



International **PROGRAMS GUIDE 2021 - 2022**

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**THE UNITED STATES
SPORTS ACADEMY®**

America's Sports University®

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

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Introduction

History

Known around the world as “America’s Sports University”, the United States Sports Academy (Academy) was founded in 1972 and is an independent, not-for-profit, accredited, special-mission sports university created to serve the nation and the world with programs in instruction, research, and service. The role of the Academy is to prepare men and women for careers in the profession of sports. The Academy has always had a worldview that sports are universal and as such, the institution has always had an international orientation. The Academy has conducted sport education and service programs in more than 65 nations around the world for over 45 years. These have varied in scope from the full-service management of an entire national sports effort to undertaking coaching and service programs for sports federations and organizations of all types. The Academy has also collaborated with universities and various enterprises for participation in highly specialized seminars and symposia.

As an academic institution, the Academy has the research base and curriculum skills required for developing ideal sport education programs to meet the needs of coaches, managers, and sports professionals. As an organization that has used these skills in real-world settings while conducting sport education programs in the field, the Academy knows first-hand the challenges faced by coaches, managers, and strength and conditioning professionals. The result is the combination of theory and practical knowledge that allows for

programs designed to impart the core skills that are necessary to succeed in sport professions. Programs can consist of classroom and practical instruction in the areas of sports coaching, sports management, and sport and exercise science. Students who successfully complete the courses and meet all of the program requirements will be awarded a recognized educational credential representing their success in the program in which they are enrolled from the Academy. A summary of the Academy's experience in education, research, and service can be found on the Academy's website at <https://ussa.edu/about/international-sport-education/>.

The Academy's Center for Professional Studies and Continuing Education (CPSCE)

The Academy established the Center for Professional Studies and Continuing Education (CPSCE) in 2018 to bring focus to the needs of working professionals to continue their education and to remain up-to-date on the latest practices in the sports profession. This move was also a recognition that many sports organizations that offer certification programs to their membership have educational requirements for their membership to keep their credentials valid. At the same time, there are many people, such as athletes who've reached the end of their competitive careers, seeking to enter the profession but have never been able to receive the formal education needed to secure a job in sports organizations. The CPSCE was founded to address the needs of the sports profession for trained practitioners required to keep sports organizations healthy.

The CPSE is connected directly to the founding principles of the Academy, with an emphasis on providing high-quality post-secondary, non-degree sport education programs designed to meet the needs of this diverse group of students who, for whatever reason, cannot enter degree programs to further their education. The programs offered by the CPSCE are driven by research and market demand, while drawing upon the Academy's industry and online expertise. Although CPSCE programs are distinct from the Academy's degree programs, the course learning objectives mirror those of the institution's academic degree courses. Most of the programs are

hierarchical in nature progressing from introductory to advanced, and all of them carry academic credit in the form of Continuing Education Units (CEUs) that are widely recognized in the United States as described below.

Over the decades, during which the Academy has been providing sport education and training programs for sports organizations of all kinds, the institution has found that professionally developed post-secondary and non-degree programs are among the best ways to meet their staff development requirements because they are less expensive and offer more flexibility than traditional degree programs. The programs are less costly because there are fewer barriers to admission such as language requirements or documenting previous education. The programs are also designed with fewer research or other academic assignments that serves to reduce the level of costly faculty engagement. The flexibility provided in various forms of delivery also serve to reduce costs. Program flexibility is achieved by providing the host organizations with an option of different modes of program delivery: onsite, online (asynchronous or synchronous), or residential and scheduling options. Lastly, the programs offered by the CPSCE allow the organizations (and their students) to complete the programs much more quickly than traditional degree programs.

Characteristics of the Educational Programs

Regardless of the mode of delivery selected by the host organization, all of the post-secondary, non-degree programs offered through the CPSCE have the same general characteristics.

Faculty: In all instances, the Academy's faculty are credentialed and qualified to teach the courses they have been assigned. In virtually all cases, the faculty have graduate degrees in their disciplines and years of teaching experience. The Academy has a large pool of faculty from which to select faculty for the teaching assignments.

Student selection: In most instances the host organization selects the students for participation in the program. Because the language of instruction is English, students selected by the host for participation in the program should have a working knowledge of English although there are no requirements for a TOEFL score. However, where this is not possible and where the program is being taught onsite in the host country, the host will be asked to provide translation services. For those programs taught through online distance learning, the students will be required to have a working knowledge of English. The general requirement for admission into the program is that the students shall possess at least a secondary school credential.

Class size. The courses are designed to comfortably accommodate 35 (thirty-five) students although in most cases it is possible to accommodate up to a maximum of 50 (fifty) students. For courses being taught onsite, the upper limit will depend upon the physical limitations of the space in which the course(s) are being taught. For courses being taught through online distance learning through the Academy's courseware platform, the upper limit is 50 students. Class sizes greater than 50 students would be divided into sections and would incur additional costs.

Academic Credit: The programs delivered through the CPSCE carry academic credit measured in Continuing Education Units (CEUs). CEUs are awarded by many education and training providers to signify successful completion of programs and courses intended to improve the knowledge and skills of working professionals. The typical CEU represents ten (10) contact or clock hours of experience in a structured continuing education experience (class, seminar, workshop, conference, etc.) that is supervised by a qualified continuing education provider. This means that a course worth four (4) CEUs represents approximately 40 contact or clock hours for student participants. However, it is important to note that there is some variation to this standard. For example, courses delivered through online distance education might not have an exact clock hour calculation but have been determined to be equivalent through evaluation of course learning objectives against established academic standards. Most

of the courses delivered through the CPSCE are four (4) CEUs unless specially designed to meet the needs of the host organization.

Grading and Evaluations: Virtually all of the courses delivered by the CPSCE have means of assessing student learning, typically an examination. Courses are graded on a pass/fail basis and the requirements for passing the course are always provided to the students before the course begins. However, based upon the needs of the host client, final grades can be provided in either a numeric or letter grade format. Regardless of the format of the grade being provided, all grades are recorded by the Registrar's office in the Academy's Student Information System (SIS). Therefore, each student who participates in programs offered by the CPSCE has a permanent record and can obtain a transcript of their study if requested (in some instances a fee for the transcript may apply).

