dealing with real world scenarios.

(This course does not meet the requirement for Analytical Reasoning.)

MTH 103: College Algebra (3 semester hours)

This course provides an in-depth study of the properties of algebraic, exponential, and logarithmic functions as needed for calculus. Emphasis is on using algebraic and graphical techniques for solving problems involving linear, quadratic, piece-wise defined, rational, polynomial, exponential, and logarithmic functions.

MTH 180: Introduction to Statistics (3 semester hours)

This is an introductory course in statistics intended to discuss topics that include displaying and describing data, the normal curve, regression, probability, statistical inference, confidence intervals, and hypothesis tests with applications in the real world. Students will analyze data sets using technology.

MTH 201: PreCalculus (3 semester hours)

This course is a preparatory course for calculus. It builds upon the intermediate level of algebra and makes intensive use of technology to conceptualize functions and methods of function manipulation with emphasis on quantitative change. Topics include a library of functions (linear, quadratic, exponential, logarithmic, polynomial, rational and trigonometric), transformations, compositions, inverses, and combinations of functions and solving triangles. This course requires the use of technology that is equal to or better than TI83 graphing calculator.

MTH 465: Statistical Measurements in Sports (3 semester hours)

This course is designed to assist students with understanding basic concepts in probability and statistics as related to kinesiology and sports. The information in this course will help students become better critical readers of analytical data and the processes of statistical calculations. Topics include descriptive data analysis, data collection, probability and sampling distributions, correlation, sampling, normality of distribution, and effect size.

(This course is a prerequisite for SAR 490: Senior Research Project.)

MUS 200: Resonances: Engaging Music in its Cultural Context (3 semester hours)

This course offers a fresh curriculum for the college-level music appreciation course. By offering tools for listening to and thinking about music in a social fashion, we will explore music's relationship to the human condition to promote social understanding. This course does not follow a historical timeline, but instead will develop, explore, and link musical genres through applicable concepts across time and place. Micro-narratives are developed through a series of theme-oriented stories that juxtapose and interweave the musical present with the past. Various narratives explore universal ideas.

PHL 205: Philosophy of Shaolin Kung Fu (3 semester hours)

This course provides an overview of Shaolin training and how to apply this famous system to any coaching philosophy. This course will focus on the history, development, and expression of Shaolin using three books of ancient Chan teachings (dating back to the 5th century) provided directly from the Shaolin Temple in the Henan Province of China, which is known for training some of the best and most respected athletes in the world.

PHY 100: Introduction to Physics (3 semester hours)

This course is an introduction to physics that focuses on basic physics concepts and connections to everyday life. Course topics include Newtonian mechanics, fluids, heat, vibrations, electricity and magnetism, light and sound, quantum phenomenon, nuclear radiation, relativity, and cosmology. Connections to everyday life and society include energy conservation, global warming, nuclear energy, the origin of the universe, pseudoscience, and the search for extraterrestrial life. Students will gain an appreciation for the physical world, improved critical thinking and reasoning skills, and improved scientific literacy.

PHY 101: Introduction to Earth and Physical Science (3 semester hours)

This course provides an overview of the physical world around us on Earth. We will explore the many ways in which geologic and anthropologic processes control and modify the Earth's environment. We will discover chemical and physical interactions between the solid Earth and the oceans and atmosphere, the effect of catastrophic events such as volcanic eruptions and earthquakes on the environment, geologic processes and hazards, and our role in modifying the environment through resource consumption and development.

PHY 103: Intro to Earth and Physical Science LAB (1 semester hour)

This course is a laboratory component for Introduction to Earth and Physical Science. This laboratory covers the study of Earth, specifically a study of minerals, rocks, maps, oceans, and the atmosphere.

(This course serves as the lab component for PHY 101 Introduction to Earth and Physical Science.)

PMP 100: Foundations in Project Management (3 semester hours)

This course introduces the fundamental concepts and principles of project management. Students will learn about project management frameworks, project life cycles, project management processes, and project management knowledge areas. The course covers the importance of stakeholder management, communication management, and risk management in project management.

PMP 330: Project Communications (3 semester hours)

This course focuses on the essential role of communication in project management. Students will learn about the importance of effective communication in all phases of the project life cycle, from project initiation to project closure. The course will cover communication planning, stakeholder analysis, communication channels, and communication protocols.

PMP 340: Advanced Project Management (3 semester hours)

This course builds on the foundational concepts and principles of project management and provides students with advanced knowledge and skills in project management. Students will learn about advanced project management techniques and best practices, including project risk management, project procurement management, project quality management, and project stakeholder management.

PMP 360: Leadership in Teams (3 semester hours)

This course focuses on developing leadership skills in the context of project management teams. Students will learn about leadership theories, styles, and best practices, and how they apply to project management. They will also learn about the challenges of leading diverse and virtual teams, and how to build effective teams.

PMP 430: Organizational Behavior and Projects (3 semester hours)

This course examines the ways in which organizational behavior influences project management. Students will learn about the complex social dynamics and cultural factors that can impact project success or failure, and how to manage these factors effectively.

PSY 101: Introduction to Psychology (3 semester hours)

A study of mental processes and behavior, with emphasis on the scientific nature of contemporary psychological investigation. Topics may include the biology of behavior, sensation, and perception, learning memory, cognition, motivation, emotion, life-span development of behavior, personality, abnormal behavior and its therapies, social behavior, and individual differences.

SAB 301: Sports Officiating (3 semester hours)

This course is designed to teach students the general principles of sports officiating. Many rules and regulations for specific sports are covered with techniques on how to apply them in games. The National Association of Sports Officials (NASO) Code of Ethics is briefly summarized and discussed.

SAB 305: Sociology of Sports (3 semester hours)

This is a course designed to introduce the students to the mutual influences which society and sport have on each other. How people in sports relate to one another and create social measures that enable them to compete without compromising a basic social contract is one focus of this course. Understanding sports groups and the social issues that have an impact on sports is also a central theme.

SAB 310: History of Sports (3 semester hours)

The History of Sports course was developed to assist students in grasping the essential historical knowledge in the field and help the students to understand the role of sports-specific history in modern sport management.

SAB 334: Ethics in Sports (3 semester hours)

This course provides a philosophical grounding in the true nature of sport along with a foundation in the science of competition. It examines some of the most common misleading assumptions about sports and provides alternative narratives so that leaders can abide by written codes of conduct; model, teach and reinforce ethical behavior with their athletes; and develop an ethical decision-making process. Sports leaders (coaches, managers, and administrators) understand the importance of ethical behavior and having an ethical decision-making process. Yet at the same time sports leaders are constantly being challenged by a battle of contrasting interests which often result in poor decisions that lead to cheating and corruption. The role of coaches and administrators is made easier when they have a solid understanding of the nature of sports themselves and what it really means to strive for excellence rather than winning at all costs.

SAB 361: Contemporary Issues in Sports (3 semester hours)

This course is designed to introduce current issues in society and their impact on sport at all levels of participation. The course covers a variety of issues facing sport as a leisure activity and as an industry. It also examines how these issues are addressed by coaches, administrators, sport organizations, and the media. Overall, this course examines the social impact of sports, the effect of gender, race and ethnicity on sports, the role of the media in sports, and more.

SAB 368: Psychology of Sports (3 semester hours)

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

SAB 371: Sports Coaching Methodology (3 semester hours)

This course presents a theoretical base for the teaching of sports and sports skills, accompanied by practical applications. Managerial skills common to all coaching activities are discussed. The course also prompts students to begin developing or to refine a personal coaching philosophy, emphasizing ethics in coaching and proven effective coaching styles. A review of contemporary trends and issues in coaching is included.

SAB 373: Scientific Principles of Human Performance (3 semester hours)

To optimize performance, 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 sports professionals to be active in the use of scientific information.

SAD 320: Applied Sports Performance (3 semester hours)

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.

(This course requires a prerequisite.)

SAD 346: Sports Medicine (3 semester hours)

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

(This course requires a prerequisite.)

SAD 356: Sports Nutrition (3 semester hours)

This course is designed to emphasize the importance of nutrition for 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.

(This course requires a prerequisite.)

SAM 322: Foundations of Amateur & Professional Sports (3 semester hours)

This course addresses the scope, the history, the empirical foundations, and the philosophical aspects in the development of sport both as a leisure activity and as an industry. Special emphasis is placed on the relationship between the evolution of sport and social institutions (such as education, religion, politics, mass media, etc.).

SAM 340: Organization and Management in Sports (3 semester hours)

This course provides a contemporary examination of the sport management field. It introduces sport management as an academic major and as a professional endeavor. Overall, students will develop a professional perspective and learn management concepts that can be applied to various sport management careers.

SAM 342: Human Resource Management in Sports (3 semester hours)

This course will cover both theoretical and current practices involved in the fundamentals of managing individuals and groups in sport and recreation organizations. It is critical to effectively manage human resources in the sport industry to maximize the success of the organizations.

SAM 344: Sports Marketing (3 semester hours)

This course examines the basic principles of marketing and how they are applied to the field of sport. They are evaluated in terms of the elemental marketing mix, which includes product, place, price, and promotion.

SAM 386: Legal Concepts in Sports (3 semester hours)

This course introduces a basic conceptual understanding of legal issues related to sport, including but not limited to negligence, sexual harassment, corporal punishment, product liability, anti-discrimination, contracting, buying, hiring, and termination.

SAM 392: Sports Agent Business (3 semester hours)

This course provides an overview of the sports agent business and an examination of the various aspects associated with being a sports agent are presented in this introductory survey course. The expanding sport-agent business, particularly in the U.S., is examined considering its benefits and consequences both to the professional and the amateur athlete.

SAM 400: Leadership Principles in Sports (3 semester hours)

This course teaches concepts, principles, and skills of leadership for professionals in the sport industry who must influence others to get things done. Styles of successful sport coaches and managers will be examined and analyzed in the context of their times and their settings. The thoughts generated by the information presented in this course will help students develop a new and informed way of looking at the art and science of leadership. Overall, this course examines the principles and skills needed to become an effective leader in the field of sport.

SAM 445: Sports Managerial Accounting (3 semester hours)

This course is designed to give students the financial management tools they need to succeed in the sports industry. The rapidly growing industry demands that those in the industry have a command of the basic principles of finance.

(This course requires a prerequisite, ACC 201 Introduction to Accounting.)

SAM 448: Sports Promotion and Event Planning (3 semester hours)

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.

SAM 450: Fundraising in Sports (3 semester hours)

This course presents the essentials of fundraising and provides an overview of the field of fundraising to give development staff, managers, and directors a platform from which to operate fundraising programs.

SAM 451: Strategic Communications in Sports (3 semester hours)

This course is a study of the nature, content, and application of the various concepts of strategic communication as applied to sport. The course covers many ways in which individuals, media outlets, and sport organizations work to create, disseminate, and manage messages to their constituents.

SAM 482: Sports Facilities Management (3 semester hours)

All sporting events take place in some type of facility. This course examines the principles and skills needed to manage such facilities and the events within them.

SAM 486: Sports Law and Risk Management (3 semester hours)

This survey course takes a practical approach to law and sport, exemplifying how to use the law as a day-to-day management tool. Issues discussed include risk management, the responsibilities of game officials, breach of contract, product liability, the role of the EEOC, the right to participate, and statutes such as the Americans with Disabilities Act.

SAM 487: Introduction to Sports Security Management (3 semester hours)

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.

SAM 488: Contemporary Sports Security Management (3 semester hours)

This course allows students to 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, human resource management, security planning and evaluation, communication, and best practices.

SAM 489: Introduction to Emergency Management for Sport Settings (3 semester hours)

This course examines theories, components, systems, and strategies in contemporary disaster and emergency management. Students examine: 1) The historical, administrative, institutional, and organizational framework of disaster and emergency management in the United States; 2) The role of the federal, state, and local governments in disasters; 3) The role of nongovernmental organizations in emergency management; 4) The role of land use regulation, the media, crisis communication, insurance, and citizen participation; 5) The social and economic costs of disasters; and 6) The management of natural and man-made disasters.

SAR 200: Sports Related Concussions (3 semester hours)

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 healthcare professionals.

SAR 220: Sports First Aid (3 semester hours)

This course is a 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.

(This course is a prerequisite for internships unless student has current proof of First Aid, CPR, and AED training.)

SAR 320: Exercise Physiology (3 semester hours)

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

(This course requires two prerequisites, BIO 202 and BIO 204: Human Anatomy & Physiology II and Lab.)

(This course is a prerequisite for both SAR 380: Exercise Testing and Prescription and SPT 497: CSCS Examination Prep.)

SAR 326: Personal Training (3 semester hours)

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

(This course is a prerequisite for both SAR 380: Exercise Testing and Prescription and SPT 497: CSCS Examination Prep.)

SAR 332: Sports Strength & Conditioning (3 semester hours)

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 as well.

(This course requires two prerequisites, BIO 202 and BIO 204: Human Anatomy & Physiology II Lab.)

(This course is a prerequisite for SPT 497: CSCS Examination Prep, unless co-enrolled.)

SAR 380: Exercise Testing and Prescription (3 semester hours)

This course is a concentrated study of the guidelines for exercise testing and prescription aimed at serving the general population and numerous clinical and special populations.

(This course requires a prerequisite: SAR 320 Exercise Physiology)

SAR 490 Senior Research Project (3 semester hours)

This course covers the basic knowledge of measurement, data analysis, and evaluation for conducting evidence-based practice in exercise and sport science, physical education, fitness, health, and sport-related fields. A study of measurement theory, instruments used to collect data, and procedures for data analysis specific to human performance, kinesiology, exercise, and sport are also covered in this course.

