



UNIVERSITY OF
SOUTH CAROLINA

Office of Executive Vice President for
Academic Affairs and Provost

December 17, 2019

Dr. Belle S. Wheelan, President
Commission on Colleges
Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, GA 30033-4097

Dear Dr. Wheelan:

I am writing to request approval from the Southern Association of Colleges and Schools Commission on Colleges for two new joint degrees with Hamad Bin Khalifa University (HBKU) in Doha, Qatar and the University of South Carolina Columbia. The Board of Trustees approved the joint program at the December 17th meeting. The following lists the two (2) USC Columbia joint degree programs with address and contact information.

- Masters of Science (MS) in Exercise Science
 - Contact: Dr. James Hardin, Associate Dean of Faculty Affairs & Curriculum
jhardin@mailbox.sc.edu
803.777.3191
 - Location: University of South Carolina
Arnold School of Public Health
Discovery I Building 503D
915 Greene Street
Columbia, SC 29208
- Masters of Science (MSEM) in Sport and Entertainment Management (SPTE)
 - Contact: Dr. David Cardenas, Associate Dean of Academic Programs
dcardenas@hrsm.sc.edu
803.777.5120
 - Location: University of South Carolina
College of Hospitality, Retail, and Sport Management (HRSM)
Close-Hipp Building
1705 College Street
Columbia, SC 29208

The joint programs will help globalize the Exercise Science and Sport and Entertainment Management curriculum and expand the University of South Carolina international presence. As 50% of the curriculum may be earned at the Qatar site, we are providing notification and prospectus at this time. No additional library and learning resources or physical resources are needed to support the program as they are current and appropriate for the new joint degrees.



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Two new faculty will be hired in the SPTE program as needed and funded through the financial resources provided by Qatar. The anticipated start date is Fall 2020.

Qatar is not a SACSCOC accredited institution. The following is noted in the contractual agreement.

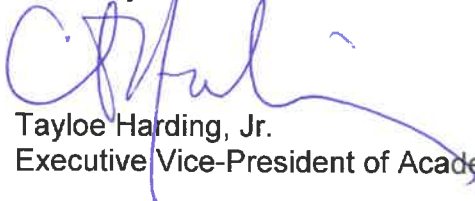
The University of South Carolina is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Associate, Baccalaureate, Masters, and Doctoral degrees. Hamad Bin Khalifa University is not accredited by SACS Commission on Colleges and the accreditation of University of South Carolina does not extend to or include Hamad Bin Khalifa University or its students. Further, although University of South Carolina agrees to accept certain course work from Hamad Bin Khalifa University to be applied toward an award from University of South Carolina, that course work may not be accepted by other colleges or universities in transfer, even if it appears on a transcript from University of South Carolina. The decision to accept course work in transfer from any institution is made by the institution considering the acceptance of credits or course work.

Contact information for Hamad Bin Khalifa University (HBKU) in Doha, Qatar is provided below.

- o Contact: Yousef Haik
Associate Provost for Academic Affairs
yohaik@hbku.edu.qa
- o Location: Hamad Bin Khalifa University (HBKU)
P.O. Box 34110
Education City, Doha, Qatar

In addition to this letter of notification, the additional information is provided in the program prospectus. Please let us know if you have any further questions.

Sincerely,



Tayloe Harding, Jr.
Executive Vice-President of Academic Affairs and Provost, Interim

TH/TBC:ks

cc: Sabrina Andrews, Executive Director of Institutional Research, Assessment & Analytics
Tena B. Crews, Associate Provost of Academic Programs
Donald Miles, Director of Institutional Effectiveness and Accreditation
Dean Haemoon Oh, College of Hospitality, Retail and Sport Management
Dean G. Thomas Chandler, Arnold School of Public Health

Cover Sheet for Submission of
**Substantive Changes
 Requiring Approval**

COMPLETE ONE FORM PER PROSPECTUS OR APPLICATION SUBMITTED.