Course evaluations: All courses delivered by the CPSCE are subject to evaluation by the students. The evaluations may be handed out to the students at the completion of the course when the course is delivered onsite or in residence or embedded in the courseware in the case of online distance learning. The evaluations are anonymous with the faculty and Academy staff not knowing who did each evaluation. The results of these evaluations will be reduced and shared with the host organization in the form of a final report.

Certificates: Upon completion of the program-of-study, those students who successfully complete all of the courses receive a credential (usually a certificate) attesting to their success. The certificate can be issued jointly by the Academy and the host organization.

Program Delivery Alternatives

Onsite

Onsite courses are delivered in-person in the host's country in a facility of their choosing. This delivery mode is advantageous when the students do not have a good grasp of the English language and translation assistance may be necessary. Teaching

onsite may also be advantageous where the course requires a practical component such as a hands-on demonstration of techniques.

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



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

The courses are taught in an intensive classroom setting on a schedule as agreed between the Academy and the host organization, most commonly over the course of one work week. The Academy will provide the curriculum, a set of materials (in English) together with license for them to be reproduced by the host that includes handouts, examinations, end-of-course surveys and PowerPoint presentations. The Academy also provides the faculty with transportation to and from the host country. The host organization is responsible for providing translation services for course materials (if required), faculty accommodations and support, classroom audio-visual equipment, and specialized equipment (such as access to weight rooms, etc.), if required. Students are

expected to be in attendance for the entire course, and by extension, the entire program.

(NOTE: Under certain circumstances it may be possible for the host organization to participate in the course instruction. If the host organization desires to use their own faculty to teach courses within the Academy's programs, please contact the CPSCE for requirements designed to ensure quality assurance.)



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

Online distance education

Beginning in 2020, circumstances developed that required many education providers to begin to teach their program in a technology-facilitated online environment. However, it is important to note that simply putting a course that was being taught onsite in a classroom into a teleconferencing mode such as Zoom® is NOT true distance learning. Unlike so many of the Academy's peers, the Academy began developing true online education in 1996 and in 1998 started placing its courses in a specifically designed computer course platform called a Learning Management System or LMS. Accordingly, the Academy has almost 25 years of true online teaching experience.

The technical definition for the Academy's distance learning education system is that it is asynchronous, transformational, and computer mediated. The asynchronous nature of the distance learning program simply means that the faculty and the students need not be online at the same time, a feature that is very important when students and faculty are separated by many time zones. Because students are not tied to a clock, they can do their coursework whenever they have an internet connection and can login to the LMS.

All of the coursework is done with a computer (computer mediated) using information technology including the internet. Each student in the group of students proceeding through the course will be assigned their own "virtual classroom" in the LMS that can only be accessed by the individual student and their assigned faculty member. All of the courses have the same basic layout so that students can focus on learning content as opposed to having to learn navigation as they move from course-to-course in the program. Each course has five units with all of the learning content (readings, PowerPoints, videos, etc.) embedded in the LMS. Students will complete threaded discussions, quizzes (called a "knowledge check" that doesn't carry a grade in the course), a final examination and end-of-course evaluation. The course is designed so that each of the five units in the course can only be accessed in sequence as the previous unit is completed. Because of this feature, students cannot "read ahead" or jump around in the course; it keeps the entire group of students assigned to the course engaged in doing the same activities at the same time as a "class." Therefore, in week one, the students can access unit 1, and in week two, they can go on to unit 2, etc. However, students can "read back" e.g., return to unit 1 for a review of concepts if, for example, they are on unit 3.

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

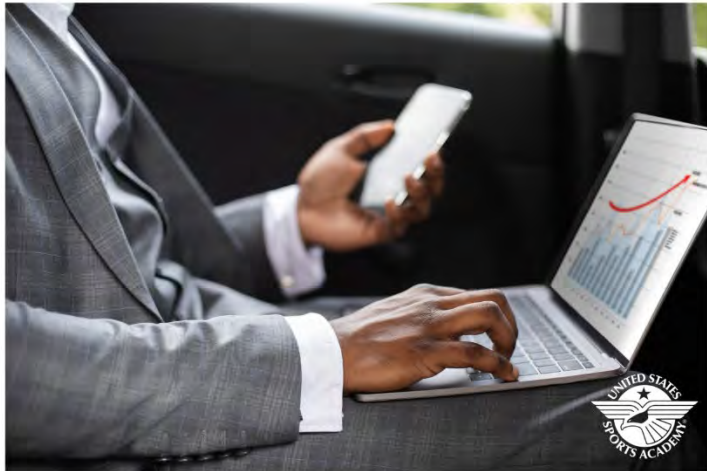
▼ Unit 1 - Foundations of Sport Management	
	Unit 1 Overview
	Unit 1 Learning Objectives
	Unit 1 Reading Assignment
	Unit 1 Presentation
	Unit 1 Self-Test 10 pts
	Unit 1 Discussion 100 pts

Example of Online Course Page

CEMF 544 Sport Marketing - Barcelona > Pages > Course Overview

CE - Individual Courses (CE)

Course Overview



Course Overview

This course covers the basics of sports marketing to provide students with the foundational knowledge of the competitive world of sport. Just as athletes compete on the playing field, sport marketing professionals compete in the marketplace.

Residential courses

Residential courses require students to travel to the United States to complete specialized courses on the campus or at another location. This is explained in more detail below, under *Specialized Programs and “Visit the USA” Opportunities*. These are normally short-term programs with small groups of students. It should be noted that this requires visas and all other appropriate measures for international travel. For more information on the Academy’s residential courses, please contact the CPSCE director.



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

Specialized Programs and the “Visit the USA” Opportunities

The Academy recognizes that the training needs of sport organizations can be extremely varied. To address these needs, the Academy has worked with various sport organizations and educational institutions in the United States to develop and deliver specialized sport education and training programs for our international partners. Past programs have included on-site physical training and in-classroom experiences at organizations such as the United States Olympic and Paralympic Training Center, Red Bull USA, the University of California – Los Angeles, and the National Strength and Conditioning Association (NSCA).