(This course requires a prerequisite: MTH 465 Statistical Measurements in Sports)

SCS 303: Coaching Track and Field (3 semester hours)

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

SCS 308: Coaching Baseball (3 semester hours)

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

SCS 313: Coaching Basketball (3 semester hours)

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

SCS 332: Coaching American Football (3 semester hours)

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

SCS 334: Coaching Golf (3 semester hours)

This course is designed as an introductory course in the fundamentals of coaching golf. It focuses on several foundational concepts and strategies that are important to being successful as a golf coach and teacher – such as applying the Steps to Success Staircase, learning how to interpret the ball flight, mental control, course management and practice techniques. This course creates a framework through which you can effectively and systematically coach each golf student.

SCS 364: Coaching Soccer (3 semester hours)

This course is specifically designed to provide information on coaching priorities and principles, program building and management, innovative and effective practice sessions, individual skills and team building tactics, and game-winning and tournament-winning strategies for individuals interested in coaching soccer.

SCS 376: Coaching Tennis (3 semester hours)

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

SCS 378: Coaching Volleyball (3 semester hours)

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

SOC 101: Introduction to Sociology (3 semester hours)

This course examines small group interactions and cultural patterns of American and other societies using the conceptual, theoretical, and methodological principles and applications to explain how values, roles, norms, social interaction, and social inequality as well as other concepts influence individuals, groups, and society.

SPT 100: Achieving Academic Success (3 semester hours)

This course is a comprehensive introduction to the college experience providing academic and personal wellness management tools. Topics include general study skills, the use of academic technology, introduction to university resources, services, and use of the library, and developing a healthy lifestyle and mindset.

(This is a required course for students entering USSA with 29 credits or less.)

SPT 492: Internship in Exercise Science (culminating experience) (6 semester hours)

USSA's internship program is a practical learning experience planned, supervised, and evaluated for credit by faculty and field supervisors. It enables a student to apply the knowledge gained through course work while under the direct supervision of a leader in the student's chosen field; 300 contact hours are required.

Internship study can provide many opportunities for valuable practical experiences, since the student can select, within established guidelines, both the site and the type of experience desired. Before enrolling in the internship all coursework must be completed, although students may be permitted to take their final two courses at the same time as the internship.

SPT 494: Internship in Sports Coaching (culminating experience) (6 semester hours)

USSA's internship program is a practical learning experience planned, supervised, and evaluated for credit by faculty and field supervisors. It enables a student to apply the knowledge gained through course work while under the direct supervision of a leader in the student's chosen field; 300 contact hours are required.

Internship study can provide many opportunities for valuable practical experiences, since the student can select, within established guidelines, both the site and the type of experience desired. Before enrolling in the internship all coursework must be completed, although students may be permitted to take their final two courses at the same time as the internship.

SPT 497: CSCS Examination Preparation (3 semester hours)

This course is designed to prepare each student, who is majoring in Sports Strength & Conditioning, for successful completion of the Certified Strength and Conditioning Specialist (CSCS) examination, which will certify the student as a specialist in the field. Membership in the National Strength and Conditioning Association (NSCA) is required of each student enrolled in this course.

SPT 498: Internship in Sports Management (culminating experience) (6 semester hours)

USSA's internship program is a practical learning experience planned, supervised, and evaluated for credit by faculty and field supervisors. It enables a student to apply the knowledge gained through course work while under the direct supervision of a leader in the student's chosen field; 300 contact hours are required.

Internship study can provide many opportunities for valuable practical experiences, since the student can select, within established guidelines, both the site and the type of experience desired. Before enrolling in the

internship all coursework must be completed, although students may be permitted to take their final two courses at the same time as the internship.

WSS 100: Introduction to Women's Studies (3 semester hours)

Introduction to Women's Studies is an introductory course designed to provide students with a foundational understanding of the interdisciplinary field of women's studies. The course will explore the social, cultural, and political experiences of women throughout history and across cultures. Students will examine the ways in which gender intersects with other aspects of identity, including race, class, sexuality, and nationality, to shape women's lives and experiences.

WSS 220: Social Justice and Sport (3 semester hours)

This course explores the intersection of sports with broader social justice issues, including race, class, sexuality, and ability. Students will learn about the ways in which sports can both reproduce and challenge systems of oppression, as well as strategies for promoting social justice in sports. Topics may include disability sport, LGBTQ+ sport, and the role of sports in promoting health and wellness in marginalized communities.

WSS 240: Women's, Gender, and Sex Studies (3 semester hours)

This course explores the complex relationship between gender, sex, and sport. Students will critically examine the International Olympic Committee's definitions of gender and sex, as well as the ways in which these definitions have been challenged and revised over time. Topics may include the inclusion of transgender and intersex athletes in sports, the role of hormones and other biological factors in athletic performance, and the social and psychosocial aspects of conducting feminist research in this field. Topics may include the intersection of gender with other social identities, the representation of women and gender non-conforming athletes in the media, and the impact of feminism on sports policy and practice.

WSS 250: Women's Sport History (3 semester hours)

This course explores the history of women's participation in sports, from the early 20th century to the present day. Students will learn about the social, political, and cultural factors that have shaped women's access to and experiences in sports over time, as well as the ways in which women have used sports as a tool for social and political change.

WSS 300: Women and Leadership in Sports (3 semester hours)

This course examines the challenges and opportunities facing women in leadership positions in the sports industry. Students will learn about the gendered nature of leadership and the specific barriers that women face in sports leadership roles. They will also explore strategies for promoting gender equity in sports leadership and governance.

WSS 320: Global Women's Sports Movements (3 semester hours)

This course examines the ways in which women have mobilized around sports-related issues on a global scale. Students will learn about the history and current state of women's sports movements in different regions of the world, as well as the key issues and challenges facing these movements. Topics may include the fight for gender equity in sports governance, the impact of sports on women's health and well-being, and the role of sports in promoting women's empowerment and leadership.

WSS 330: Feminist Pedagogy and Coaching (3 semester hours)

This course explores the principles of feminist pedagogy and how they can be applied in the context of sports coaching. Students will learn about the ways in which coaching can be a site for the reproduction of gendered power dynamics, as well as strategies for promoting equity and inclusivity in coaching and mentoring relationships. *(This course requires a prerequisite, WSS 100: Introduction to Women's Studies.)*

5 USSA WRITING SUPPORT

A strong understanding of source-based writing, American Psychological Association (APA) formatting, and use of academic language are essential skills for academic success at USSA. With these needs in mind, USSA offers a two-fold writing support system available for students at all degree levels.

All writing support resources, tutorials, and lab sessions are offered to USSA students at no cost. Students are encouraged to utilize the available support resources throughout their studies.

For questions or assistance, students should contact the Director of the Library (library@ussa.edu).

5.1 PROQUEST Research Companion

The ProQuest Research Companion is an intuitive, self-guided online tool that supports students in areas such as information literacy, writing, and research skills. This tool is offered as a support resource for students beginning their writing or research process and/or for students who need help with a specific skill area of source-based writing and academic research.

The Research Companion consists of three modules. Each module offers brief tutorial videos, pep talks, and interactive tools designed to help students understand research in a specific context: finding information, evaluating information, and using information.

The Research Companion allows students to develop a foundation for academic writing and research skills through practical, easy to find and follow instructional materials. The instructional content of the Research Companion can be completed, in its entirety, in under three hours. Alternatively, all parts of the Research Companion can be reviewed individually, giving students access to the support they need on demand. The ProQuest Research Companion may be accessed through our website.

5.2 One-on-One Writing Lab

USSA offers one-on-one writing lab sessions for students at all degree levels. These sessions are designed for students who have already completed the research and preliminary writing for an assignment (including students who are seeking help with revisions based on instructor feedback).

Lab sessions are conducted one-on-one with the Director of the Library or other faculty and staff, as necessary. The writing lab sessions provide personalized proofreading, formatting, and revision support for student papers and other written assignments. The sessions also offer students the opportunity to be actively involved in improving their academic writing.

Students may schedule writing lab sessions for between 45-60 minutes and must do so at least three (3) business days in advance via the online **Writing Lab Session Request Form**. Requests must include a copy of the assignment for which the student is seeking support.

6 TUITION AND FEES

The published fees and costs schedule includes the basic fees required of all students enrolling in USSA. All tuition and fees below are accurate as of the publication date of this catalog. For the most updated and accurate tuition and fees, please see our website: [Tuition and Fees webpage](#).

Tuition and fees are due upon registration. Registration is not complete until financial clearance is received, indicating full payment. No student may register for any course until all USSA charges are satisfied.

	B.S.S.	Active-Duty TA
TUITION AND FEES		
Tuition Fee (per semester hour)	\$525	\$250
Application Fee (Degree or Non-Degree)	\$50	\$50
Application Fee (International)	\$100	N/A
ONE TIME FEES		
Graduation Application Fee, includes one year of alumni membership	\$165	\$165
Graduation Registration Fee for Commencement Ceremony*	\$75	\$75
EXPRESS SHIPPING FEES (as applicable)		
FedEx 2-day (per transcript), domestic**	\$50	\$50
FedEx Overnight (per transcript), domestic**	\$85	\$85
ADMINISTRATIVE FEES		
Independent Study Fee (per course)	\$75	Waived
Experiential Learning Credit (ELC) Petition Processing	\$400	\$400
Undergraduate Transfer Credit Evaluation Fee	\$50	\$50
Readmittance Fee	\$200	\$200
Re-enrollment Application Fee	\$25	\$25
Returned Check Fee (each occurrence)	\$40	\$40
USSA Transcript Fee (per copy)***	\$25	\$25
REPLACEMENT DIPLOMA FEES		
Parchment Copy (8 ½" x 11")	\$25	\$25

* Graduation Registration Fees for Commencement Ceremony may vary

** Additional charges may apply to Saturday deliveries or international shipping and handling

*** Transcript fees vary depending on Parchment.com

Note for Active-duty Members of the Armed Forces:

Active-duty Armed Forces members, including active-duty National Guard members, eligible to participate in Department of Defense tuition assistance programs will be charged a tuition rate not higher than the maximum amount per credit hour covered by the tuition assistance program. In addition, the Independent Study Fee will be waived. Students receiving Chapter 31 or Chapter 33 military benefits with 100% eligibility and a current Certificate of Eligibility on file with the Office of Financial Aid are not directly responsible for paying tuition. If a student has 100% eligibility, the VA is responsible for tuition payment.

7 FINANCIAL AID

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

All students receiving financial aid student loans must maintain at least half-time enrollment status (which is six credit hours per semester at the bachelor's degree level); however, bachelor's degree students who are eligible for Pell Grants can still receive a Pell Grant if the student is below half time, and the Pell Grant will be pro-rated based on the number of credit hours taken. To apply for any financial aid program, students must complete the Free Application for Federal Student Aid (FAFSA). Application forms can be obtained from the Federal Student Aid website: <https://studentaid.gov/>.

7.1 Financial Aid Programs for Qualifying Students

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

USSA awards financial aid to eligible students regardless of race, color, sex, national origin, religion, age, disability, or genetic information.

7.1.1 Grants

Grants are gift-aid and do not have to be repaid. Only undergraduate students who have not received bachelor's degrees and who demonstrate appropriate need are eligible for the following programs:

Federal Pell Grants

Federal Pell Grants are available for students who demonstrated financial need as determined by the student's Expected Family Contribution. Pell Grants are based on a student's cost of attendance and enrollment status (half-time, full-time, etc.) as published by the Department of Education.

Federal Supplemental Education Opportunity Grants (FSEOG)

FSEOG is for undergraduate students with exceptional financial need. Priority is given to students who receive Federal Pell Grants. Students can receive between \$100 and \$4,000 a year, depending on when they apply, their need, and the funding level of the school. USSA withholds a 5% administrative cost allowance (34 CFR 668.164) per awarded student, based on the original amount awarded.

State Grant and Tuition Assistance for Alabama Residents

The Alabama Commission on Higher Education has granted USSA approval to offer the Alabama Tuition Assistance Program and the Alabama State Grant Program to its undergraduate students who are Alabama residents for the 2020-2021 award year. The amount of aid under these programs varies by year, depending upon the Alabama State Legislature. The details of these programs are described below.

Alabama Student Assistance Program

The Alabama Student Assistance Program is a need-based state/federal grant ranging from \$300-\$2,500 per academic year. The program is only available to undergraduate students who are Alabama residents attending an eligible Alabama institution.

Alabama Student Grant Program

The Alabama Student Grant Program is an award of grant assistance at an eligible independent Alabama college or university. It is not based on need. Students can receive up to \$1,200 per academic year. The maximum amount is available only when sufficient funds are available. Students must be Alabama residents and can be either at half-time or full-time enrollment.

7.1.2 Loans

Federal Direct Student Loans

Federal Direct Student Loans are long term, low-interest loans. The loans a student receives will be either subsidized or unsubsidized. Federal Student Loan information, including the current loan interest rate, is available at www.studentaid.ed.gov.

Subsidized loans: A subsidized loan is awarded based on financial need. Students will not be charged interest before beginning repayment or during deferment periods. Repayment is deferred until six months after graduation or after the student ceases to be enrolled at least half time.

Unsubsidized loans: An unsubsidized loan is not awarded on the basis of need. Students will be charged interest from the time the loan is disbursed until it is paid in full. If students allow the interest to accrue while they are in school or during other periods of nonpayment, it will be capitalized. This means the interest will be added to the principal amount of the loan and additional interest will be based on that higher amount. Repayment is deferred until six months after graduation or after the student ceases to be enrolled at least half time.

PLUS Loans

PLUS Loans (Loans to Parents) are loans a student's parents can obtain to pay for the educational expenses of a dependent undergraduate student enrolled at least half-time. The student's parents must have good credit history. The yearly limit on a PLUS loan is equal to the student's cost of attendance minus any other financial aid the student receives.

Parents must complete the PLUS loan application and Master Promissory Note (MPN). The application and MPN can be obtained online from Direct Loans (www.studentaid.ed.gov).