For questions about this form, contact the Substantive Change Office at 404.679.4501, ext. 4526, or email Dr. Kevin Sightler at ksightler@sacscoc.org

Complete, attach to submission, and send to:
 Dr. Belle Wheelan, President
 Southern Association of Colleges and Schools
 Commission on Colleges
 1866 Southern Lane
 Decatur, GA 30033

OFFICIAL NAME OF INSTITUTION

University of South Carolina Columbia

MAIN CAMPUS CITY + STATE (OR NON-U.S. COUNTRY)

SUBMISSION DATE
 (MM/DD/YYYY)

12/19/2019

INTENDED STARTING
 DATE (MM/YYYY)

08/2020

Type of change (check the appropriate boxes)

<input checked="" type="checkbox"/>	New program at the current degree level that is a significant departure from current programs		
	FULL NAME OF PROPOSED PROGRAM (E.G., CERTIFICATE IN CYBER SECURITY, BACHELOR OF SCIENCE IN CIVIL ENGINEERING) Joint Master's Degree in Exercise Science (USC Columbia and HBK University)		
<input type="checkbox"/>	New off-campus instructional site where 50% or more of a program's credits are offered		
	SITE NAME	CITY	STATE
	STREET ADDRESS	ZIP	COUNTRY
	Will the site be a branch campus? (see Substantive Change Policy, p. 16, for definition)		<input type="radio"/> Yes <input type="radio"/> No
<input type="checkbox"/>	Distance delivery: approval of the institution to offer 50% or more of programs electronically for the first time		
<input type="checkbox"/>	Competency-based educational program in which 50% or more of the credit is offered by direct assessment (see "Direct Assessment Competency-based Educational Programs" policy)		
<input type="checkbox"/>	Closing a program, instructional site, or institution		
	Type of closure:	<input type="checkbox"/> Program closure	<input type="checkbox"/> Site closure
		<input type="checkbox"/> Institution closure	
<input type="checkbox"/>	Degree Level Change (see Substantive Change Policy, p. 15, for definitions; for changes from Level III to IV and from Level V to VI, an Application is not required; contact Commission staff for guidance)		
	FROM LEVEL	TO LEVEL	TO OFFER (E.G., BACHELOR OF SCIENCE IN COMPUTER SCIENCE)
<input type="checkbox"/>	Merger / consolidation, program acquisition, or site acquisition		NAMES AND ACCREDITORS OF ALL INSTITUTIONS
	DESCRIPTION AND LEAD INSTITUTION		
<input type="checkbox"/>	Change of governance, ownership, control, or legal status		NAMES AND ACCREDITORS OF ALL INSTITUTIONS
	DESCRIPTION		
<input checked="" type="checkbox"/>	Other (PLEASE DESCRIBE) Seeking approval for a joint Master Degree in Exercise Science between the University of South Carolina Columbia and Hamad Bin Khalifa University (HBKU) in Doha, Qatar		

OFFICE USE ONLY	<input type="checkbox"/> On sanction date imposed: _____	Institutional ID
	<input type="checkbox"/> Sanction recently removed for CR 2.11.1 or CS 3.10.1 date removed: _____	

University of South Carolina-Columbia

Substantive Change Prospectus
Approval for Master of Science in Exercise Science Joint Degree
Between the USC Columbia and Hamad Bin Kalifa University

December 19, 2019

Donald Miles

Donald Miles
Director of Institutional Effectiveness and Accreditation
SACSCOC Liaison

Contact Information:

Donald Miles, Director of Institutional Effectiveness and Accreditation, SACSCOC
Accreditation Liaison
Office of Institutional Research, Assessment, and Analytics
University of South Carolina
1710 College Street
Columbia, SC 29208
(803) 777-2814
(803) 777-5415
Email: dmiles@mailbox.sc.edu

List of Degree and Majors which the institution is authorized to grant: [See Appendix A](#)

List of existing approved Off-campus sites and addresses: [See Appendix B](#)

Information related to the accrediting body of partner institution: [See Appendix C](#)

Contract: [See Appendix D](#)

Board of Trustees Approval: [See Appendix J](#)

1. ABSTRACT

The primary mission of the University of South Carolina Columbia is the education of the state's citizens through teaching, research, creative activity, and community engagement. The mission of the University of South Carolina School of Law is to provide students, through an in-depth legal education, with a foundation upon which they can build successful careers; to contribute to the development of the law and legal theory through significant faculty scholarship on issues of state, national and international importance; and to advance the administration of justice through service to the legal profession, the state and the nation.