Beyond these unique education and training programs, the Academy has also offered its expertise in consulting and assessment programs. Examples of the former include facility consulting for the planning and construction of sport facilities to, in the case of the latter, providing study teams to assess the effectiveness of a nation's national sports effort. Other examples include programs assessment studies for sport organizations and scholastic sports, facility, and equipment consulting, or coaching and exercise science. Although all programs may be customized to the needs of the Association, the Academy has provided a comprehensive description of programs within this proposal that may suite the needs of the Association. The Academy prescribes to the following:

1. Assist in the development of administrative, coaching, and athlete education programs and materials specific to the needs of the Associations.
2. Deliver educational programming that highlights the sport science and research-based standards of the Academy's accrediting bodies.
3. Ensure student learning support appropriate for the Associations in a manner that is effective and relevant to student success.
4. Recognize the importance of educational best practices, while advancing the sport profession.

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



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

Programs

Individual Courses

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

Certifications

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

around the world to assist them in meeting the training needs of their employees. The most popular of these programs has been the various Academy certification programs.

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



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

Sport Coach Development Program

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

internationally recognized point of departure for the education, development, and recognition of coaches.

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



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

Serving as an above-mentioned coach education provider, the Academy has developed a multi-tiered International Sports Coach Development Curriculum (ISDC) utilizing the ICSF and best principles from high performing national federations. The curriculum is designed to provide the appropriate technical, tactical, and interpersonal knowledge and

experiences at three distinct milestones on the coach development pathway and to focus on the specific context in which the coach is working (see Table 1). The ISCF categorizes athletes as Emerging (youth and introductory), Performance (developmental), and High Performance (see Table 2).

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

A key feature of all high-performing countries (regardless of population) is expanding the base of athletes and coaches. Another key is a clear path for progressing from coaching emerging athletes through the performance stage and into the high-

performance stage. The pathways for athlete development and coach development are well aligned and there is a process for continuing improvement.

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

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

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

The Academy will work with our international partners to complete the pre-program assessment and make a program recommendation based on the answers received.

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



Sport coaching students in Malaysia practice their skills on the court

Figure 1. Athlete Coach Pathway Alignment

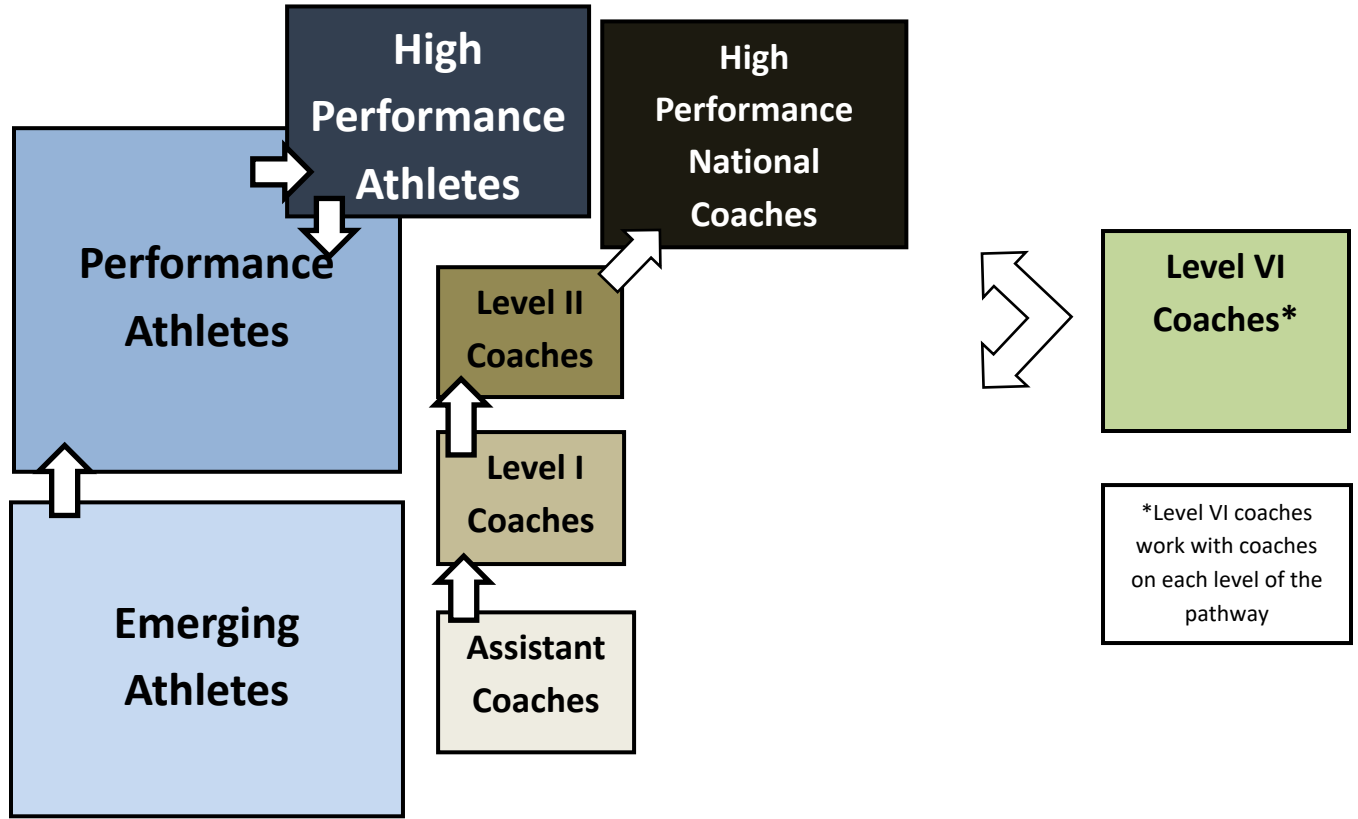
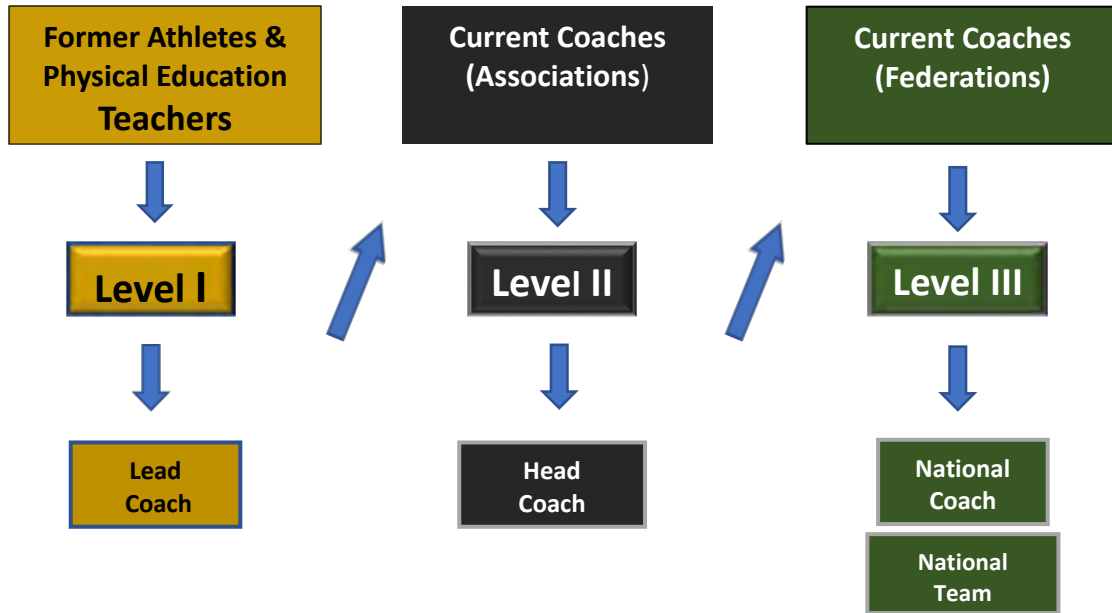