Annual Loan Limits for Subsidized and Unsubsidized Student Loans

	Dependent Undergraduate Student	Independent Undergraduate Student
1st Year	\$5,500; No more than \$3,500 of this amount may be in subsidized loans	\$9,500; No more than \$3,500 of this amount may be in subsidized loans.
2nd Year	\$6,500; No more than \$4,500 of this amount may be subsidized loans.	\$10,500; No more than \$4,500 of this amount may be subsidized loans.
3rd and 4th Years	\$7,500; No more than \$5,500 of this amount may be subsidized loans	\$12,500; No more than \$5,500 of this amount may be subsidized loans
Maximum Total Debt from Student Loans for Undergraduate Students	\$31,000; No more than \$23,000 of this amount may be subsidized loans.	\$57,500; No more than \$23,000 of this amount may be in subsidized loans.

7.1.3 Distribution of Financial Aid Funds

Payment of tuition and fees is due when a student registers for a course. In the event that a student has been awarded financial aid and intends to use the proceeds to pay for the course registration, USSA, with the concurrence of the student, will post the incoming funds to the student's account.

USSA will deduct from these proceeds all costs associated with the registration including (but not limited to) tuition, fees, and learning materials. Remaining funds will be provided to the student after funds have been disbursed, and after the student has attended class (per the policy stated below). Additionally, the amount of this refund is limited to the amount of the financial aid proceeds actually received for the term of the award.

The following procedures will be followed:

1. Students must be eligible based on enrollment status according to U.S. Department of Education guidelines to receive Title IV funds.
2. Students must maintain satisfactory academic progress to be eligible to receive financial aid.
3. Financial aid funds will be disbursed once per each student's term.
4. Course attendance must be verified to receive the financial aid disbursement and VA certification. Attendance must be verified within 7 days of the course's start date.
5. Accounts receivable balances will be subject to collection procedures, as indicated in USSA's Administrative Manual.
6. All financial aid refunds must be made by direct deposit to the student's designated bank account. No checks will be issued.

Drop/Add Course: Students who drop a course prior to seven days (one week) of enrollment, or before the disbursement of financial aid or tuition proceeds, will receive an unofficial withdrawal and the grade for the

course will not appear on the transcript. Students who drop a course after seven days of enrollment will be required to complete a **Drop/Add & Withdrawal Form** and will be assigned a “W” grade, provided the withdrawal is completed in accordance with institutional policy.

16-Week Course Withdrawal: If students withdraw or drop out prior to completing 60% of the term, they will be required to return a prorated portion of the financial aid received. This includes loans. USSA is also required to return a portion of financial aid on the student’s behalf. Students will be responsible for any portion USSA is required to return due to withdrawal (see the Return of Title IV Funds section in this academic catalog or online at our website on the Financial Aid webpage: <https://ussa.edu/admissions/financialaid> for further details). This policy will be updated annually to ascertain those changes in federal regulations are accommodated.

5-Week Course Withdrawal: If students withdraw or drop out prior to completing 49% of the term, they will be required to return a prorated portion of the financial aid received. This includes loans. USSA is also required to return a portion of financial aid on the student’s behalf. Students will be responsible for any portion USSA is required to return due to withdrawal (see the Return of Title IV Funds section in this academic catalog or online at our website on the Financial Aid webpage: <https://ussa.edu/admissions/financialaid> for further details). This policy will be updated annually to ascertain those changes in federal regulations are accommodated.

Unofficial Withdrawal

A student who registers for a course and fails to attend the course who does not officially withdraw from USSA in accordance with academic policy will be deemed an “unofficial withdrawal” for the purposes of financial aid. Students subject to the “unofficial withdrawal” provisions of the financial aid policy are deemed not to have earned their financial aid awards and will be required to return 100% of said awards to the federal government. Students who receive a grade of “F” or “W” at the end of the term will have attendance verified to determine if a refund needs to be calculated for return of Title IV Funds.

- **Unofficial Withdrawal from 16-Week Courses:**

“Unofficial withdrawal” occurs when a student has failed to log-on or attend and commence any coursework within 7 days of the official start date of a course. If an unofficial withdrawal occurs between 15-38 days, a student’s refund will be calculated based on U.S. Department of Education Title IV refund policy.

- **Unofficial Withdrawal from 5-Week Courses:**

“Unofficial withdrawal” occurs when a student has failed to log-on or attend and commence any coursework within 7 days of the official start date of a course. If an unofficial withdrawal occurs between 1-7 days, a student’s refund will be calculated based on U.S. Department of Education Title IV refund policy.

USSA’s Financial Aid Office is governed by rules concerning Title IV Federal Student Aid funds, which includes student loans.

7.1.4 In-School Deferment

Students who are registered at least half-time (6 credit units) in a degree-seeking bachelor’s program are eligible for an in-school deferment of their student loans. A student must provide in writing the lender’s name, mailing address, and/or fax number to the Financial Aid office in order to receive a deferment.

7.2 Veterans Administration Programs

7.2.1 Veterans Benefits

Veterans Benefits: USSA is approved by the Alabama State Approving Agency (SAA) to offer VA Educational Benefits (GI Bill®) to eligible individuals enrolled in approved programs and is a participant in the Post 9/11 GI Bill® “Yellow Ribbon Program.” For more information about the program, visit <https://benefits.va.gov/gibill/>

16-Week Courses: All veterans’ courses will be reported as a 15-week term. A veteran certification will be amended based on when the student completes the course. Non-punitive grades are not eligible for VA funding and will be reported as the last day of attendance.

Please note, within the 16-week course period, the first week is set aside for processing and shipment of course materials for students using vocational rehabilitation benefits, which covers funding for textbooks.

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

5-Week Courses: Courses will be reported as a 15-week term, the certification tuition cost will not be submitted until the end of the semester. Courses will be certified based on the attendance of each module. A veteran certification will be amended based on when the student completes the course. Non-punitive grades are not eligible for VA funding and will be reported as the last day of attendance.

After the 2nd week and up to the 4th week of course enrollment, a student utilizing Veteran Affairs (VA) educational benefits may submit a request for withdrawal. The 2nd week of enrollment is the last day to receive a grade of “W” for the course. The grade of “W” does not affect a student’s GPA. After the 4th week of enrollment, the student will be awarded a grade based on the work completed up until the end of the course.

Students utilizing VA education benefits shall not be charged a penalty, including assessment of late fees, denial of access to classes, libraries, or other institutional facilities, or be required to borrow additional funds because of the individual’s inability to meet their financial obligations due to the delayed disbursement of a payment to be provided by the Department of Veterans Affairs.

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

7.2.1.1 Complaint Policy for Students Receiving VA Education Benefits

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

7.3 Military Financial Aid Programs

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

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

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

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

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

Tuition Assistance “Top-Up Program”	
What is It	The “Top-Up” program is an additional benefit intended to supplement other tuition assistance programs.
Who is Eligible	To be eligible for the “Top-Up” benefit, an individual must be approved for federal Tuition.
Contact	https://www.va.gov/education/about-gi-bill-benefits/how-to-use-benefits/tuition-assistance-top-up/

Montgomery GI Bill® (MGIB) Active Duty and Selected Reserves	
What is It	MGIB provides up to 36 months (four regular school years) of educational benefits to eligible veterans for: College, business, technical, or vocational courses; correspondence courses; apprenticeships or job training; flight training.
Who is Eligible	Active-duty members who have served at least two years on active duty. Veterans fitting one of four eligibility categories reflecting enlistment date and length of active duty.
Contact	https://www.va.gov/education/about-gi-bill-benefits/montgomery-active-duty/ https://www.va.gov/education/about-gi-bill-benefits/montgomery-selected-reserve/

Post-9/11 GI Bill®	
What is It	The Post-9/11 GI Bill® is a new education benefit program for individuals who served on active duty on or after September 10, 2001.
Who is Eligible	Service members may be eligible if they served at least 90 aggregate days on active duty after September 10, 2001, and they are still on active duty; OR were honorably discharged from active duty; OR released from active duty and placed on the retired list; OR released from active duty and transferred to the Fleet Reserve or Fleet Marine Corps Reserve; OR released from active duty for further service in a reserve component of the Armed Forces.
Contact	https://www.va.gov/education/about-gi-bill-benefits/post-9-11/

Yellow Ribbon Program	
What is It	<p>The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008.</p> <p>This program was designed to help decrease out-of-pocket expenses of veterans attending schools whose tuition and fees exceed the maximum amount for the Post-9/11 GI Bill®.</p>
Who is Eligible	<p>Individuals entitled to the maximum benefit rate (based on service requirements) under the Post-9/11 GI Bill® may receive this funding:</p> <ul style="list-style-type: none"> • If you served an aggregate period of at least 36 months active duty, or • If you were honorably discharged from active duty for a service-connected disability and had served 30 continuous days after September 10, 2001; or, • if you are a dependent eligible for Transfer of Entitlement under the Post-9/11 GI Bill® based on a veteran's service under the eligibility criteria listed above.
Contact	https://www.va.gov/education/about-gi-bill-benefits/post-9-11/yellow-ribbon-program/

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

Veterans Educational Assistance Program (VEAP)	
What is It	<p>This is available if an individual elected to make contributions from their military pay in order to participate.</p> <p>It can be used for a degree, certification course, correspondence course, apprenticeship or on the job training program, or vocational flight training programs, as well as for remedial, deficiency, and refresher training.</p>
Who is Eligible	<p>To be eligible the individual must have:</p> <ul style="list-style-type: none"> Entered the service for the first time between January 1, 1977 and June 30, 1985; Opened a contribution account before April 1, 1987; Contributed \$25 to \$2,700; Completed first period of service; Received a discharge that was not dishonorable.
Contact	https://www.va.gov/education/other-va-education-benefits/veap/

Vocational Rehabilitation and Employment Service	
What is It	An individualized, detailed outline of service that will be provided under Chapter 31, VRE program. It also prepares an individual for obtaining and retaining employment consistent with one's abilities, aptitudes, and interests.
Who is Eligible	Veterans who have a VA disability rating and an employment handicap.
Contact	https://www.va.gov/careers-employment/vocational-rehabilitation/

7.3.1 Return of Unearned Tuition Assistance

Unearned tuition assistance (TA) funds will be refunded when a student officially or unofficially drops or withdraws from a course or all courses before the 8th day of class. TA funding will be refunded to the service branch, which will include the total tuition and other institutional charges.

To comply with Department of Defense policies, USSA will return any unearned TA funds on a prorated basis up to 60 percent of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period with unearned funds returned based upon when a student stops attending.

In instances when a student who is a service member stops attending due to a military service obligation, the educational institution will work with the affected Service member to identify solutions that will not result in student debt for the returned portion. For more information, see the VA Handbook and reference the following section: Appendix to Enclosure 3, Figure 1, 4.f.2(d) (page 42).

Return of Tuition Assistance: Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded.

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

For Partial Withdrawal: Students who are enrolled in more than one course and drop a course during the drop/add period TA funding will return the difference in tuition to the military Service branch and the tuition rate applicable to the reduced number of hours, including fees appropriate to the classes dropped. There is no refund due to a student who partially withdraws after the official drop/add period.

16-Week Course Students for Complete Withdrawal: A student who officially or unofficially drops or withdraws completely on or before the first day of class for a 16-week course, but prior to 38 days of a course the TA funds will be refunded to the military Service Branch. The refund schedule is as follows:

Refund Schedule for Complete Withdrawal of 16-Week Course Students	
Before or during weeks 1-2	100% return
During weeks 3-4	75% return
During weeks 5-8	50% return
During week 9	40% return (60% of course is completed)
During weeks 10-16	0% return

5-Week Course Students for Complete Withdrawal: A student who officially or unofficially drops or withdraws completely on or before the first day of class in a 5-week course, but prior to the end of the first of a course will have their TA funds refunded to the military Service Branch. The refund schedule is as follows:

Refund Schedule for Complete Withdrawal of 5-Week Course Students	
Before or during week 1	100% return
During week 2	50% return
During weeks 3	40% return (60% of course is completed)
During weeks 4-5	0% return

Once USSA is aware that a student has unearned TA funding, the Finance Office will generate a check and mail it to the designated military service branch. USSA will list the invoice number on the check in the memo section.

7.4 Definition of Academic Year

USSA's academic increments are termed as 16-week semesters in Fall, Spring, and Summer terms with courses offered in 16-week and 5-week modular formats, which follow USSA's academic calendar.

Students receiving financial aid at the bachelor's level are permitted nine (9) years or up to 180 semester hours to complete their program of study.

7.5 Satisfactory Academic Progress

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

Bachelor's students are considered to be making satisfactory progress if they:

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

7.5.1 Required Qualitative Measure

To meet the required qualitative measure, a student must maintain a minimum cumulative GPA of at least 2.0 on a 4.0 scale. This measure comes into effect after the student has attempted 6 semester hours at USSA.

7.5.2 Measurable Quantitative Progress Requirement

To maintain measurable progress toward the completion of a degree, a student must successfully complete 67% of all semester hours attempted at USSA; hours attempted include repeated courses, dropped courses, withdrawals, failed courses, and incomplete courses. This measure becomes effective when a student has attempted six semester hours at USSA.

7.5.3 Reasonable Length of Time Requirement

At USSA, a reasonable length of time for the completion of a degree program is defined as no more than 150% of the normal time required to complete a degree program measured in terms of academic years or terms, semester hours attempted, or clock hours completed.

The maximum time allotted to complete the bachelor's degree is nine (9) years or 180 attempted semester hours. Coursework which transfers into a degree program will adjust the time frame accordingly. Satisfactory academic progress status will be determined for each student when financial aid applications are reviewed.

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

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

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

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

7.6 Return of Title IV Funds

USSA's Financial Aid Office is governed by rules concerning Title IV Federal Student Aid funds, which include student loans.

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

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

To determine if funds must be returned, USSA determines how much aid was earned. Each 16-week term contains 112 class days. Once the student has completed 60% of the academic term, or 68 days, it is considered that 100% of the funds are earned. However, if the student completed only 50% or 56 days, USSA would be required to return only 50% of aid awarded/dispensed to the student during that term. Therefore, if USSA awarded and dispensed \$2,800.00 of aid to the student, USSA would have to return \$1,400.00 to the federal government. Note that in this situation, the student would not be afforded a refund from USSA as 56

days exceeds the 38-day maximum, as stated in the USSA Refund Policy found in Section 8 of this catalog.