The purpose of this prospectus is to acquire approval for a new program offered by the Department of Exercise Science in the Arnold School of Public Health of the University of South Carolina (UofSC). This program is a joint master's degree in exercise science between Hamad Bin Khalifa University (HBKU) in Doha, Qatar and the University of South Carolina, Columbia. The joint degree program will take place on the Columbia, South Carolina campus and on the Hamad Bin Khalifa University campus (P.O. Box 34110, Education City, Doha, Qatar), and has a Fall 2020 expected implementation date. The instructional delivery method for the Master's Program will be a blended/hybrid model with less than 50% of the instruction online.

The primary target audience for the joint Master's Program are those individuals interested in pursuing jobs in the exercise science industry. The program will strive to enroll 10 students in the initial term and annually thereafter. Through the course of the agreement between the two universities, the number of students can be modified by mutual agreement with the terms of payment as specified in the initial contract between UofSC and HBKU (see [Appendix D](#)).

Projected Master's Enrollment

Year	Total Headcount
FY 20-21	10
FY 21-22	20
FY 22-23	20
FY 23-24	20
FY 24-25	20

There is a growing sports-centered culture throughout the region. Aspetar is a world leader in orthopedic and sports medicine with large rehabilitation and sports medicine arms. This company represents one of several opportunities for graduates in this new program. As such, undergraduates majoring in sports science at the University of Qatar represent a prime target for recruitment of students, but similar undergraduates throughout the region will also be recruited. UofSC and HBKU believe that this program will continue for at least 10 years, but the contract will be reviewed each 5 years.

HBKU has established a leading presence in the region. In fact, several US universities have established programs in partnership with HBKU. These include Carnegie Mellon University, Georgetown University, Northwestern University, Texas A&M, Virginia Commonwealth University, and Cornell. As such, HBKU is a very strong partner who has already demonstrated an ability to work with US universities to establish and nurture successful programs.

2. DETERMINATION OF NEED FOR THE CHANGE/RELATIONSHIP TO MISSION/PLANNING AND APPROVALS FOR THE CHANGE

The primary mission of the University of South Carolina Columbia is the education of the state's citizens through teaching, research, creative activity, and community engagement. The mission of the University of South Carolina School of Law is to provide students, through an in-depth legal education, with a foundation upon which they can build successful careers; to contribute to the development of the law and legal theory through significant faculty scholarship on issues of state, national and international importance; and to advance the administration of justice through service to the legal profession, the state and the nation.

At the heart of UofSC's mission lies the University's responsibility to not only the state, but to society, to promote the dissemination of knowledge, cultural enrichment and an enhanced quality of life. UofSC Columbia is a globally recognized, high-impact research university committed to providing a superior student experience. The University continues to serve a diverse population of students. The depth and breadth of its programs engage South Carolina students with students from other states and countries to help develop culturally adept citizens. As the flagship institution of the state system, UofSC Columbia leads the way in providing all students with a high-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world through engagement in nationally and internationally ranked programs.

The modification proposed is to develop a joint degree program with Hamad Bin Khalifa University utilizing the current, approved MS degree in Exercise Science. The structure, delivery, academic requirements, fees, tuition and student expectations for the MS in Exercise Science at UofSC in the Department of Exercise Science will remain consistent with no changes in any of the aforementioned components.

Because of the ASPH EXSC department's number 1 ranking, HBKU reached out to initiate the creation of this joint program. As part of the agreement, ASPH EXSC will ensure that courses at both institutions use an identical curriculum. ASPH EXSC faculty will have the opportunity to travel to HBKU to teach courses (HBKU will pay for travel, accommodations, and remuneration). Each semester, ASPH EXSC will decide which courses they will teach at the HBKU site; remaining course offerings at the HBKU site will be covered by HBKU faculty and ASPH EXSC visiting faculty will directly negotiate the terms (dates, specific accommodation site, and remuneration) with HBKU. Student applications will be vetted by HBKU who will send the complete list of applicants along with the identified subset of which they approve. ASPH EXSC faculty will evaluate the HBKU-approved subset and submit final approval thus ensuring that equivalent criteria are applied at both sites.

It is difficult to enumerate how many graduate programs there are in exercise science since there are so many terms used to describe such programs: kinesiology, exercise science, sports science, sports medicine, human performance, health and movement sciences, etc. This is mostly fueled by the rapid and consistent growth of such programs across the United States where there are several hundred such programs. The growth of interest in exercise science is also seen on a global scale where there are notable programs in Europe and Asia.