Figure 2. Academy ISCSC Development Model



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

Level I - Lead Coach Development

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

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

The core functions are covered within the major academic disciplines of philosophy and ethics, motor learning, strength and conditioning, and psychology. The Level I consists of four courses developed to fit the specific context of coaching the emerging athlete plus a Coaching Clinic where students share the individual projects from their home clubs.

Sports Coaching Methodology serves as the foundation. The remaining three courses: Athlete Development, Strength and Conditioning for the Emerging Athlete, and Sport Psychology for the Emerging Athlete; provide the critical domain-specific knowledge required for coaches to successfully build relationships and team culture as well as deliver practice and competition plans.

All major international sporting organizations recognize the importance of quality coaches. National Olympic Committees and International Sport Federations across the globe have supported the implementation of the ISCF developed by the ICCE.

As an organizational member of ICCE, the Academy has developed a multi-tiered ISCDC utilizing the ISCF and best principles from high performing national federations. All of the coaching programs provide the core skills necessary for coaches to succeed in that level of the coaching progression. The curriculum is designed to provide the appropriate technical, tactical, and interpersonal knowledge and experiences at distinct milestones on the coach development pathway.

Level 1 Introductory

The Level I Coach Development Program is designed to train those transitioning into the coaching profession including those working as an assistant coach. They will work with emerging athletes and are vital to inspiring young athletes to build their skills for the next level of competition. Courses include:



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

Course Descriptions	
CEB 371	Sports Coaching Methodology
<p>Becoming a quality coach requires the development of proficiency across a number of functional areas. This course will introduce a framework of coaching knowledge and core competencies. This course is designed to focus on the intrapersonal and interpersonal coach knowledge categories with specific attention paid to developing a sound coaching philosophy, creating a reliable practice of self-reflection and review, understanding the importance of communication, and shaping the environment of practices and competitions to lead to highly effective athlete experiences.</p>	
CEB 374	Athlete Development
<p>This course provides the students with an overview of the stages of athletic development designed to educate sport coaches on stages of athletic development and how to best teach and train athletes within each stage. The stages an athlete passes through during an athletic career will be covered including how to recognize each stage, how to transition between stages, and what techniques are best suited for an athlete within each stage.</p>	
CER 325	Strength and Conditioning for Emerging Athletes
<p>This course provides students the opportunity to learn introductory and fundamental principles related to strength and conditioning that will serve professional knowledge of the journey to becoming a quality coach. The course will start with key terms and concepts in applied anatomy and physiology. An understanding of the human body's form and function is needed prior to exploring how best to train the body to perform better. Specific focus will be placed on the unique context of the adolescent and young adult athlete. Next, the course will cover the key elements of effectively incorporating a strength and conditioning program within an athlete development plan; including evaluation of athlete needs, training principles, and assessment of progress.</p>	
CEB 368	Sport Psychology for Emerging Athletes
<p>Quality coaches understand the role of psychological principles in human performance. They incorporate mental skills into practice and competition to enhance performance and athlete well-being. This course is designed to provide the student with the information gleaned from research in the field of sport and exercise psychology, as well as practical knowledge, to become a more effective coach. Students will better understand concepts such as motivation, goal setting, attention & concentration, mental imagery, and team cohesion.</p>	

CPT 398	Practical Application and Sports Clinic
This course provides the opportunity for students to observe, and to participate in, the use of the program content in a practical setting. An emphasis is placed on utilizing, the Plan, Implement, Review, Adjust cycle for continuous improvement within a specific coaching context.	

Level II - Head Coach Development

The Level II Coach Development Program is designed to meet the needs of coaching professionals and provide them the tools necessary to become leaders within their coaching community. Coaches are introduced to the latest coaching theory for performance athletes. Courses include:

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

Course Descriptions	
CEB 571	Sports Coaching Methodology
This advanced course is designed to serve as the foundation for students to progress towards becoming a Head Coach who can organize and communicate the Plan, Implement, Review, Adjust cycle for an entire program including multiple training groups and a staff of Lead and Assistant Coaches. This course will discuss the primary functions of quality coaches (Set the Vision & Strategy, shape the Environment, Build Relationships, Conduct Practices & Structure Competitions, Read & React to the Field, and Learn & Reflect) from a program management perspective.	
CEB 574	Coaching Technical and Tactical Skills
This course is designed to focus on physical, physiological, and psychological factors that affect motor skill acquisition, performance, retention, and transfer. The full range of skills from foundational movement to precision technical sports skills will be considered with a special focus on topics such as practice planning, drill design, and feedback for learning and motivation.	
CER 525	Strength and Conditioning for Performance Athletes
This is a course designed to study the fundamental principles of training and nutrition associated with the disciplines of physical education, sport, and exercise. The course is intended to develop students' knowledge and understanding of the anatomical and	

physiological systems within the human body. Head coaches can use sport conditioning, strength training, and an awareness of fitness and nutrition programs in order to enhance individual and team performance in competition. This knowledge should translate into the ability to design and implement various sport conditioning programs.