Students can determine the amount of their personal situations by using the same formula. The number of days attended is determined by the start day of the course in the Academic Calendar, based on seven (7) schooldays per week. This number can then be compared to 112 to determine what percentage of aid was earned. If less than 60%, the student can compare that percentage to the term's financial aid award amount to determine the amount USSA will return on a student's behalf to the student-loan lender.

5-Week Course Students: USSA awards aid to students based on 100% completion of courses. If students withdraw, USSA must determine the percentage of financial aid "earned." If students do not complete 49% of the academic term, they have not "earned" the full allotment of financial aid. In this case, USSA is required to return the "unearned" portion of aid to its originating source (i.e., the student-loan lender).

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

7.7 USSA Financial Aid Review

1. Students can apply for financial aid before applying for admission to USSA.
2. A student must be a U.S. citizen or a permanent resident of the United States to apply for federal financial aid.
3. To receive funds, a student must be accepted for admission to a degree-seeking program.
4. International students can apply for International Student Loans. Application information is available on the Internet at www.internationalstudentloan.com. A co-signer who is a U.S. citizen is usually required.
5. To apply for financial aid, students must complete the Free Application for Federal Student Aid (FAFSA). FAFSA is available at <https://studentaid.gov/h/apply-for-aid/fafsa>. Students can sign their applications electronically with a Federal Student Aid (FSA) ID. If a student does not have a FSA ID, he/she must go to <https://studentaid.gov/fsa-id/sign-in/landing> and create their ID. The proper year (2020-2021) begins with the summer semester and USSA's Federal School Code (021706) must be selected.
6. **Priority Dates:** Students should complete their FAFSA as soon after October 1 as possible to be considered for all types of aid for the approaching Fall term. In order to ensure funding is available at the beginning of the Fall semester, the ideal completion period for the FAFSA is October through April of the preceding year.

March 1 is USSA's Priority Date for students to complete their FAFSA. Funds are awarded for the nine-month academic year (Fall/Spring or Spring/Summer). Students are expected to use only what is needed from their Fall/Spring award in order to have funds available for summer enrollment. Unused funds from Fall/Spring may be awarded for Summer. A Summer form should be completed.

7. USSA will receive student information electronically from the Federal Processor. A student must be accepted for admission to USSA before any financial aid award can be processed. USSA will review the information and an email will be sent to the student, notifying him/her to log into the Student Portal website for an official award letter.

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

First time applicants must complete the required Federal Student Loan Entrance Counseling on the internet at <https://studentaid.gov/>. A Student Loan Master Promissory Note must be signed.

8. All students who receive Federal Student Loans as part of their student financial assistance are required to undergo Exit Loan Counseling upon the completion of their study at USSA. The interview is administered online at <https://studentaid.gov/> under Manage Loans.

7.8 National Student Clearinghouse

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

7.8.1 Loan Program

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

All agencies and organizations to which the institution reports student enrollment information (as described in the previous two sentences) are eligible requestors. USSA has appointed the Clearinghouse as its agent for the purpose of reporting information on the enrollment status of students to eligible requestors.

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

USSA promptly refers to the Clearinghouse all requests received from eligible requestors for certification of a borrower's enrollment status, except for requests relating to periods of enrollment prior to the date of the institution's participation in the Clearinghouse.

The Clearinghouse makes its best effort to respond to requests within 14 calendar days of receipt, or 21 days if the request is not in an automated format. USSA institutes reasonable controls to ensure that enrollment information provided to the Clearinghouse is correct and accurate. The Clearinghouse institutes reasonable controls to ensure that enrollment information it receives from the institution is shared with eligible requestors. The Clearinghouse has no authority to disclose information that it receives from USSA, other than as described in the agreement between the two entities.

All disclosures of information by the Clearinghouse comply with applicable FERPA requirements. For assistance, email financialaid@ussa.edu or call 251-626-3303 to speak with our Financial Aid Office.

8 REGULATIONS/POLICIES/PROCEDURES

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

8.1 Academic Integrity

Sport requires all participants to agree to the goal of the game. They must also agree to the rules that define how the goal can be achieved. The goals for sports can be described simply: put the ball in the hole (golf), cross the finish line first (track, skiing, cycling), or strike your opponent more than they strike you (boxing, fencing). These goals become sports only when an agreed upon set of rules is established and followed. When a participant decides to focus only on the outcome and, in the process, violates the rules, they are no longer playing the sport.

The integrity of the agreement among all who play is essential. The goals for academic courses might also be defined in simple terms: turn in a well-written paper, answer exam questions correctly, and master a concept. Just like in sports, students must agree to abide by the rules and expectations of USSA in order to stay in the game. Academic integrity means honoring the learning process by being knowledgeable of the rules for each assignment, submitting your own work, and properly attributing the work of others when appropriate.

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 USSA. 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 your own
- Using unauthorized materials during an examination
- Having someone else take an examination for you
- Plagiarism (using information from other people's work without proper citation)

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

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

All instructors monitor academic integrity with online tools such as Turnitin.com, an Internet-based plagiarism detection service. The Research Companion has tutorials devoted to proper citation and avoiding plagiarism.

8.2 Full Academic Standing, Academic Probation, and Dismissal

8.2.1 Full Academic Standing

An undergraduate student is in good standing when continuously enrolled with a cumulative GPA at or above the 2.0 GPA required for the total number of semester hours at the institution.

If the student fails to enroll for more than two consecutive terms, the student will no longer be in good standing, which may require readmission to the program.

8.2.2 Academic Probation

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

An undergraduate student is placed on academic probation when the student's cumulative GPA is below the 2.0 GPA required for the number of semester hours at the institution.

When the cumulative GPA of an undergraduate student who is on academic probation remains below 2.0 at the institution, and the semester GPA is at or above 2.0, the student remains on academic probation.

Any student on probation will not be extended academic privileges. These privileges include, but are not limited to, internship and overloads. A student receiving a letter grade of "F" in a required course must retake that course. A student receiving a letter grade of "F" in an elective course may be required to retake that course.

Students must maintain satisfactory academic progress. The statute of limitations for the bachelor's degree program is nine years. At the end of three semesters, a minimum of nine semester hours must be completed with a cumulative GPA of 2.0 or better. Students not meeting this requirement face academic probation and possible dismissal.

8.2.3 Dismissal

When the cumulative GPA of an undergraduate student who is on Academic Probation remains below 2.0 and the GPA of the subsequent term of enrollment following Academic Probation is also below 2.0, the student will be dismissed from the program.

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

8.3 Academic Updates – Learning Management System

USSA regularly posts online announcements to all students through the Learning Management System (LMS). Their purpose is to keep students informed regarding regulations, policies, and procedures of USSA, in addition to alerting them to upcoming calendar events and general news of interest.

8.4 Accounts Receivable from Students

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

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

8.5 Advising Program – B.S.S.

All undergraduate students are assigned an advisor upon admission. Students must participate in advising sessions prior to registering for courses. USSA reserves the right to reassign advisors.

8.6 Graduation and Commencement

8.6.1. Application for Graduation

After meeting all degree requirements, degree-seeking students may apply to graduate online and submit the graduation fee. Students can find the application for graduation on our website. It is important to note that the degree will not be conferred until the application is received and the fee paid.

Students must apply to graduate within one year of the completion date of their last academic course.

8.6.1.1 Graduation Requirements

To be eligible to graduate from the bachelor's program, a student must:

- Have submitted all required admissions materials
- Achieved a cumulative 2.0 or better grade point average
- Successfully completed all academic requirements
- Paid all fees and cleared all financial obligations with USSA
- Completed the application for graduation form and paid the graduation fees (Students must complete the application for graduation within one year of the completion date of their last academic course.)
- Financial aid recipients must complete a Financial Aid Exit Interview

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

8.6.1.2 Exit Surveys

All students will be registered for an online Exit Survey after submitting a graduation application and the graduation audit shows that all degree requirements have been met. The exit survey questions are used to ascertain the effectiveness of academic programs for students, to identify student perceptions, and to receive recommendations for program improvements.

Students who have received financial aid will also complete a Financial Aid Exit Interview at the completion of their program of study. The purpose of the financial aid interview is to fulfill Title IV federal mandates and communicate repayment responsibilities.

8.6.1.3 Graduation with Honors

USSA provides academic honors and awards to recognize and promote notable student achievement. These academic honors, for bachelor's students, include Graduation with Honors, Graduation with High Honors, and Graduation with Highest Honors. Honors are calculated based only on hours attempted at USSA. Transfer credit hours are not used in the determination of academic honors.

To be eligible for a graduation honor, a student must have completed 122-semester hours at the bachelor's level. Students who graduate with honors will receive a corresponding honor cord as applicable.

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

- Cum Laude (Graduation with Honors): 3.4-3.59 GPA
- Magna cum Laude (Graduation with High Honors): 3.6-3.79 GPA
- Summa cum Laude (Graduation with Highest Honors): 3.8-4.0 GPA

8.6.2 Commencement

At its discretion, USSA will hold commencement ceremonies on campus. Additional information and details will be provided to eligible students. Commencement and graduation are two separate activities, and each requires a separate application and fee.

8.6.2.1 Alumnus of the Year Award

The Alumnus of the Year Award is given annually to the most outstanding USSA Alumnus. The recipient must represent the ideals of sport and of USSA. USSA's Alumni Association features one of the largest networks in the sports profession. Since its inception, thousands of students have graduated from USSA. Many have moved into higher echelons of sport where their impact is immeasurable.

USSA is proud of the success of its alumni and would like students and alumni members to be involved in the selection of the recipient of this award. A list of past recipients can be found on the ASAMA website at www.asama.org. Students who know of a USSA alumnus who is deserving of this award can email alumni@ussa.edu.

8.7 Attendance Policy

All students enrolled in any course must attend class within the first **7 days** from the course start date for their attendance to be verified and receive financial aid disbursement and VA certification.

Additional attendance expectations may vary by course and are published in the course syllabus.

8.8 Auditing Classes

An audit-only student is one who is seeking no grade or credit for courses taken. Audit-only students must meet all regular admissions requirements, and the student must seek instructor permission before auditing the course. Audit courses follow the same registration and withdrawal procedures as a course-bearing credit. The cost of auditing a course is the same as for taking a course for credit.

Should an audit-only student wish to change status to credit-seeking, then the student must immediately notify the Admissions Office in writing within the first 38 days of the course.

8.9 Campus Computing and Email

All students are assigned an email address within USSA's domain upon admission. Students must submit all coursework, and communicate with their instructors, through the Learning Management System. All notices, newsletters, and communications between faculty, staff, and students are to be made through the student's USSA email account. Students are responsible for checking their assigned accounts regularly for such communications. Students are also required to adhere to USSA policies with respect to the use of the network and email facilities described elsewhere in this catalog.

8.10 Catalog Coverage and Change

The catalog that will govern a student's enrollment for a plan of study will be the one in force on the date of the first enrollment in any credit-bearing course of the institution. Students entering under one catalog will be expected to complete their degree under the guidelines of that catalog.

All students should note that fees, charges, costs, courses, programs, and activities set forth in this catalog are subject to change, cancellation, or termination by the institution at any time without prior notice, and the student will be subject to policies and procedures from the most recent version of the catalog.

If a student wishes to change catalogs, this can be done through the Department of Student Services by using the **Change of Catalog Request Form** found on our website. If a student changes catalogs, the student is responsible for all the graduation requirements in the new catalog. A student may change catalogs only once during their academic program.

USSA reserves the right to deny a student's catalog change request upon review. Although USSA reserves the right to change policies and procedures and the student acknowledges this right by registering for a course, USSA recognizes a student's need to know graduation requirements and associated policies.

8.11 Change of Address

If a student changes their address, the student is responsible for officially informing Student Services of the new address by submitting a **Student Information Change Form**, which may be found on USSA's website.

If a vocational rehabilitation student does not submit the form to Student Services, the student will be held responsible for the cost of course materials, including the shipping and handling of course materials that are sent to the student's address that is located on file.

8.12 Change of Major

A student wishing to change from one major to another or to change an emphasis in a current major must submit a **Student Information Change Form**, which may be found on USSA's website.

8.13 Committees – Structure and Function

USSA operates by committee action. The highest committee is the President's Cabinet, which is chaired by the President and Chief Executive Officer.

The Academic Committee makes recommendations directly to the Cabinet for all academic and instructional design issues. The Academic Committee is chaired by the Chief Academic Officer. As necessary, the Academic Committee appoints sub-committees to carry out functions, such as student petitions.

The Institutional Effectiveness Committee monitors all regulatory compliance and governance. The Institutional Effectiveness Committee is chaired by the Chief Academic Officer. As necessary, the Institutional Effectiveness Committee appoints sub-committees to carry out functions, such as institutional review.

8.14 Conferring of Degrees

When a student has completed all requirements for the bachelor's degree, an application for graduation must be made online and pay the graduation fee. Students must apply for graduation within one year of the completion date of their last academic course.

The degree will not be conferred until the student's academic file has undergone a graduation audit. Once the student meets all criteria to graduate through the degree audit, the student will then be registered for the Undergraduate Exit Survey. Students are encouraged to complete the survey.

If a student has previously filed for graduation but did not receive a degree at that time, application and payment of the fee must be repeated.

For more information on the application for graduation, see **Section 8.6**.