Exercise science encompasses a wide variety of disciplines including but not limited to biomechanics, sports nutrition, sport psychology, motor control/development, and exercise physiology (<http://www.coaes.org>). The American Physical Therapy Association (APTA) lists exercise science as one of the most common undergraduate majors for those aspiring to apply to physical therapy school (<http://www.apta.org>). During 2014-2024, the Bureau of Labor Statistics predicts an increase of 34% in the offices of physical (<http://www.bls.gov/ooh/healthcare/physical-therapists.htm>), and occupational therapies (<http://www.bls.gov/ooh/healthcare/occupational-therapists.htm>). With respect to strength training and conditioning, the job forecast is also improving as in 2014 the National Collegiate Athletic Association (NCAA) passed a mandatory certification for strength and training coaches (<https://www.nscs.com/articles/ncaa-division-1-certification-standard-for-strength-and-conditioning-coaches/>).

Within Qatar, growth is expected to be rapid as it is developing a \$20 billion sports industry by 2022 (Asia Times, 2019, (<https://www.asiatimes.com/2019/02/article/qatar-aims-to-build-20bn-sports-industry/>)). This culminates in its hosting of the World Cup in 2022. Included in Qatar's development are funds for research that will be available to UofSC researchers through this association.

Meetings to explore a joint program were held between administrators of each university after an initial invitation from HBKU. On March 3 of 2019, meetings were held to discuss possible partnerships in joint degrees. Attendees from the HBKU side included Yousef Haik (Dean of Science and Engineering) and Edward Stuenkel (Dean of Health & Life Sciences). From the UofSC side, participants included Harris Pastides (University President), Allen Miller (representing the Provost's office and global initiatives), Tena Crews (representing curriculum and programs at the Provost level), Haemoon Oh (Dean of HRSM), Tom Chandler (Dean of ASPH), David Cardenas (Associate Dean of Faculty Affairs in HRSM), James Hardin (Associate Dean for Faculty Affairs and Curriculum in ASPH), and Stacy Fritz (representing the Physical Therapy division in Exercise Science).

Subsequent to these meetings, joint programs were described to the faculty of HRSM and to EXSC at a regular faculty meeting during which the faculty voted to support these new programs. During the fall of 2019, several faculty visited HBKU to teach class and to examine the facilities available as well as to learn of the level of students attending HBKU. Visitor teachers included Ho-Jin Koh (EXSC), James Hardin (EPBO), and Richard Southall (HRSM), and other visitors (shorter term with no teaching responsibilities) included Allen Miller, Haemoon Oh, Tom Chandler, and Shawn Arent (Department chair of EXSC).

A formal application to establish a new joint program (MS in EXSC joint with HBKU) was initiated in the fall of 2019. This application was approved by the Department Chair (Shawn Arent), the Associate Dean for Faculty Affairs and Curriculum (James Hardin), and the ASPH Curriculum Committee (with members of all SIX departments in the Arnold School). Thus, the faculty have been aware of this program, have voted to create the program, and have approved of the program at each step.

The UofSC academic affairs policy (ACAF 2.00) establishes the rights and responsibilities over the creation of new academic programs. The ability to enter into a formal affiliation agreement with a foreign entity is established in another academic affairs policy (ACAF 2.06, but also see ACAF 2.05). The authority to sign agreements is outlined in the UofSC Board of Trustees policy (BTRU 1.04) which states that the University President and Secretary of the Board of Trustees are the delegated authority. President Harris Pastides was involved in the initial discussions and President Caslen has since taken over this responsibility (he is also supportive of this program).

3. REQUIRED INFORMATION FOR THE SPECIFIC SUBSTANTIVE CHANGE: NEW PROGRAM

The Department of Exercise Science and the Arnold School of Public Health (ASPH) seek the approval of one new program, Joint Master of Science with College of Health and Life Sciences of Hamad Bin Khalifa University in Doha, Qatar. The program will be offered both in Columbia South Carolina, USA and Doha, Qatar. The instruction delivery method will be a blended/hybrid model with less than 50% of the instruction online.

A commitment has been made by both universities and at all levels of the university to support, promote and execute the joint program. Visits and regular communication will be made by both university administrators and faculty to monitor and evaluate student recruitment/admission, curriculum development and course delivery. Four new faculty members will be hired by HBKU and zero by UofSC. In addition, two International Master Coordinators have been selected to oversee and monitor the program. Below is full list of the positions that will provide support to the joint degree.