CEB 568	Sport Psychology for Emerging Athletes
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This course focuses on the study of human behavior in sport and exercise settings. It is designed to provide the student with information about research in the field of sport and exercise psychology as well as practical knowledge to become a more athletic coach. Sport and exercise psychology provides us with knowledge to bridge the gap between research and practice that can help coaches have a positive effect on their athletes.

CPT 598	Coaching Practicum
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The coaching practicum is designed to give sport coaching students supervised; practical applications of the theory learned in the preceding courses. The practicum provides a hands-on experience of the Plan/Execute/Reflect cycle. The practicum also provides an opportunity for students to coach with observation from a trained and experienced coach in their field.

Level III – National Coach Development

The Level III Coach Development Program is designed to provide coaches the skills needed to be successful at the highest level of sport. Courses are focused on planning, advanced sport psychology, testing and evaluation, physical training and conditioning for performance programs, nutrition, and athlete safety. Courses include:

Program of Study		
Code	Title	CEUs
CEB 671	High Performance Planning for Coaches	4
CEB 674	Testing and Evaluation in High Performance Sports	4
CER 625	Advanced Strength and Conditioning	4
CEB 668	Advanced Sport Psychology	4
CER 580	Workshop in Athlete Safety	4
CED 556	Sports Nutrition and Ergogenic Aids	4
Course Descriptions		
CEB 671	High Performance Planning for Coaches	
<p>This advanced course is designed to serve as the foundation for students to progress towards becoming a National Coach who can develop, organize and communicate a High Performance Plan that will benefit their respective sport at the regional or national level. This course will discuss the primary functions of quality coaches (Set the Vision & Strategy, shape the Environment, Build Relationships, Conduct Practices & Structure Competitions, Read & React to the Field, and Learn & Reflect) from a systems analysis perspective.</p>		

CER 674	Testing and Evaluation in High Performance Sports
Designed to develop an understanding of measurement and evaluation concepts in a high performance sports setting; application relevant to assessment in the physiological, psychomotor, cognitive and affective domains; activities include collection and computer analysis of data of athletes and teams.	
CER 625	Advanced Strength and Conditioning
This is an advanced course is designed to build on a coach's skills in assessing the fundamental movements, physical literacy, speed, strength, & power of athletes. Coaches will develop their ability to design annual, seasonal, and weekly programming based on the individual needs of athletes within their specific context (sport, athlete developmental level, and structural and societal supports).	
CER 668	Advanced Sport Psychology
This advanced course focuses on the ability of coaches to enhance the positive effects of human behavior in sport and exercise settings. It is designed to provide the student with experience in designing and conducting positive learning environments for athletic teams. The latest science in skill acquisition, practice design, and psychological skills training for high-performance will be the center of the course. Primary functions of coaches such as building trust and conducting effective practice session will be discussed and used in student led projects.	
CER 580	Workshop in Athlete Safety
This course provides the students with an overview of the essentials of injury prevention and care. It is designed to educate sport professionals, fitness professionals, and sport coaches on how to prevent, assess, and manage sport injuries through practical application. This course illustrates the roles of those in charge of athlete well-being and covers effective and practical ways to administer sports first aid. The course focuses on performance enhancement, injury care, injury prevention, and rehabilitation. Students have the opportunity to apply sports first aid skills and techniques through a practical style of learning and instructor-led demonstrations.	
CED 556	Sports Nutrition and Ergogenic Aids
This course covers the principles of sound nutrition as they relate to high performance athletes. With the growing focus on performance enhancing drugs, this course provides a basic understanding of the variety of substances, both natural and prohibited, used in today's world to enhance performance. Students will also learn how they work, if they really work, which are illegal and how they can be detected. Finally, the many ethical issues associated with the use of performance enhancing drugs will be discussed.	

Level IV – Mentor Coach Development

The Level IV Mentor Coach Program is designed to train a small group of experienced coaches nominated by the National Sport Federations to fill this critical role and to build a cohort of Mentor Coaches that can provide this service throughout the nation. Due to

the highly contextual nature of training Level IV Mentor Coaches, this program is developed in collaboration with, and specifically for partner National Olympic Committees or Professional Leagues.

Sports Strength & Conditioning Certification Program

Quality strength and conditioning programs are designed to help enhance athletic performance and mitigate the risk of common injuries. Coaches who specialize in strength and conditioning conduct safe and effective sport-specific testing and training sessions as well as provide guidance in many aspects related to athlete development. As such, the Academy's Sport Strength and Conditioning Certification (SSCC) was developed to help early career coaches develop professional competencies (knowledge and skills) in strength and conditioning. Courses provide foundational knowledge related to the scientific basis of exercise as well as how to develop and implement sport-specific training programs to better serve their athletes.

The SSCC curriculum contains six courses. The first three courses focus the scientific basis of exercise (Scientific Foundations of Strength and Conditioning Certificate) while the second three courses emphasize the process of program design for specific training domains (Applied Exercise Programming Certificate). Upon completing the program, coaches will be better prepared to work in a strength and conditioning role within sport.

Scientific Foundations of Strength and Conditioning Certificate

Program of Study		
Code	Title	CEUs
CSC 520	Exercise Science: Foundations of Strength & Conditioning	4
CED 556	Sports Nutrition	4
CSC 528	Testing and Evaluation	4

Course Descriptions	
CSC 520	Exercise Science: Foundations of Strength & Conditioning
This course addresses the scientific foundations of strength and conditioning essential for coaches to develop and implement appropriate training programs for their athletes in order to maximize their performance. Concepts include the modern principles of adaptation,	

functional anatomy/kinesiology, physiology, biomechanics, motor learning, and bioenergetics.	
CED 556	Sports Nutrition
In this course, we explore nutritional concepts and guidelines for using nutrition to optimize body composition, enhance performance and recovery fueling, apply principles to specific sports, and discuss the pros and cons of nutritional supplements and performance enhancing substances.	
CSC 528	Testing and Evaluation
In the first part of this course, we address the preliminary testing and assessment needs of the athlete. First, a preliminary health and fitness assessment is performed to ensure the safety of exercise and sport participation. Following that, a needs analysis is completed to address the specific needs of the athlete for their sport. The needs analysis will evaluate the needs of each athletes' sport as well as the athlete themselves to include a movement analysis, injury analysis, and physiological analysis. We will also discuss the principles of test selection and administration as well as how to evaluate, interpret, and perform selected tests.	