8.15 Course Grading Policies

8.15.1 Grading System – Undergraduate

USSA uses the following four-point grading scale, for undergraduate courses, as follows:

Percentages	Letter Grade	GPA
98-100	A+	4.0
93-97.99	A	4.0
90-92.99	A-	3.7
87-89.99	B+	3.3
83-86.99	B	3.0
80-82.99	B-	2.7
77-79.99	C+	2.3
73-76.99	C	2.0
70-72.99	C-	1.7
67-69.99	D+	1.3
63-66.99	D	1.0
60-62.99	D-	0.7
0-59.99	F	0.0

A cumulative grade point average (GPA) of 2.0 is required for graduation. In computing the required average necessary for the conferment of the bachelor's degree, the total number of quality points is divided by the total number of semester hours for which letter grades were assigned. Grades earned at other institutions and transferred to USSA cannot be used in the determination of the grade point average for conferment of the degree. The following symbols are substitutes for grades:

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

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

P/F = Pass/Fail (Internship courses): To receive a "Pass" for the internship, the student must pass all four components of the course: student monthly reports, mentor's final evaluation, student's final paper, and final interview with the assigned internship advisor.

P/X = Pass/Fail (Orientation courses): To receive a "Pass" for the Orientation course, the student must complete all units.

IP = In Progress: USSA uses "In Progress" (IP) in the interim when an IP agreement has been submitted. An IP grade is not a final grade. In the event a student does not fulfill all requirements of the IP agreement, the IP grade will become an "F" grade. For more information, see **Section 8.15.4 In Progress Policy**.

8.15.2 Grading Rubrics

USSA uses a rubric form of grading for all course discussions and assignments. Rubrics inform students of expectations while they are learning. These tools also enable teachers to grade efficiently, judge student work against a standard, and communicate readily with each student. USSA uses rubrics which are tailored to

measure specific student outcomes for grading all course assessments. Students may find the rubric for any graded assessment attached to the assessment within the LMS.

8.15.3 Grade Appeal

The purpose of the grade appeal procedure is to allow the student an opportunity to appeal a course assignment grade and a final course grade that the student feels was inequitably awarded.

A grade appeal will not be considered if the reason for the appeal is that a student is generally dissatisfied with a grade or disagrees with a faculty member's professional judgment of the student's performance.

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

Students are advised that the grade appeals process entails an examination of the student's assignment submission or, in the case of an appeal of the final course grade, a review of the entire body of work in the course in which the grade is being appealed. Consequently, the list of possible options includes, but is not limited to, the following:

- 1) the original grade given by the professor can remain unchanged,
- 2) the grade can be changed upward; or,
- 3) the grade can be changed downward.

8.15.4 In Progress Policy

Courses are offered in a variety of sessions and formats.

Students who are active-duty military personnel are provided an additional two weeks for the shipping and handling of course materials in which to complete their coursework.

Students may be permitted additional course time for a range of circumstances, including active-duty military service, accommodations, or other reasons. Students must initiate any adjustment to course completion timelines by contacting the instructor of record prior to the course end date for an In Progress (IP) request.

1. **Student eligibility criteria:** For the student to be eligible for IP consideration, the student must have made satisfactory progress within the course.
2. **Student requirement:** The student must request the IP from the instructor via the LMS Inbox by the Friday prior to the course end date.
 - In the email, the student must include the Course Number, Course Name, Term, and the rationale for the IP request.
3. **Instructor responsibility:** IP requests are granted at the discretion of the instructor. The instructor will determine the terms of the IP, including the change of grade deadline, by completing the **In Progress Form**.
4. **IP Request completion:** If the student agrees to the terms, the student and the instructor will both sign on the IP form before the instructor sends the form to the Chief Academic Officer or designee.

Upon the completion of the IP agreement, the instructor will send a **Change of Grade form** to update the IP to the final grade.

8.15.5 Dropping and Withdrawing from Courses

If the student opts to withdraw from the course, the student must do so by submitting an **Add/Drop/Withdrawal form** by the last day of the course. If the student chooses to not withdraw, the student will receive the grade calculated after entering zeroes for all remaining incomplete assignments.

To drop or withdraw from an online course a student must obtain a **Drop/Add & Withdrawal Form** from USSA's website (<https://ussa.edu/students/>). The completed form must be returned to the Office of the Director of Registration and Records (by fax, US mail, in person, or by scan and email). A drop or withdrawal becomes effective the day the completed form is received by the Office of the Director of Registration and Records.

All refunds for dropping a course will be issued in accordance with the dates set forth in the Refund Schedule. Please see **Section 8.37 Refund and Course Withdrawal Policy** for more information.

Dropping a Course: If the **Drop/Add & Withdrawal Form** is submitted within the first seven (7) days of class or before the disbursement of financial aid or tuition proceeds, it will be processed as a drop and the student will not receive a grade for the course.

Withdrawing From a Course: If the **Drop/Add & Withdrawal Form** is submitted after the seven (7) days, it will be processed as a withdrawal and the student will be assigned a "W" grade, provided the withdrawal is completed in accordance with institutional policy.

Changing from full-time to part-time status or from part-time to full-time status may significantly affect a student's financial aid. It is the student's responsibility to contact the Financial Aid office (financialaid@ussa.edu) prior to dropping or withdrawing from courses for information concerning the financial implications of the proposed change.

8.15.6 Repeat Policy

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

When a course is repeated more than once, grades for the second and all subsequent attempts of the course will be used in the computation of the cumulative grade point average. Official records at USSA will list each course in which a student is enrolled.

8.15.7 Semester Academic Honors and Awards

Semester Academic Honors. USSA awards semester academic honors to recognize and promote notable student achievements.

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

- A semester grade point average of 3.4-3.99
- Completion of a minimum of 12 semester hours at USSA
- Must be in full academic standing
- At least nine hours completed for the semester

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

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

8.15.8 Withdrawing from USSA

A student may withdraw from a course or from the institution up to the student's course completion date by filing an official **Withdrawal Form** which can be found on our website. Students must submit the completed form to the Director of Registration and Records. Students who file the appropriate paperwork for withdrawals prior to the course deadline will be assigned a grade of "W." The withdrawal becomes effective on the day the form is received by the Director of Registration and Records.

Refunds, if applicable, may not be authorized without completion of the withdrawal form and are based on USSA's pro-rated refund schedule.

8.16 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 purposes. 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. USSA, solely at its discretion, reserves the right to withhold such services when it deems them inappropriate.

8.17 Course Evaluations

At the end of each course, students are encouraged to complete course evaluations. Evaluation results are shared with the course instructor and academic administration after final grades have been submitted with student name redacted.

8.18 Textbook Policy

Students are responsible for obtaining and accessing the appropriate textbook for their course before each course start date. For students eligible and using vocational rehabilitation benefits, funding is available for textbooks and materials.

A list of textbooks and materials for each course is available for all students on our website:

<https://ussa.libguides.com/textbooklist>

8.19 Program Assessment

8.19.1 Peregrine Assessment

USSA's Sports Management degree program has accreditation through the Accreditation Council for Business Schools and Programs (ACBSP). The ACBSP requires institutions to provide an outside assessment of its management programs. To do so, USSA has contracted with Peregrine Academic Services who will administer inbound and outbound assessments to sports management majors. Each undergraduate student will take an inbound assessment in SAB 361 and an outbound assessment in SAR 490.

8.20 Facilities

Campus Bookstore: The USSA Campus Bookstore is open at posted times for the purchase of USSA spirit apparel, gifts and souvenirs, sport books, and sport art. Purchases may also be made via a secure e-commerce site at <http://ussa.edu/bookstore>.

Robert Block Library: Even in the digital age, the physical library remains an important study space for students and faculty. In addition to housing the library's physical collection of materials and resources, USSA's Robert Block Library includes quiet and group spaces for research, collaboration, instruction, and testing. Special collections and areas of interest in the library include the Olympic Room, the Art Collection, the Golf Collection, and the Faculty Reserve Collection.

Recording Studio: Research has shown that creating a faculty presence can greatly enhance the learning experience in any course. The use of video and multimedia is an excellent way for instructors to build a faculty presence and increase student engagement. Located on the 2nd floor in the Robert Block Library, the Instructional Design department offers support for the integration of video and multimedia in USSA's professional recording and editing studio.

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

Classrooms: USSA has classroom space used for on-campus instruction.

8.21 Full-Time Student

To be reported as a full-time undergraduate student to the National Student Clearinghouse and for Financial Aid purposes, a student must enroll in at least 12 credit hours per semester. Undergraduate students who have successfully completed at least 9 semester hours of coursework with USSA with a 2.75 GPA or higher

may enroll in a course overload of up to 18 semester hours per semester with their advisor's permission. When calculating student hours of undergraduate credit, internships will be included in the total hours for the semester during which the student initially registers for the course.

8.22 Graduate Credit for Undergraduate Students

Students in the B.S.S. program (and non-degree seeking students at the undergraduate level) who have 90 semester hours of coursework completed and who have maintained a minimum GPA of 3.0 shall be permitted to take up to nine (9) semester hours of graduate level courses at the 500-level with the approval of their faculty advisor.

Students will be limited to one such course per semester and will be required to pay the prevailing M.S.S. tuition at the time of registration. Such courses will count toward the bachelor's degree. However, these courses may not be used in fulfillment of the requirements of the master's degree unless they replace required courses or electives, in which case the student must take equivalent, appropriate semester hours toward the master's degree.

8.23 Holds on Student Records

8.23.1 Administrative Holds

An administrative hold may be placed on a student's record for checks written on insufficient funds, library fines, unreturned library materials, outstanding financial balances on the student's account, or defaults on a student's financial aid loan package. A student who has an administrative hold is prevented from receiving student grade reports or official transcripts. Additionally, the student will be prevented from registering for additional coursework or receiving additional financial aid awards until conditions have been cleared with USSA.

Students should contact the Director of Registration and Records for more information on specific administrative holds on their account.

8.23.2 Academic Holds

An academic hold may be placed on a student's record if advising has not been completed or if the student is not in good academic standing. A student who has an academic hold is prevented from registering for additional course work until the hold is released.

Students should contact their advisor for more information on specific academic holds on their account.

8.24 Leave of Absence Policy

USSA recognizes that from time-to-time circumstances might compel students to interrupt their enrollment. These breaks in enrollment are formally recognized as leaves of absence (LOA). A leave of absence might be voluntary or involuntary, might occur while a student is in good standing or on academic probation, and might be associated with a medical condition. Students planning any leave should promptly consult with their Academic Advisor regarding the Leave of Absence.

No academic activities may be conducted during leave and this leave may not be used to avoid payment of

tuition. An academic leave of absence is typically limited to one year except for military service. Students requiring additional terms of leave beyond one year must complete a new **Leave of Absence Application**. No more than two years of leave may be granted. The period is regarded as an approved break in study that acts as a pause for continuous enrollment requirements and statute of limitations purposes only.

For the **Leave of Absence Request Form** refer to our website.

8.25 Online Student Security

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

8.25.1 Password Reset Policy

Any user requesting a password reset must verify their identity prior to having the reset completed. This policy applies to all organizations and individuals associated with USSA.

8.25.1.1 Automated Password Recovery/Reset

1. USSA may provide an automated password recovery/reset process for most online services using advanced authentication.
2. This system will operate in a manner and by processes approved by the Department of Technology.
3. The password recovery solution should not rely solely on Social Security Number (SSN) or any portion thereof.
4. The password recovery solution should not rely on the student ID number or any portion thereof.

8.25.1.2 Assisted Password Recovery/Reset

1. If the automated password recovery/reset solution provided by USSA is unavailable or fails, the user may call the Help Desk to reset their password. Students may reach the Help Desk by calling 251-626-3303 and asking for the Help Desk or by emailing helpdesk@ussa.edu.
2. Any user requesting a password reset must verify their identity prior to having the reset completed.
3. The user must confirm their identity by providing the answer to 2-3 confidential questions.
4. Verification is to be conducted by dedicated Help Desk personnel only.

8.26 Photos - Students

8.26.1 Student Identity Verification – Registration Requirement

Upon admission, a student must submit a photocopy of an official government-issued ID, such as a driver's license, passport, or visa for identity verification purposes. The submitted document should include a visible signature.

8.26.2 Student Photo for Online Course Display and Student ID

Students may have a photo displayed in each online course in which they are enrolled. Instructions for uploading may be found in the LMS course shell.

8.27 Program of Study

It is the student's responsibility to know and comply with the regulations, policies, and procedures set forth in this catalog including the Program of Study. It is the student's responsibility to ensure all degree requirements are met. The current Program of Study forms are available at USSA's website:

www.ussa.edu/Academics/advising.

The Program of Study is not considered a contract between the student and the institution and is subject to change at any time at the sole discretion of USSA. Students can find programs of study for prior years on our website in our previous catalogs.

USSA highly recommends students contact their advisor to assist them in the successful completion of their degree and accomplishing personal academic goals. Students may find their assigned advisor in the Student Information System.

8.28 Re-Enrollment

Regardless of status, all students who have not been enrolled in a degree program for more than two consecutive terms are required to re-enroll by submitting a **Re-Enrollment Application**, which can be found on USSA's website.

Students seeking re-enrollment are required to present official transcripts from any institution attended since leaving USSA. Depending on the length of a student's absence, additional admission documents may be required. Costs associated with submitting a Re-Enrollment Application may be found in the **Tuition & Fee** section of this catalog.

- When a student re-enrolls, they must adopt the academic program of the most recent catalog in effect at the time of re-enrollment.
- The student is responsible for completing all requirements of the new catalog.
- The statute of limitations for students who have been approved for re-enrollment will be as stated in their new catalog.

Students who have been dismissed for academic reasons from USSA must submit a **Re-Admittance Application** after 6 months have passed. The Re-Admittance Application will be reviewed by the Academic Committee. The application can be found on our website. If approved, the student must also submit the Re-Enrollment Application and pay all fees required for re-admittance and re-enrollment.

Students who have been permanently dismissed from USSA are not eligible for re-enrollment.

8.29 Refund and Course Withdrawal Policy

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

Students who are enrolled in more than one course will be refunded the difference in tuition paid and the tuition rate applicable to the reduced number of hours, including tuition fees appropriate to the classes dropped.