- Vice Provost and Director of Global Carolina (UofSC), Vice Provost and Dean of the Graduate School (UofSC) and Associate Vice President, Dean of the Graduate School (HBKU) –University-level assistance and oversight with international partnership and graduate school;
- Associate Provost of Academic Programs (UofSC)–University-level assistance and oversight with the academic programs;
- Dean of the Arnold School of Public Health (UofSC) and Dean of College of Health and Life Sciences (HBKU) – Partnership development;
- Registrar (UofSC) and (HBKU);
- Associate Dean of Faculty Affairs and Curriculum of ASPH – Oversight of the program;
- International Master Coordinator in EXSC and HBKU – Coordinates the program and is responsible for the recruitment and degree progression of the students in the program and annual visits to recruit additional students.

This new program will be monitored and evaluated using existing methods. The program will be part of the schools CEPH accreditation reporting mechanisms, and so will require annual evaluation and reporting. Student evaluation of UofSC-led courses will be collected through Blackboard, and peer teaching evaluation of these courses will still fall under the responsibility of the Associate Dean for Faculty Affairs and Curriculum in the ASPH.

The continued quality of the program is of importance to each of the participants in this partnership. HBKU also collects student evaluations (students in this dual program will have email accounts at each university, and will have network accounts in each university's course hosting software programs), and the program director (Dr. Henning Horn) oversees quality evaluations of all HBKU teachers in this new program. The Deans (Dr. Stuenkel from HBKU and Dr. Chandler from UofSC) and the program directors (Dr. Horn from HBKU and Dr. Jennifer O'Neill from UofSC) will design and implement the reports to be shared between each university (both universities use the same Banner software system) to ensure that quality remains high.

Students will apply and enroll in the Joint Master's Degree in Exercise Science. The program will strive to enroll 10 students in the initial term and annually thereafter. Through the course of the agreement, the number of students can be modified by mutual agreement with the terms of payment as specified in the initial MoU between UofSC and HBKU.

Both UofSC and HBKU will be responsible for selecting and nominating applicants to be considered for admission. Both institutions will confer and make final admission decisions based upon the program admission criteria. Applicants for the joint degree program will be evaluated on the strength of their application and supporting documents. Candidates must have a grade point average (GPA) of 3.0 or higher on a 4.0 scale (or equivalent marks) for this program. Exceptions can only be granted with the mutual consent of both institutions. Additionally, students are required to submit their individual curriculum vitae, a personal statement, and two letters of recommendation. Admission interviews may be conducted by the faculty at either/both institutions.

There are no differences in graduation requirements for any applicant to this new program. The only requirement is that at least 1/3 of all hours must be earned in UofSC led courses. This requirement ensures that all graduates have substantial evaluation from UofSC faculty and ensures that the skills level of the students is consistent. All HBKU-led courses will use course syllabuses developed by UofSC faculty, and will be required to cover the materials designed and described therein. As such, the materials and skills presented to the students will also be held consistent.

Applicants who received a Bachelors Degree from an institution whose language of instruction is English are not required to submit English proficiency examination reports to UofSC. All other applicants must meet a minimum test score requirements, either a TOEFL score of 80iBT (570 PBT) or a score of 6.5 on the IELTS.

All students must complete a minimum of 39 credit hours. Students will have the option for either the Thesis or Project track. Students must register for a minimum of one third (13 credit hours) through UofSC, must complete all course requirements with a B average or above, successfully defend the Thesis if on Thesis track and pass a final comprehensive exam to be eligible to graduate with the joint degree. Those students who fail to complete all requirements above will not be eligible for the joint degree.

The curriculum mapping for both the Thesis and Project tracks are listed below. Students on the Thesis track will be required to form a research committee consisting of three (3) members. The committee will be made up of both HBKU and UofSC faculty members, but at least one (1) UofSC faculty member must be on the committee. The committee chair must be from HBKU. UofSC faculty are eligible to co-chair with pre-approval from both Program Directors. Students must begin the program on the HBKU campus. Enrollment in a summer semester is not required to maintain continuity, but credits earned during summer terms will count toward the credit hour requirements. All students must take and pass a final comprehensive exam to test the student participant's mastery of the course of study. The comprehensive exam will follow the existing policy set forth by the MS and administered by a joint program administrative committee.