Applied Exercise Programming Certificate

Program of Study		
Code	Title	CEUs
CSC 522	Aerobic Endurance Exercise Program Design	4
CSC 525	Program Design for Plyometric, Speed, and Agility	4
CED 526	Sports Nutrition and Ergogenic Aids	4

Course Descriptions	
CSC 522	Aerobic Endurance Exercise Program Design
This course discusses the general principles of program design applied to aerobic endurance training and a stepwise approach to designing a safe and effective training program. Improvements in aerobic endurance performance can be derived only when sound training principles are applied. We will discuss the science behind training for aerobic endurance fitness including the interaction of the cardiovascular, pulmonary, and muscle metabolic system in supplying and using oxygen. We will also look at the training variables and how to manipulate them to achieve desired results for a specific sport while minimizing the risks of overtraining for competitive aerobic endurance athletes. Finally, we explore the acute responses of these systems to aerobic exercise as well as the chronic adaptations over time.	
CSC 525	Program Design for Plyometric, Speed, and Agility
This course will focus on the physiological adaptations from resistance/strength exercise and designing strength training programs. We will explore the acute and chronic responses to training and how periodization can be used to reach peak performance while minimizing the risk of injury for competitive sport.	

CED 526**Sports Nutrition and Ergogenic Aids**

This course addresses the development of speed, change of direction and agility abilities critical to performance in many sports. We will discuss the physiological basis and mechanics of proper sprint technique, the usefulness of a variety of interventions in developing speed, and identify drills aimed to improve technique, speed, quickness, agility, reactive ability, and speed endurance.



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

Sport Manager Development Programs

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

Behind every great athlete or sports team are dedicated professionals performing various administrative and support functions. From negotiating business deals to

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

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

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

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

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

International Certification in Sports Management

Program of Study		
Code	Title	CEUs
CEM 543	Sports Administration	4
CEM 542	Sports Business and Personnel Management	4
CEM 544	Sports Marketing	4
CEM 547	International Sport Management	4
CEM 585	Sports Facilities and Security Management	4
CEM 448	Sports Event Planning	4

CEM 543	Sports Administration
<p>Those who manage an organization are continually confronted with the need for information and expertise to help them make difficult choices. This course surveys and prepares the prospective sport administrator for the full range of potential responsibilities in the field. It teaches the primary management duties and provides a strong background for the necessities of program development. Overall, this course is designed to provide a comprehensive introduction to administration, organization, and management principles and their applications in the broad sport setting.</p>	
CEM 542	Sports Business and Personnel Management
<p>This course examines the relationship of sport, business, and personnel management. The central focus of the course revolves around the functions and responsibilities of a sports business professional, also referred to as a sport manager. The course is designed to help students develop the necessary skills to become an effective sport manager. The course covers the sport manager's role in planning, organizing, and leading within a sports organization and also takes into consideration critical aspects of human resource management.</p>	
CEM 544	Sports Marketing
<p>This course covers the basics of sport marketing and provides foundational knowledge of the competitive world of sport. Just as athletes compete on the playing field, sport marketing professionals compete in the marketplace. The approach of those working in sport marketing has changed over the past decade with the advent of digital media. Today, a sport marketer must have an understanding of how to connect with consumers over social media platforms; targeted web and streaming content ads; and through email. Despite these changes, some elements of sport marketing, such as the need to understand the sport consumer and the sport product is rapidly evolving. This course will touch on the fundamentals, research methods, and new developments in the field of sport marketing.</p>	

CEM 547	International Sport Management
<p>International sport management is an emerging field of study that focuses on the organization, governance, business activities, and cross-cultural context of sport. Sport itself has become a prominent vehicle of the international exchange process, especially as many current managerial decisions are influenced by global events. This course aims to provide a global context to principles such as politics, culture, economics, ethics, monetary policies, and foreign competition. This course also examines the role and impact of sport in various regions of the world. Overall, this course is designed to develop globally competent sport managers to function effectively and appropriately in a multicultural work or event environment.</p>	
CEM 585	Sports Facilities and Security Management
<p>Sport facility management represents one of the fastest growth areas in the sport industry. There is a significant need for properly trained sport managers with strong skills in developing, managing, and maintaining sport facilities. This course focuses on the principles, guidelines, and recommendations for planning, constructing, using, and maintaining sports facilities. In addition, this course examines the concepts, principles, and methods of organizing and administering security management within the sport profession. A primary emphasis is on protection of assets, personnel, and facilities. Overall, this course provides an understanding and appreciation for the planning and management of sport facilities, while covering the application of basic principles of security management within sport settings.</p>	
CEM 448	Sports Event Planning
<p>Sport events have grown to encompass much of our free time. Because of this growth, event management is one of the most sought-after skills in the sport industry. Most of us who attend an event do so as an invitee, not fully understanding the vastness of what it takes to host an event. This course provides a comprehensive look at what it takes to produce a successful event from conception to fruition to evaluation. In addition, this course covers the administration, promotion, and marketing of events while applying these concepts to the unique aspect of sports. This course provides a fresh perspective on event management. Upon completion of this course, students will understand the competencies necessary for managing and operating sport events through theory and application.</p>	



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

International Diploma in Sports Management

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

This program offers sports management professionals the opportunity to expand their knowledge in a given discipline and combines both classroom theory and a practical experiential component in which the student is asked to apply what they have learned in the classroom in the field through a 200 clock-hour Mentorship (internship). Also required is a summative report in which the student is asked to demonstrate their ability to integrate both classroom and experiential components of the program.