8.29.1 Refund Schedule

16-Week Courses: A student who drops or withdraws within the first 38 days of a course will be refunded according to the date as follows:

- | | |
|----------------------------------|-------------|
| • Prior to the course start date | 100% refund |
| • 1-7 days | 100% refund |
| • 8-18 days | 90% refund |
| • 19-29 days | 50% refund |
| • 30-38 days | 25% refund |
| • After 38 days | No refund |

5-Week Courses: A student who drops or withdraws within the first 21 days of a course will be refunded according to the date as follows:

- | | |
|----------------------------------|-------------|
| • Prior to the course start date | 100% refund |
| • 1-7 days | 100% refund |
| • 8-14 days | 50% refund |
| • 15-21 days | 40% refund |
| • After 21 days | No refund |

8.29.2 For Withdrawal from Internship

- | | |
|--|-------------|
| • Up to five days after registration | 100% refund |
| • 6-25 days after registration | 95% refund |
| • 26-60 days after registration | 50% refund |
| • 61-125 days after registration | 25% refund |
| • 126 days or later after registration | No refund |

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

8.29.3 Withdrawals for Students Using Veteran Affairs (VA) Benefits

After the 38th day (3rd week) and up to the 45th day (prior to the start of the 5th week) of course enrollment, a student utilizing Veteran Affairs (VA) educational benefits may submit a request for withdrawal. The 45th day of enrollment (start of the 5th week) is the last day to receive a grade of “W” for the course. The grade of “W”

does not affect a student's GPA. After the 45th day (start of the 5th week) of enrollment, the student will be awarded a grade based on the work completed up until the end of the course.

8.30 Release of Information

8.30.1 Release of Grades

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

8.30.2 Release of Student Portal Login/Password Information

Students receive Student Portal website user ID and password information upon application to their degree program. Accepted students must request this information via the Help Desk. If the student can provide self-identifying information to 2-3 questions.

8.31 Replacement Diplomas

Students may order a replacement paper diploma or diploma plaque upon completion of the **Replacement Diploma Order Form** and the associated fees can be found online at our website. The form should be emailed, mailed, or faxed, and payment for the replacement must accompany the order.

8.32 Associate Faculty Members: Resident and Non-resident Faculty

USSA utilizes both resident (on-campus) and non-resident (off-campus) associate faculty members to fulfill the academic mission of the institution. All USSA associate faculty members must have appropriate preparation in a relevant academic field as defined by the Southern Association of Colleges and Schools Commission on Colleges.

8.33 Special Student Services

8.33.1 Students with Disabilities

The Americans with Disabilities Act (ADA) provides federal civil rights protection to people who are considered disabled. Compliance with the ADA is a priority of USSA. To ensure institutional compliance, the institution administration has appointed the Director of Registration and Records to oversee compliance with the ADA. Questions or concerns regarding this Act should be directed to the Director of Registration and Records.

8.31.1.1 Providing Services for Students with Disabilities

Services and reasonable accommodation are provided pursuant to Section 504 of the Rehabilitation Act of 1973 and the ADA of 1990. USSA is committed to working with individuals with disabilities. It is the goal of USSA 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. USSA 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.

USSA strives to eliminate barriers to learning or participation in other institutional activities, and provides the following services for students and faculty members:

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

Providing reasonable accommodation for students with disabilities requires an individual assessment of need and is a problem-solving process. Specific accommodation depends upon the nature and requirements of a particular course or activity and the skills and functional abilities of a particular student. Refer to USSA's **ADA Application** on our website. 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 USSA about the disability and the need for reasonable accommodation. Students must furnish adequate documentation of their disabilities from medical or other appropriate professionals to substantiate the need for services.

Criteria for Disability Documentation

The Rehabilitation Act of 1973 (Section 504) and the ADA of 1990 state that qualified students with disabilities who meet the technical and academic standards at USSA are entitled to reasonable accommodation. 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. USSA does not provide disability documentation for students. It is the student's responsibility to provide appropriate documentation to the Director of Registration and Records and to request accommodation. 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 another 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 one 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 three years of enrollment date), dated and signed

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 ADHD based upon DSM 5 criteria
6. Defined levels of functioning and any limitations supported by evaluation data
7. Current report (within three years of enrollment date), dated and signed

8.33.2 International Students

Services for international students may include an orientation to USSA and community as well as assistance with immigration and naturalization procedures. Contact Admissions and Enrollment Management for more information.

8.33.3 Students with Military Obligations

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

1. Receiving an administrative extension.
 - a. 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.
 - b. If study does not resume within three months, students will be required to start over at the beginning of the course, though they will not be assessed any tuition or fees for doing so.
2. Withdrawing from the course of study without penalties.

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

Students who are active-duty military personnel in 16-week courses will be allowed 18 weeks in which to complete a course.

8.34 Statute of Limitations for Degree Completion

All requirements for the Bachelor of Sports Science degree must be completed within nine (9) years from the time the student first enrolls in a credit-bearing course for the degree program.

8.35 Drugs, Alcohol, and Weapons Policy

8.35.1 Monitoring Student Criminal Activity On-Campus and Off-Campus

USSA monitors student criminal activity on-campus by complying with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, which requires higher education institutions to disclose campus security information. Current and prospective students or employees have the right to obtain a copy of this information and review this information by accessing the federal government website at <https://ope.ed.gov/campussafety> (by typing in the "United States Sports Academy") or by accessing USSA's website at <https://ussa.edu/safety/campus-security/>.

USSA also is an online institution, and off-campus student criminal activity is not monitored.

8.35.2 Policies and Programs Concerning Alcohol and Drugs

It is USSA's desire to provide a drug-free, healthy, and safe university environment. USSA 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. USSA authorities will cooperate fully with local, state, and federal law enforcement agencies.

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:

Al-Anon Family Group Headquarters, Inc.
1600 Corporate Landing Parkway, Virginia Beach, VA 23454-5617
Tel: (757) 563-1656 www.al-anon.org

Alcoholics Anonymous World Services, Inc.
475 Riverside Drive, New York, NY 10115
Tel: (212) 870-3400 www.aa.org

Narcotics Anonymous World Services
P. O. Box 9999, Van Nuys, CA 91409
Tel: (818) 733-9999 www.na.org

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

8.35.3 Weapons Policy

USSA prohibits the possession or use of firearms or weapons of any type on USSA'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). USSA reserves the right to deny admission or continued attendance to a student whose actions are contrary to the policies and procedures of USSA. Punishment for a weapons infraction may include suspension for a semester or immediate dismissal.

8.36 Student Conduct

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

Students attending USSA 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. USSA considers unacceptable behavior to be actions that jeopardize the rights and freedom of others or adversely affect the integrity of USSA. USSA prohibits threats of physical harm to any member of the institution community, including oneself. Such actions may result in discipline ranging from probation to dismissal.

USSA reserves the right to deny admission or continued attendance to a student whose actions are contrary to the policies and procedures of USSA. As an independent institution, USSA 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 USSA itself, discontinue affiliation. By registering, the student concedes to USSA the right to require withdrawal whenever USSA deems withdrawal necessary. The provisions of this catalog do not constitute a contract, expressed or implied, between any applicant, student or faculty member, and USSA. The catalog reflects the general nature of and conditions concerning the educational services of USSA effective at the time of preparation.

If 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 USSA 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. USSA recognizes and processes student misconduct using "Preponderance of Evidence." "Preponderance of Evidence" means that this evidence shows that the fact sought to be proven is more probable than not. This is the standard used in adjudicating all disciplinary cases within USSA 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.

8.36.1 Threatening Behavior by Students

USSA 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 USSA. Threatening behavior can harm and disrupt USSA, its community, and its families.

Threatening behavior is prohibited. “Threatening behavior” means any statement, communication, conduct, or gesture, including those in written form, directed toward any member of the USSA 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 perceive it, so long as a reasonable person would interpret the maker’s statement, communication, conduct, or gesture as a serious expression of intent to physically harm.

8.36.1.1 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 Chief Academic Officer.
4. USSA 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 Chief Academic Officer.

8.36.1.2 Disciplinary Process

In addition to any law enforcement action, the Chief Academic Officer (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 USSA 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 Chief Academic Officer. This will initiate the Student Conduct Inquiry regarding the student who is charged with exhibiting threatening behavior. Within 24 hours, the Chief Academic Officer (or designee) will email the person who submitted the information. The Chief Academic Officer 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 Chief Academic Officer may suspend the student for an interim period prior to the resolution of the disciplinary proceeding if the Chief Academic Officer determines that the continued presence of the student poses a threat to any individual, property, or USSA function. Sanctions, as appropriate, may be imposed in accordance with the Student Code of Conduct, up to and including suspension or dismissal from USSA.

8.37 Student Organizations

USSA offers students the opportunity to participate in two formal organizations:

The Alumni Association

There is a \$50 membership fee to become part of the Alumni Association, which is a network connection with thousands of sports professionals. A student receives a complimentary one-year membership to the Alumni Association upon graduation. Students who have graduated from USSA with a bachelor, master's, or doctoral degree can connect with the USSA Alumni Association by sending an email to alumni@ussa.edu.

Delta Mu Delta Honor Society

The Delta Mu Delta Honor Society is open to qualifying bachelor's, master's, and doctoral students majoring in sports management at the United States Sports Academy. Delta Mu Delta is a business honor society that recognizes and encourages academic excellence of students to create a community that fosters the well-being of its individual members and the business community through lifetime membership.

8.38 Student Complaints Not Related to Grades

USSA 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 Chief Academic Officer. The form can be accessed via USSA's website: <https://ussa.edu/consumer-information/student-complaints/>

Upon receipt of the complaint, the Chief Academic Officer 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.

8.39 Student Rights

USSA follows the provisions of the *Family Educational Rights and Privacy Act of 1974* (Buckley Amendment). In compliance therewith, a copy of the Act can be accessed through the web at www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html. 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 USSA, 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 by the Division of Student Services stating that the above information may not be released, it will be assumed that the information may be disclosed.

8.39.1 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 USSA. Such transcripts will be labeled Issued to Student. Issuance of transcripts is subject to the applicable fee policy in this regard.
3. USSA reserves the right to withhold official 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. USSA 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 Office of the Director of Registration and Records.
5. USSA 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. USSA will electronically store coursework in the online LMS for four semesters; after four semesters it will then be inaccessible.
8. FERPA rights of eligible students lapse or expire upon the death of the student. FERPA will not protect the education records of a deceased eligible student (a student 18 years or older or in college at any age) and an educational institution may disclose such record at its discretion or consistent with State law.

8.39.2 Student Rights: Complaint Process

USSA takes very seriously complaints and concerns regarding the institution. Most complaints can be resolved at the campus level and that procedure is addressed in the catalog sections regarding **Grade Appeals** or **Student Conduct**.

8.40 Title IX Policy

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

8.40.1 Non-Discrimination Statement

USSA accepts students and employees regardless of race, color, sex, national origin, religion, age, disability or genetic information.

USSA does not discriminate on the basis of sex in its education programs or any activities it conducts, and it is required by Title IX not to discriminate in such a manner. Any questions regarding Title IX may be referred to USSA's Title IX Coordinator or to the U.S. Department of Education's Office for Civil Rights (OCR).

Title IX Coordinator for USSA

Phone: 251-626-3303

Email: titleIX@ussa.edu

Mailing Address: One Academy Drive, Daphne, AL 36526

Note: Please see USSA's website at www.ussa.edu for the current Title IX Coordinator.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on sexual orientation, gender identity, or failure to conform to stereotypical notions of masculinity or femininity. Sex discrimination harassment, assault, and violence are forms of prohibited discrimination under Title IX. USSA expressly prohibits the offenses covered under this policy.

8.40.2 Sexual Harassment as Defined by Title IX

On May 6, 2020, the U.S. Department of Education (ED) unveiled a Final Rule changing how colleges and universities must handle allegations of sexual assault and harassment under Title IX of the Education Amendments of 1972, effective as of August 14, 2020. Under the Final Rule, Title IX regulations recognize that sexual harassment, including sexual assault, is unlawful sex discrimination.

USSA will follow the requirements of the Title IX Final Rule regarding sexual discrimination and harassment. Furthermore, sexual harassment is prohibited by USSA.

Under the Title IX Final Rule, sexual harassment claims on the basis of sex must meet one of the following three conditions to qualify for a formal Title IX complaint:

- An employee of the recipient (USSA) conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct (often called "quid pro quo" harassment);
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity (often called "hostile environment"); or
- Sexual assault, dating violence, domestic violence, or stalking (as those offenses are defined in the Clery Act, 20 U.S.C. § 1092(f), and the Violence Against Women Act, 34 U.S.C. § 12291(a)), expressly including sexual assault, dating violence, domestic violence, and stalking.

In addition, the following two conditions must be met:

- The conduct must occur within the context of an “Educational Program or Activity” for which USSA exercises control over the Respondent, and
- The conduct must occur within the United States.

Sexual harassment may occur in student to student, employee to student, student to employee, or employee to employee relationships.

Mandatory dismissal of a reported grievance is required if reported allegations by the complainant do not meet the Title IX definition. However, dismissal does not preclude action under other USSA policies and processes outlined in the Student Conduct Policy and the Employee Handbook.

8.40.3 Title IX Sexual Harassment Grievance Reporting and Formal Complaint Filing

Who may report a grievance?

- A sexual harassment grievance may be reported by anyone to a USSA Responsible Party with the authority to take corrective action on the part of USSA. Reports may be provided via the ussa.edu website, email, telephone, written notice, or in person.
- The Responsible Parties who can receive actual knowledge of a grievance for USSA are:
 - Title IX Coordinator
 - President & CEO
 - Vice President of Academic Affairs
 - Director of Administration and Finance
 - Human Resources Coordinator
 - Director of Registration and Records

According to the *Code of Alabama*, essentially everyone working in higher education is considered a mandatory reporter. Therefore, all USSA employees are considered mandatory reporters, and as such employees must immediately report to a duly constituted authority (the local chief of police (251) 621-9100 or the Alabama Department of Human Resources local office (251) 948-8340) if he or she observes any form of child abuse. Child abuse reports in Alabama are taken up to the 19th birthday. Child abuse incidents must also be reported to one of the Responsible Parties as defined above.