None of the required courses are new courses and no new faculty will be required in the Department of Exercise Science. All instruction by UofSC faculty (either in courses taught at UofSC or taught abroad on the HBKU campus) will be delivered by existing UofSC faculty; students in this joint program must enroll in UofSC-instructed courses amounting to at least one third of the total requirements (greater than or

equal to 13 credit hours). The remaining courses may be HBKU-instructed courses taught by HBKU faculty.

Thesis track

Course	Offering Institution	Credits
BIOS 700 – Introduction to Biostatistics	HBKU	3
EPID 700 – Introduction to Epidemiology OR EPID 701 – Concepts and Methods of Epidemiology	HBKU	3
EXSC 780 – Physiology of Exercise OR EXSC 781 – Physiology, Exercise, and Disease	HBKU	3
EXSC 799 - Thesis Preparation	HBKU	6
 		
PUBH 700 – Perspectives in Public Health	UofSC (online)	3
EXSC 742 – Clinical Exercise Testing OR EXSC 743 – Laboratory Measurements for Exercise Testing	UofSC	1
EXSC 700 – Physical Activity and Health: Epidemiology, Research and Practice	UofSC	3
EXSC 710 – Behavioral Aspects of Physical Activity	UofSC	3
EXSC 731 – Mechanisms of Motor Skill Performance	UofSC	3
 		
Graduate Electives (Pre-Approval Required where ≥ 9 are from EXSC)	UofSC or HBKU	11
 		
	Total	39

Project track

Course	Offering Institution	Credits
BIOS 700 – Introduction to Biostatistics	HBKU	3
EPID 700 – Introduction to Epidemiology OR EPID 701 – Concepts and Methods of Epidemiology	HBKU	3
EXSC 780 – Physiology of Exercise OR EXSC 781 – Physiology, Exercise, and Disease	HBKU	3
EXSC 798 – Project in Exercise Science	HBKU	3
 		
PUBH 700 – Perspectives in Public Health	UofSC (online)	3
EXSC 742 – Clinical Exercise Testing OR EXSC 743 – Laboratory Measurements for Exercise Testing	UofSC	1
EXSC 700 – Physical Activity and Health: Epidemiology, Research and Practice	UofSC	3

EXSC 710 – Behavioral Aspects of Physical Activity	UofSC	3
EXSC 731 – Mechanisms of Motor Skill Performance	UofSC	3
Graduate Electives (Pre-Approval Required where >=9 are from EXSC)		
	UofSC or HBKU	14
Total		39

The curriculum and courses for the joint degree will be an exact replica of the current MS currently being offered at UofSC. HBKU, with the guidance of ASPH will develop the same curriculum and courses. The titles, course numbers, course descriptions, and assessment of courses will be identical. Course are equivalent and will transfer as such. The grading scale for courses and their equivalency is listed below (see [Appendix K](#) for diploma and transcript examples).

UofSC Grade	HBKU Grade	Descriptions	Quality Points
A	A+, A	Excellent	4.00
B+	B+	Very Good	3.50
B	B	Good	3.00
C+	B-, C+	Above Average	2.50
C	C	Average/Fair	2.00
D+	n/a	Below Average	1.50
D	n/a	Poor	1.00
F	F	Failure	0.00
I	I	Incomplete	
S	P	Satisfactory/Pass	
U	NP	Unsatisfactory/No Pass	
T	T	Thesis/Dissertation	
W	W	Withdrawn without Penalty	
WF	n/a	Withdrawn with Penalty	
AUD	AU	Audit	

Credit hours are defined identically at the two institutions; both institutions define a credit hour as ‘a unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term.’ Therefore, each single course credit requires a minimum of 700 minutes of continuous and ongoing instructional time. A minimum of one calendar week of instruction with a cumulative total of at least 700 minutes is required for each credit offered”. As dictated in Article 3.2.1 of the contract, the courses will be equivalent because all courses are defined and will be taught using UofSC created syllabuses. Evaluation of HBKU-led courses will be done using (1) peer evaluation of HBKU instruction (evaluated by a UofSC faculty member), and (2) course summary evaluation of HBKU-led courses (evaluated by the UofSC program director looking at the syllabus, homework assignments, and exams). This evaluation also ensures that there is no drift of the curriculum between the universities. If there are changes/additions to the curriculum requested by HBKU, those will require approval by the UofSC EXSC curriculum committee.