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

CEM 551	Sports Public Relations
<p>Sport public relations professionals serve individuals and organizations in the field by proactively seeking to build and maintain mutually beneficial relationships with key publics. Many sport organizations use public relations as a tool to establish brand awareness and identity and to promote their products and services. Others use public relations to demonstrate social responsibility. Because of these multiple functions, public relations expertise is particularly important for sport management professionals. This course is designed for those studying or working in sport management who wish to expand their knowledge of public relations practices in the sport industry.</p>	
CEM 584	Sports Facility Operations and Maintenance
<p>This course reviews the requirements and procedures necessary for the operation and maintenance of sports facilities. Topics include designing and planning operation and maintenance programs, controlling the flow of work, determining staffing levels and work force composition, estimating and managing consumable and non-consumable supplies inventory, spare parts, capital equipment expenditures and budgeting.</p>	
CEM 487	Introduction to Sports Security Management
<p>It is essential for sport entities to provide a safe and pleasant environment for participants, spectators, and host administrators. This course examines the concepts, principles, and methods of organizing and administering security management within the sport profession. A primary emphasis is on protection of assets, personnel, and facilities. Topics related to securing information, identity theft, emergency response, staff training, policy implementation, and contingency planning are covered in the course. Students will learn the basic principles of security management and its application within sport settings.</p>	
CPT 598	Mentorship
<p>The mentorship includes supervised work for 200 clock-hours in the field of sports management in schools, colleges, universities, businesses, or industries. Before enrolling in the mentorships all coursework must be completed</p>	
CEB 571	Sports Coaching Methodology
<p>This advanced course is designed to serve as the foundation for students to progress towards becoming a Head Coach who can organize and communicate the Plan, Implement, Review, Adjust cycle for an entire program including multiple training groups and a staff of Lead and Assistant Coaches. This course will discuss the primary functions of quality coaches (Set the Vision & Strategy, shape the Environment, Build Relationships, Conduct Practices & Structure Competitions, Read & React to the Field, and Learn & Reflect) from a program management perspective.</p>	



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

Special Programs

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

Certification in Esports Management

The Academy is offering its Esports Management Certificate program. The instructor facilitated esports certificate program concentrates on four areas necessary for sports managers to understand the landscape of the fast-paced, exciting world of esports. Courses focus on the global phenomenon of esports, esports coaching methodology, esports administration, and esports facilities and events management.

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

Course Descriptions	
CET 570	Esports: A Global Phenomenon
<p>This course is designed to introduce students to the concept of esports, the unique elements of competitive gaming, and the variety of roles coaches and management professionals can play in the fast-growing industry.</p>	
CET 571	Esports Coaching Methodology
<p>Becoming a quality coach requires the development of proficiency across a number of functional areas. Developing into a coach that can oversee a comprehensive esports program requires a systematic integration of academic study and front-line coaching experience. This course is designed to provide that systematic process of incorporating practical esports coaching experience with formal educational course material. Students will examine the six primary functions of a quality coach (Set the Vision, Shape the Environment, Build Relationships, Conduct Practices and Structure Competition, Read & React to the Field, and Learn & Reflect) from the perspective of their specific esports context (game title, developmental level of athletes, structural and social supports). Students will develop their personal Envision (Plan), Enact (Implement), Evaluate (Review), and Enhance.</p>	
CET 572	Esports Administration
<p>This course is designed to cover administration, organization, management, and marketing principles applicable to the development and growth of an esports program.</p>	
CET 573	Esports Facilities and Event Management
<p>This course provides a comprehensive look at what it takes to produce a successful esports event from conception to fruition to evaluation. Students will learn the principles of planning, marketing, producing, and evaluating events and facilities, while applying these concepts to the unique aspects of esports.</p>	



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

International Diploma in Physical Education and Sports Coaching

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

This program offers sports professionals the opportunity to expand their knowledge in the coaching and physical education disciplines. The IDPESC combines both classroom theory and a practical experiential component in which the student is asked to apply what they have learned in the classroom in the field through a 200 clock-hour Mentorship (internship). Also required is a summative report in which the student is asked to demonstrate their ability to integrate both classroom and experiential components of the program.

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

CED 520	Sports First Aid	
A coach's guide to preventing, responding to and managing sports injuries. Being a successful coach requires knowing more than just the "X's" and "O's" of the sport; a coach must also fulfill the role of "first responder" for his or her athletes		
CED 556	Sports Nutrition and Ergogenic Aids	
This course covers the principles of sound nutrition as they relate to the athlete as well as to the average individual in society. In addition, the course covers the physiological aspects of how nutrition affects the body in terms of overall optimal health. With the growing focus on performance enhancing drugs, this course provides a basic understanding of the variety of substances used in today's world to enhance performance. Students will also learn how they work, if they really work, which are illegal and how they can be detected. Finally, the many ethical issues associated with the use of performance enhancing drugs will be discussed.		
CEE 521	Aerobic Endurance Exercise Training and Program Design	
The importance of physical activity in the enhancement of performance, quality of live and prevention of disease is examined. The course examines the principles of physical activity as they relate to both athletes and non-athletes. Also presented are the physiological aspects of physical activity and how these affect the body in terms of overall health.		
CEE 523	Seminar in Sports and Physical Education	
This course examines the wider scope of what physical education is and how teachers can help students become more attuned with their role in developing personal and		

social responsibility. Upon completion of this course physical education teachers will have strategies and ideas to not only teach physical education but to also engage students in activities that build personal and social responsibility.	
CEE 524	Games Approach to Teaching Physical Education and Sports
This course presents an innovative approach to sport education as it emphasizes the power of play in creating challenging learning situations	
CEE 525	Physical Fitness and Conditioning
This is a course designed to study the fundamental principles of training and nutrition associated with the disciplines of physical education, sport, and exercise. The course is intended to develop students' knowledge and understanding of the anatomical and physiological systems within the human body. Physical educators can use sport conditioning, strength training, and an awareness of fitness and nutrition programs in order to enhance individual and team performance in physical activities, such as sports. This knowledge should translate into the ability to design and implement various types of physical education and sport conditioning programs.	
CEE 526	Physical Fitness Testing, Evaluation and Report
This course will focus on the measurement techniques used to test physical performance. You will learn to develop skills that can be used to interpret basic statistics and be able to select and administer physical performance tests. In addition, you will learn how to perform the International Physical Performance Test and interpret the results.	
CEE 658	Psychology of Physical Performance
This course involves the study of human psychological behavior and its influence in sport and exercise settings, including physical education environments. It is designed to provide the student with the information gleaned from research in the field of sport and exercise psychology as well as practical knowledge to become a more effective physical education teacher, athletic coach, fitness instructor or athlete.	
CEE 571	Physical Education and Sports Coaching Methodology
This course is designed to help teachers understand concepts associated with physical education and athletic coaching. Teaching and coaching are professions that require practice, study, and perhaps most importantly, a love of physical activity, sports, and working with people. Obviously, this course will only focus on the study of teaching/coaching, which includes, but is not limited to, techniques, philosophy, traits, communication, skill development, and leadership. The actual practice of teaching/coaching is the responsibility of the teacher. If you are involved with the teaching or coaching profession, the love of physical activity, sports, and working with people is probably already firmly established.	