Procedure for Formal Complaint Filing

1. Although anyone may report a sexual harassment grievance, USSA must have a signed, Formal Complaint to proceed with the grievance procedure. The Formal Complaint must be signed by the Complainant. (Please note that a Formal Complaint may be signed by the Title IX Coordinator for limited reasons, such as an overall safety concern for the USSA community.)
2. Upon receipt of a reported grievance, The Title IX Coordinator will promptly reach out to the Complainant, or whomever submitted the report, and gather further information.
3. The Complainant will be offered supportive measures when a grievance report is received, whether a Formal Complaint is filed. Supportive measures are designed to restore or preserve access to the institution’s education program or activity without unreasonably burdening the other party, protect the safety of all parties and the school's educational environment, and deter sexual harassment.

Supportive measures may include but are not limited to:

- Consultation with the Department of Public Safety or local police agency as appropriate.
- Assistance identifying additional resources and support services.
- Mutual “No Contact” orders.
- Transferring to another course section.
- Rescheduling academic assignments or tests.
- Providing additional time to complete assignment(s) or course(s).
- Accessing academic support, such as tutoring.
- Arranging for incompletes, a leave of absence, or withdrawal from course(s).
- Preserving eligibility for academic or other scholarships, financial aid, internships.
- Arranging for alternative USSA employment arrangements or work schedules.

It is the Complainant’s choice to accept or not accept any supportive measures offered. These measures are offered at no charge. USSA may also assist with obtaining counseling services or other services, however, as USSA does not offer such services on campus, they are not covered by USSA.

4. If the reported allegations by the Complainant do not meet the Title IX definition of sexual harassment, the grievance reported will be dismissed as regards to Title IX. However, the grievance can be referred to and pursued based on other USSA policies and processes outlined in the Student Conduct Policy and the Employee Handbook.
5. The Complainant will be provided the opportunity to submit a Formal Complaint by the Title IX Coordinator. The Title IX Coordinator will explain how to file the Formal Complaint, and they will also review the grievance process.
6. Once a Formal Complaint has been filed with the Title IX Coordinator, a written notice will be provided to both the Complainant and the Respondent and will include information on whether an informal resolution is an available option.
7. The Respondent will receive the written notice with sufficient time to prepare before an initial interview or meeting. Specific information must be contained in the notice including the identities of the parties involved and the conduct allegedly constituting the sexual offense, including date/time/location of the alleged event. Written notice must also state that the Respondent is presumed not responsible, may have an Advisor, and may inspect and review any evidence that is collected.
8. The Respondent will be offered supportive measures which will be non-disciplinary in nature. It is the Respondent’s choice whether to accept or not accept any supportive measures offered, other than a mutual “No Contact” order, or the interim actions of emergency removal or administrative leave.
 - **Emergency Removal** – A student may be removed from an education program or activity if the institution conducts an individualized safety and risk analysis, determines there is an imminent physical threat of health and safety to a person which arises from the sexual harassment allegation. The Respondent must be provided with a notice and an opportunity to challenge the decision immediately following removal.
 - **Administrative Leave** – If the Respondent is an employee, they may be placed on Administrative Leave. Details concerning Administrative Leave can be found in Policy 5410.9 as set out in the USSA Administrative Manual.
9. Except for allegations that an employee harassed a student, an informal resolution process is allowed. Both parties must agree in writing to informal resolution and either party may withdraw from the informal process and resume the grievance process. If applicable, both parties will be asked by the Title IX Coordinator if they would like to pursue an informal resolution process. If the Formal

Complaint is not resolved through informal resolution, a live hearing is required.

8.40.4 Title IX Grievance Procedure

8.40.4.1 Standard of Evidence and Impartiality

The evidentiary standard used for the Title IX Grievance Procedure and any alleged sexual misconduct incident is that of clear and convincing evidence, meaning that the evidence presented must be highly and substantially more probable to be true than not. All steps of the grievance procedure will be conducted with impartiality, and the Respondent will be deemed not responsible unless proven to be responsible based on the evidentiary standard of this policy.

8.40.4.2 Right to an Advisor

The Complainant and the Respondent must be assigned an Advisor and may have an Advisor of their choosing. The institution may provide a pool of advisors from whom to choose; however, the parties may decide to choose someone outside of this pool. If desired, a lawyer may be selected to serve as the Advisor. Advisors will perform the cross-examination function at the Hearing stage of the grievance procedure.

8.40.4.3 Investigation

Upon receipt of a signed Formal Complaint, the Institution's assigned Title IX investigator(s) will begin the investigative process to gather facts regarding the Complaint. The required ADA accommodations will be provided during the grievance procedure to Complainants and Respondents with the appropriate ADA documentation. Requests for accommodation will be made to the Title IX Coordinator.

The role of the Investigator(s) is to collect facts, including inculpatory and exculpatory facts, regarding the alleged incident described in the signed Formal Complaint. It is not the role of the Investigator(s) to report findings or recommendations. Both the Complainant and the Respondent may present evidence to the Investigator or provide names of witnesses and any other information for investigative consideration. The Complainant and the Respondent will have access to the Investigator(s) during the grievance procedure, and the institution will not restrict either party from discussing the allegations under investigation or from gathering and presenting relevant evidence to the Investigator(s).

Both parties will be given an equal opportunity to inspect evidence. After investigating, the Investigator(s) will provide a Preliminary Report of the gathered facts to both parties and their Advisors. The parties have ten (10) business days to review the Preliminary Report and to respond to the Investigator regarding any inaccuracies or to identify any other information or persons that need to be included in the investigation.

After follow-up and completion of the report, the Investigator(s) will provide the Final Report to both parties, their Advisors, and the Decision Maker(s). A live Hearing will be scheduled within ten (10) business days of distribution of the Final Report to the parties.

8.40.4.4 Decision Maker Role

The institution will designate a Decision Maker or Board of Decision Makers. The Decision Maker(s) will determine the relevant evidence for the hearing, the relevancy of questions proposed to be asked during the hearing, and they will ultimately determine if a Title IX policy violation has occurred.

8.40.4.5 Live Hearing

The live hearing provides an opportunity to test the credibility of parties and witnesses through cross-examination conducted by Advisors. The live hearing can be conducted either in person or remotely. The hearing must be recorded, and the recording will be made available to the parties for inspection and review.

The parties must attend the live hearing. If a party does not attend, any statements from the party regarding the complaint that were developed during the investigation cannot be used as evidence in the hearing.

All questions asked during the live hearing must be approved by the Decision Maker as being relevant to the hearing, including follow-up questions that may arise during the hearing. All questions will be asked by the Advisors.

After the conclusion of the hearing, the Decision-Maker(s) must issue a Written Determination with specific information, including the rationale for the findings and conclusion regarding each allegation. Appeal procedures must also be contained within the written determination.

8.40.4.6 Appeal Process

An appeal must be allowed for any material procedural irregularity, new evidence, or conflict of interest/bias. A request for an appeal must be made to the Title IX Coordinator within ten (10) business days from the distribution of the live hearing Written Determination. The appeal must be conducted within 30 days of receipt of a request for an appeal. The Complainant and Respondent have equal access to appeal.

An Appellate Decision Maker(s) will be assigned for the appeal process. Following the appeal, a Written Outcome with the rationale for the findings will be provided to both parties. The decision made by the Appellate Decision Maker(s) is final.

8.40.4.7 Sanctions and Remedies

If the Respondent is found to be responsible, sanctions and remedies will be determined. No sanctions or remedies will be imposed without a finding of responsibility.

8.40.4.8 Training

Title IX Coordinators, investigators, advisors, and decision-makers receive training on an annual basis on the Title IX definition of sexual harassment and the grievance procedure. USSA reserves the right to outsource the grievance procedure to other trained personnel or appropriate organizations.

8.40.4.9 Records Management

All records regarding a signed Formal Complaint, informal resolution, the grievance procedure, appeals, and associated training materials will be kept by USSA for seven (7) years and in accordance with USSA Record Retention Policies. These records will include the determination, the live hearing recordings, and any sanctions or remedies.

The Title IX Coordinator, along with USSA Administration, is responsible for maintaining these records. All records pertaining to pending litigation or a request for records shall be maintained in accordance with instructions from legal counsel.

8.40.4.10 Retaliation

Retaliation is prohibited by USSA. The institution will sanction any student or employee who takes adverse action against a person because of the person's participation in or support of an investigation of Title IX sexual offenses. 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 because of an allegation of a sexual offense may occur in student to student, employee to student, student to employee, or employee to employee relationships and is prohibited in any form.

8.40.5 Dissemination of the Title IX Policy

This policy shall be disseminated to USSA's students, employees, and community through the Institution's website (www.ussa.edu) as well as the USSA Academic Catalog, Student Portal website, and other appropriate channels of communication.

New and current students and employees will be provided with educational materials to promote familiarity with this policy. Annual training will be provided to the Title IX Coordinator, Responsible Parties, Investigators, Advisors, and Decision Makers.

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 and employees may recognize warning signs.

8.40.6 Policy Updates

Due to changing federal or state regulations and periodic changes in institutional policies, please see the USSA website, Title IX Coordinator, or USSA Human Resources Coordinator for the most recent information:

United States Sports Academy Website:

www.ussa.edu

Title IX Coordinator for USSA:

Phone: 251-626-3303

Email: titleIX@ussa.edu

Mailing Address: One Academy Drive, Daphne, AL 36526

Note: Please see USSA's website at www.ussa.edu for the current Title IX Coordinator.

Human Resources Coordinator for USSA:

Phone: 251-626-3303

Email: hr@ussa.edu

Mailing Address: One Academy Drive, Daphne, AL 36526

Note: Please see USSA's website at www.ussa.edu for the current HR coordinator.

8.40.7 Definitions and Examples of Sexual Harassment and 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 uses the definitions from the Clery/Violence Against Women Reauthorization Act of 2013 (VAWA), for the purposes of this policy.

8.40.7.1 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.

If reported allegations of sexual harassment do not meet the Title IX definition of sexual harassment, the grievance reported can be pursued via USSA policies and processes outlined in the Student Conduct Policy and the Employee Handbook.

Types of Sexual Harassment:

- 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 or employment action.
 - Quid pro quo harassment may occur in student to student, employee to student, student to employee, or employee to employee relationships.
- Hostile Environment includes any situation in which there is harassing conduct that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity. Hostile Environment sexual harassment may occur in student to student, employee to student, student to employee, or employee to employee relationships. The determination of whether an environment is "hostile" may be based on any of these 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.
- Retaliation
 - The Institution will sanction a student or employee 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, employee to student, student to employee, or employee to employee relationships.

8.40.7.2 Sexual Assault (Sex Offenses)

Sexual assault is defined as any sexual act directed against another person without consent of the victim, including instances where the victim is incapable of giving consent. Attempted sexual assaults are also included in this policy. Types of sexual assault for the purpose of this policy are:

- **Rape** is the penetration of the vagina or anus with any body part or object or oral penetration with a sex organ of another person without the consent of the victim. This offense includes the rape of both males and females.
- **Fondling** is the touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental incapacity.
- **Incest** is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- **Statutory Rape** is sexual intercourse with a person who is under the statutory age of consent. The age of consent in *Alabama* is 16 years old.

8.40.7.3 Domestic Violence

Domestic violence is defined as a felony or misdemeanor crime of violence committed:

- By a current or former spouse or intimate partner of the victim.
- By a person with whom the victim shares a child in common.
- By a person who previously has or currently is cohabitating with the victim as a spouse or intimate partner.
- By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.
- By any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

8.40.7.4 Dating Violence

Dating violence is defined as violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

For the purposes of this definition:

- Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
- Dating violence does not include acts covered under the definition of domestic violence.

8.40.7.5 Stalking

Stalking is defined as engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- Fear for the person's safety or the safety of others; or
- Suffer substantial emotional distress.

For the purposes of this definition the:

- Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.
- Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.
- Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

Stalking will only attach to Title IX if the stalking is sex based. Stalking that is not sex based will be addressed in other policies such as Student Conduct Policy or USSA Employee Handbook.

8.40.7.6 Sexual Violence

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

8.40.7.7 Sexual Exploitation

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 audiotaping 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 a Sexually Transmitted Disease (STD) or HIV/AIDS to another individual.

8.40.8 Consent & Incapacitation

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.

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, intoxicated, 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 their 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 their consent.
- Physically helpless means unconscious or physically unable to communicate unwillingness to act.

8.40.9 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 USSA. In such cases, efforts will be made to protect the privacy of individuals.

Students and employees are encouraged to speak to USSA Responsible Parties to make reports of incidents. Students and employees have the right and can expect to have grievance reports taken seriously by USSA.

8.40.10 National Resources

The below listed 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.

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

24 Hour National Domestic Violence Hotline
(800) 799-SAFE (7233) TDD Line: (800) 787-3224

Poison Control Center
(800) 222-1222

National Child Abuse Hotline
(800) 4-A-CHILD (422-4453)

Counseling and Rehabilitation

American Council on Alcoholism
(800) 527-5344

Al-Anon
(888) 425-2666

The Substance Abuse and Mental Health Services Administration Treatment Helpline
(800) 662-HELP / (800) 662-4357
TDD (800) 487-4889

24 Hour National Alcohol and Substance Abuse Information Center
(800) 784-6776

American Social Health Association STI Resource Center
(800) 227-8922

CDC National AIDS Hotline / National STD Hotline
(800) CDC-INFO (232-4636)

Gay and Lesbian National Hotline
(888) THE-GLNH (843-4564)

8.41 Transcripts

Requests for transcripts can be made through the Parchment website at parchment.com or through the Student Information System. Transcripts requested through Campus Café will only be released and delivered in hard copy. The current fee for each transcript can be found in the **Tuition and Fees** section of this academic catalog or on our website.