CEE 583	Physical Education Facilities and Sports Event Management
This course involves the study of the principles, guidelines, and recommendations for planning, constructing, using, and maintaining indoor and outdoor sports, physical education, recreation, and fitness facilities (i.e., athletic facilities)	
CPT 598	Mentorship



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

International Certificate in Adaptive Sports

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

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

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

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



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

International Certificate in Sports Governance

The Academy is offering its Sports Governance Certificate program. The instructor facilitated sport governance certificate program concentrates on the key areas of (a) the role of the governing body; (b) structures of accountability; (c) decision-making; (d) communication and transparency; and (e) unanimity. The courses focus on developing positive governing principles that support the sport organization’s mission, strategic goals, and effective, efficient decision-making processes.

Program of Study		
Code	Title	CEUs
CEM 542	Sports Business and Human Resource Management	4
CEM 543	Sports Administration	4
CEB 636	Governance of Sport Organizations	4

Course Descriptions	
CEM 542	Sports Business and Human Resource Management
<p>This course examines the relationship of sport, business, and personnel management. The central focus of the course revolves around the functions and responsibilities of a sports business professional, also referred to as a sport manager. The course is designed to help students develop the necessary skills to become an effective sport manager. The course covers the sport manager's role in planning, organizing, and leading within a sports organization and also takes into consideration critical aspects of human resource management.</p>	
CEM 543	Sports Administration
<p>Sport administrators are essential for ensuring that sport organizations, events and programs operate effectively and efficiently. This course is designed to provide a comprehensive introduction to administration, organization, and management principles and their applications in the broad sport setting.</p>	
CEB 636	Governance of Sports Organizations
<p>This course presents the basics of specific managerial activities necessary for governance, policy development, and financial administration in sport organizations. The theoretical underpinnings for sport governance are presented, in relationship to the management functions of planning, organizing, decision making, and strategic management. The necessary characteristics of ethical decision making and social responsibility are examined as they are applied and implemented in the governance structures of various sport industry segments including scholastic sport, community amateur sports, campus recreation, intercollegiate athletics, Olympic Sport, Paralympic sport, individual professional sports, and international sports.</p>	

Program Costs

The cost for the programs set described within this guide depends upon the number of courses in the program, the number of students enrolled and the mode of delivery. The following is summary of pricing models. Detailed quotations can be provided by contacting the CPSCE.

Onsite in a Host Country

Courses for which a governmental organization or educational institution require to be taught in person in a hosts' country are usually structured for an intensive classroom setting to contain the expense of doing so. A typical teaching schedule is Monday through Friday from 0800 to 1200 and then from 1300 to 1700. However, this schedule

can vary from place to place depending on the needs of the host organization. For example, in some situations where most of the target students are volunteers who have regular employment elsewhere, the teaching schedule may be from 0800 - 1800 on a weekend (for example, a Saturday and Sunday) and then from 1800 to 2130 Monday through Friday.

For programs delivered on-site to organizations on a contractual basis, the price for the program is typically about USD 50,000 though this price may vary depending upon airfare costs. Program pricing generally includes:

- a) The curriculum and instructor.
- b) Round trip airfare to the teaching site.
- c) One set of teaching materials and handouts for the host organization to reproduce under license. This usually includes study guides, PowerPoint presentation, end-of-course examination and end-of-course student evaluation.
- e) Certification certificate for the students who successfully complete all modules in the program-of-study (the certificate can be designed to be issued jointly with the host).
- f) The permanent student record in the Student Information System (SIS).

The host organization is responsible for the teaching venue, any Audio-Visual equipment required, access to any special facilities such as weight rooms (if required), domestic transfers, accommodations (room, board, internet connection and laundry) for the instructor in a hotel commensurate for the faculty and any governmental levies or documentation such as taxes, permits, visas, airport taxes, etc.

Online Delivery by Distance Education

The cost for delivery of the certification programs provided by online distance education through the Academy's Learning Management System (LMS) by is provided in the table (below). It is important to note that the pricing structure and the cost for delivery realizes some economies of scale that, in turn, will be passed along to the host organization.

The pricing becomes all the more attractive when one considers expenses that will not be borne by the host as is the case with the onsite delivery of these programs set out above. For example, there are no costs for the local support such as accommodations and meals, domestic transfers, and other incidental expenses. The host also will need not bear the expense of reproduction of in-class handouts such as PowerPoint presentations, examinations, and end of course survey insofar as all of these materials are contained in the LMS.

The pricing in the table is presented using the six-course sequence of the International Certification in Sports Management (ICSM) program as an illustrative example. By column these are:

- a) The number of students in a cohort group.
- b) The price per student per course.
- c) The price per course for a group of students enrolled which is predicated by the number of students in the cohort group. For example, the cost for the six-course ICSM program with 43 students enrolled in the program will be USD 205 per student per course; USD 8,815 for each course
- d) The price for a group of 43 students enrolled in all six courses - USD 52,890.

Number of Students	Price Per Student	Price Per Course (students enrolled)	Total Cost ICSM (6 courses based on the lower of the number of students enrolled in Col.3)
10 - 19	\$295	\$2,950 (10)	\$17,700
20 - 29	\$265	\$5,300 (20)	\$31,800
30 - 39	\$235	\$7,050 (30)	\$42,300
40 - 49	\$205	\$8,200 (40)	\$49,200
50	\$175	\$8,750 (50)	\$52,500

The host further realizes cost savings insofar as they need not provide financial support to students from outlying areas in the form of travel expenses or stipends, local accommodations, and meals at the teaching site nor other incidentals. Very importantly, for the students is that there are no lost “opportunity costs” insofar as the students need not take leave from their employment given the asynchronous nature of the delivery system and the flexibility it affords to students to do their studies around other life activities.

If a student fails or misses a class in the program and desires a “make-up” in order that they can complete all of the courses required for the credential, they will be enrolled in a make-up class independently of the cohort group and will be required to pay the prevailing tuition at the time (at this juncture, USD 295 per course).

As with most academic institutions, the tuition is payable in advance of making the courseware available to the students and enrolling them in the courses. The Academy is prepared to draft an agreement for any program for the host and the Academy setting out the general terms and conditions as outlined here.