No official transcript will be furnished to a student who has an outstanding balance due to USSA as evidenced by an administrative hold placed on the student's file. It is against USSA policy to fax or email academic transcripts. USSA reserves the right to require additional documentation for identity verification purposes prior to processing any transcript requests. Academic honors will be noted on the transcript.

9 FACULTY

9.1 Associate Residential Faculty

Dr. Steve Condon

B.S. Boston State College
M.S. Florida State Univ.
Ed.S. The Univ. of Alabama
Ph.D. Univ. of Mississippi

Dr. Fred J. Cromartie

B.A. Ripon College
M.S. Webster Univ.
M.S.S. United States Sports Academy
Ed.D. United States Sports Academy

Dr. Roch King

B.S. Cal State-Fresno
M.Ed. Temple Univ.
Ph.D. Temple Univ.

Jessica LaBon

B.A. Augusta Univ.
M.A. Univ. of South Alabama

Dr. Vandy Pacetti-Donelson

B.M. Univ. of Mississippi
M.M. Univ. of Mississippi
M.L.I.S. The Univ. of Southern Mississippi
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Troy Palmer

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M.S. Univ. of Kentucky

Sarah Peoples

B.S. Univ. of Mobile
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D.M. Colorado Technical Univ.

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M.E. Columbus State Univ.

Dr. Marty Avant

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M.Ed. Univ. of South Carolina
D.S.M. United States Sports Academy

Dr. Anthony Borgese

B.A. Brooklyn College
M.B.A. Baruch College
D.S.M. United States Sports Academy

Dr. Karen Carty

B.S. Norfolk State Univ.
M.S. United States Sports Academy
Ed.D. Bradley Univ.

Justin Charles

B.A. Louisiana College
M.A. American Military Univ.

Dr. Michael Culpepper

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Dr. Dexter Davis

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M.S. Canisius College
Ed.D. United States Sports Academy

Dr. Erwei Dong

B.A. Liaoning Normal Univ.
M.A. Tokyo Gakugei Univ.
Ph.D. Pennsylvania State Univ.

Dr. Nick Elam

B.S. Univ. of Dayton
M.S. Univ. of Dayton
Ph.D. Miami Univ.

Dr. Jennifer Egrie

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M.B.A. Webster Univ.
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Ph.D. The Univ. of Alabama

Dr. Jordan Moon

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M.A. Clemson Univ.
M.S. Southern New Hampshire Univ.

Dr. Janice Spangenburg

A.A.S. Tidewater Community College
B.A. Saint Leo Univ.
M.S. Troy State Univ.
M.A. Fielding Graduate Univ.
Ph.D. Regent Univ.

Dr. Ciara Taylor

B.S. Southern Illinois Univ.
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Ed.D. United States Sports Academy

Dr. Bonnie Tiell

B.S. Troy Univ.
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Dr. M. Brian Wallace

B.S. Southern Illinois Univ.
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Dr. Adam Michael Wright

B.A. Oklahoma State Univ.
B.A. Oklahoma State Univ.
B.A. Oklahoma State Univ.
M.F.A. Univ. of Central Oklahoma
M.F.A. Univ. of North Texas
Ph.D. Univ. of Texas

Patrick Yoder

B.S. East Stroudsburg Univ.
M.S. Indiana State Univ.

10 PROGRAMS OF STUDY – B.S.S.

10.1 B.S.S. Sports Coaching Program of Study

The B.S.S. in Sports Coaching degree consists of 60 semester hours of General Education coursework and 63 semester hours of degree major courses.

General Education Core (31 Hours)	
Foundational Intellectual Skills (15 hours)	
Core Communication (6 Hours)	
ENG 101 - English Composition 1	3 hours
ENG 102 - English Composition 2	3 hours
Analytical Reasoning (6 Hours)	
CIS 146 - Trends in Computing Applications	3 hours
Select AR-MTH Elective	3 hours
Cultural Understanding (3 Hours)	
Select CU Elective	3 hours
Intellectual Breadth & Adaptiveness (16 Hours)	
Life & Physical Sciences (7 Hours)	
BIO 101 - Principles of Biology	3 hours
BIO 103 - Principles of Biology Lab	1 hour
Select One LPS Elective	3 hours
Arts & Humanities (3 Hours)	
Select A&H Elective	3 hours
Social Behavioral Sciences (6 Hours)	
Select 2 SBS Electives	6 hours
General Education Electives & Prerequisites (29 Hours)	
Sports Coaching Prerequisites (14 hours)	
BIO 201 – Human Anatomy & Physiology I	3 hours
BIO 203 – Human Anatomy & Physiology I Lab	1 hour
BIO 202 – Human Anatomy & Physiology II	3 hours
BIO 204 – Human Anatomy & Physiology II Lab	1 hour
PSY 101 – Intro to Psychology	3 hours
SAR 220 – Sports First Aid	3 hours
GE Electives (15 hours)	
Select 5 GE Electives	15 hours

Degree specific requirements continue on the next page.

Continued degree specific requirements for Sports Coaching

Sports Coaching Degree (63 Hours)	
Upper Division Core (15 hours)	
BUS 302 – Business Information Systems	3 hours
SAB 361 – Contemporary Issues in Sports	3 hours
SAB 334 – Ethics in Sports	3 hours
SAM 340 – Organization & Management in Sports	3 hours
SAM 400 – Leadership Principles in Sport	3 hours
Degree Major Courses (24 hours)	
SAB 368 – Psychology of Sports	3 hours
SAB 371 – Sports Coaching Methodology	3 hours
SAB 373 – Scientific Principles of Human Performance	3 hours
SAD 320 – Applied Sports Performance	3 hours
SAD 346 – Sports Medicine	3 hours
SAD 356 – Sports Nutrition	3 hours
SAR 332 – Sports Strength & Conditioning	3 hours
Select SCS Elective	3 hours
Minor or PS Electives (12 Hours)	
Select 4 approved electives	12 hours
Research Core (6 hours)	
MTH 465 – Statistical Measurements in Sports	3 hours
SAR 490 – Senior Research Project	3 hours
Capstone – Internship (6 Hours)	
SPT 494 – Internship in Sports Coaching	6 hours
Degree Total	123 hours

10.2 B.S.S. Sports Management Approved Program of Study

The B.S.S. in Sports Management degree consists of 61 semester hours of General Education coursework and 60 semester hours of degree major courses.

General Education Core (31 Hours)	
Foundational Intellectual Skills (15 hours)	
Core Communication (6 Hours)	
ENG 101 - English Composition 1	3 hours
ENG 102 - English Composition 2	3 hours
Analytical Reasoning (6 Hours)	
CIS 146 - Trends in Computing Applications	3 hours
Select AR-MTH Elective	3 hours
Cultural Understanding (3 Hours)	
Select CU Elective	3 hours
Intellectual Breadth & Adaptiveness (16 Hours)	
Life & Physical Sciences (7 Hours)	
BIO 101 - Principles of Biology	3 hours
BIO 103 - Principles of Biology Lab	1 hour
Select One LPS Elective	3 hours
Arts & Humanities (3 Hours)	
Select A&H Elective	3 hours
Social Behavioral Sciences (6 Hours)	
Select 2 SBS Electives	6 hours
General Education Electives & Prerequisites (30 Hours)	
Sports Management Prerequisites (15 hours)	
ACC 201 – Introduction to Accounting	3 hours
COM 101 – Business Communications	3 hours
COM 140 – Mass Media & Society	3 hours
COM 201 – Public Speaking	3 hours
ECN 101 – Introduction to Economics	3 hours
GE Electives (15 hours)	
Select 5 GE Electives	15 hours

Degree specific requirements continue on the next page.

Continued degree specific requirements for Sports Management

Sports Management Degree (60 Hours)	
Upper Division Core (15 hours)	
BUS 302 – Business Information Systems	3 hours
SAB 361 – Contemporary Issues in Sports	3 hours
SAB 334 – Ethics in Sports	3 hours
SAM 340 – Organization & Management in Sports	3 hours
SAM 400 – Leadership Principles in Sport	3 hours
Degree Major Courses (21 hours)	
SAM 342 – Human Resource Management in Sports	3 hours
SAM 344 – Sports Marketing	3 hours
SAM 445 – Sports Managerial Accounting	3 hours
SAM 448 – Sport Promotion & Event Planning	3 hours
SAM 451 – Strategic Communications in Sports	3 hours
SAM 482 – Sports Facility Management	3 hours
SAM 486 – Sports Law & Risk Management	3 hours
Minor or PS Electives (12 Hours)	
Select 4 approved electives	12 hours
Research Core (6 hours)	
MTH 465 – Statistical Measurements in Sports	3 hours
SAR 490 – Senior Research Project	3 hours
Capstone – Internship (6 Hours)	
SPT 498 – Internship in Sports Management	6 hours
Degree Total	121 hours

10.3 B.S.S. Sports Strength and Conditioning Approved Program of Study

The B.S.S. in Sports Strength and Conditioning degree consists of 60 semester hours of General Education coursework and 63 semester hours of degree major courses.

General Education Core (31 Hours)	
Foundational Intellectual Skills (15 hours)	
Core Communication (6 Hours)	
ENG 101 - English Composition 1	3 hours
ENG 102 - English Composition 2	3 hours
Analytical Reasoning (6 Hours)	
CIS 146 - Trends in Computing Applications	3 hours
Select AR-MTH Elective	3 hours
Cultural Understanding (3 Hours)	
Select CU Elective	3 hours
Intellectual Breadth & Adaptiveness (16 Hours)	
Life & Physical Sciences (7 Hours)	
BIO 101 - Principles of Biology	3 hours
BIO 103 - Principles of Biology Lab	1 hour
Select One LPS Elective	3 hours
Arts & Humanities (3 Hours)	
Select A&H Elective	3 hours
Social Behavioral Sciences (6 Hours)	
Select 2 SBS Electives	6 hours
General Education Electives & Prerequisites (29 Hours)	
Sports Strength and Conditioning Prerequisites (20 hours)	
BIO 201 – Human Anatomy & Physiology I	3 hours
BIO 203 – Human Anatomy & Physiology I Lab	1 hour
BIO 202 – Human Anatomy & Physiology II	3 hours
BIO 204 – Human Anatomy & Physiology II Lab	1 hour
COM 201 – Public Speaking	3 hours
PSY 101 – Intro to Psychology	3 hours
SAR 200 – Sport Related Concussions	3 hours
SAR 220 – Sports First Aid	3 hours
GE Electives (9 hours)	
Select 3 GE Electives	9 hours

Degree specific requirements continue on the next page.

Continued degree specific requirements for Sports Strength and Conditioning

Strength & Conditioning Degree (63 Hours)	
Upper Division Core (15 hours)	
BUS 302 – Business Information Systems	3 hours
SAB 361 – Contemporary Issues in Sports	3 hours
SAB 334 – Ethics in Sports	3 hours
SAM 340 – Organization & Management in Sports	3 hours
SAM 400 – Leadership Principles in Sport	3 hours
Degree Major Courses (24 hours)	
SAB 368 – Psychology of Sports	3 hours
SAD 320 – Applied Sports Performance	3 hours
SAD 346 – Sports Medicine	3 hours
SAD 356 – Sports Nutrition	3 hours
SAR 320 – Exercise Physiology	3 hours
SAR 326 – Personal Training	3 hours
SAR 332 – Sports Strength & Conditioning	3 hours
SAR 380 – Exercise Test & Prescription	3 hours
Minor or PS Electives (12 Hours)	
Select 4 approved electives	12 hours
Research Core (6 hours)	
MTH 465 – Statistical Measurements in Sports	3 hours
SAR 490 – Senior Research Project	3 hours
Capstone – Internship (6 Hours)	
SPT 494 – Internship in Exercise Science	6 hours
Degree Total	123 hours

10.4 B.S.S. Sports Studies Approved Program of Study

The B.S.S. in Sports Studies degree consists of 61 semester hours of General Education coursework and 60 semester hours of degree major courses.

General Education Core (31 Hours)	
Foundational Intellectual Skills (15 hours)	
Core Communication (6 Hours)	
ENG 101 - English Composition 1	3 hours
ENG 102 - English Composition 2	3 hours
Analytical Reasoning (6 Hours)	
CIS 146 - Trends in Computing Applications	3 hours
Select AR-MTH Elective	3 hours
Cultural Understanding (3 Hours)	
Select CU Elective	3 hours
Intellectual Breadth & Adaptiveness (16 Hours)	
Life & Physical Sciences (7 Hours)	
BIO 101 - Principles of Biology	3 hours
BIO 103 - Principles of Biology Lab	1 hour
Select One LPS Elective	3 hours
Arts & Humanities (3 Hours)	
Select A&H Elective	3 hours
Social Behavioral Sciences (6 Hours)	
Select 2 SBS Electives	6 hours
General Education Electives & Minor Prerequisites* (30 Hours)	
All GE Electives Require Prior Advisor Approval	
GE Electives (30 hours)	
Select 10 approved GE Electives	30 hours
Sports Studies Degree (60 Hours)	
Upper Division Core (15 hours)	
BUS 302 – Business Information Systems	3 hours
SAB 361 – Contemporary Issues in Sports	3 hours
SAB 334 – Ethics in Sports	3 hours
SAM 340 – Organization & Management in Sports	3 hours
SAM 400 – Leadership Principles in Sport	3 hours
Major Requirement (3 hours)	
SAM 344 – Sports Marketing	3 hours
All Program Specific Electives Require Prior Advisor Approval	
Program Specific Electives (18 Hours)	
Select 6 approved electives	18 hours
Minor/Program Specific Electives (12 Hours)	
Select a Minor or 4 Program Specific electives	12 hours
Research Core (6 hours)	
MTH 465 – Statistical Measurements in Sports	3 hours
SAR 490 – Senior Research Project	3 hours
Capstone – Internship (6 Hours)	
Select BSS Internship	6 hours
Degree Total	
	121 hours

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SET THE STANDARD

The United States Sports Academy is an independent, non-profit, accredited 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 using modern technologies and traditional teaching methodologies.



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