Subsequent to the UofSC program director's evaluation ensuring that there is consistency in courses across institutions, the EXSC curriculum committee will also evaluate student performance across all courses to ensure that knowledge and competencies are comparable. This is required by the UofSC School of Public Health's accrediting body.

The administrative oversight of the joint program will be performed at UofSC by the EXSC program director working with the EXSC department chair. At HBKU, these duties will be performed by a program director to be hired by HBKU. The search for this position is underway and all candidates are being reviewed by the UofSC department chair before any candidates are considered as finalists.

Course Descriptions

Number – Title (hours)	Description
BIOS 700 – Introduction to Biostatistics (3 hours)	Health-related statistical applications. Descriptive statistics, probability, confidence intervals, hypothesis testing, regression, correlation, ANOVA.
EPID 700 – Introduction to Epidemiology (3 hours)	Principles of epidemiology with examples of selected health problems. Health status of populations and conceptual tools for translating epidemiologic findings into public health action
EPID 701 – Concepts and Methods of Epidemiology (3 hours)	Conceptual foundation of epidemiologic research, quantitative methods, and epidemiologic study design.
EXSC 780 – Physiology of Exercise (3 hours)	Physiological responses to exercise: skeletal muscle structure and function, cardiorespiratory function, physiological determinants of exercise performance, and training adaptations. Didactic and laboratory included.
EXSC 781 – Physiology, Exercise, and Disease (3 hours)	The input and response to exercise in diseased populations. Diseases to be examined include cardiovascular disease, age-related diseases, pulmonary, renal, and other conditions.
EXSC 799 - Thesis Preparation (1-9 hours)	Thesis preparation in Exercise Science.
EXSC 798 – Project in Exercise Science (1-6 hours)	Independently executed project designed to expand the student's knowledge of exercise science.
PUBH 700 – Perspectives in Public Health (3 hours)	Seminar-format orientation to history, mission, and core services and disciplines of public health to develop understanding of current public health practice and how many health-related disciplines contribute to achieving public health goals.
EXSC 742 – Clinical Exercise Testing (1 hour)	Study of the procedures involved in screening and testing persons with varying levels of functional work capacity.
EXSC 743 – Laboratory Measurements for Exercise Testing (1 hour)	Biological and physiological assessment of exercise responses and adaptation.

EXSC 700 – Physical Activity and Health: Epidemiology, Research and Practice (3 hours)	An introduction to exercise science with emphasis on the relationships between exercise and health for promotion of physical activity in clinical and public health settings.
EXSC 710 – Behavioral Aspects of Physical Activity (3 hours)	Psychosocial and behavioral factors in physical activity. Topics include mental health effects of exercise, behavior change theories applied to mental health effects of exercise, behavior change theories applied to physical activity, and physical activity determinants and interventions.
EXSC 731 – Mechanisms of Motor Skill Performance (3 hours)	A study of theories and mechanisms involved in human movement. Focus is on analysis of principles and systems of gross motor control and learning.

Programmatic Goals (Objectives) and Student Learning Outcomes:

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Evaluate scientific literature, create a research plan and analyze and interpret research results.	<p>a) Thesis students will compose an inclusive paper containing an introduction, purpose, methods, results and discussion to address one or more research questions and synthesize an interpretation based on the findings. The Thesis Committee will assess the paper for completeness, accuracy, and interpretation of findings.</p> <p>b) Project students will complete three comprehensive exam questions in which they will evaluate scientific literature, create a research plan, and analyze interpret research results.</p>	<p>a) At least 90% of thesis students will satisfy the project/thesis demands.</p> <p>b) At least 80% of project students will pass all three questions on the first attempt.</p>
Demonstrate proficiency in laboratory-based assessments through written and practical evaluations.	Students will write lab reports (EXSC 742 and EXSC 743) that explain the methodology, analyze the data, and evaluate the results for each laboratory exercise. All lab reports will be evaluated with a rubric (see attachment); a passing grade will be set at 70%. Students who receive a grade below 70% on a lab report will be permitted a single resubmission to attain this standard on up to 30% of their lab reports.	At least 80% of students will receive a score of 70% or higher on all their lab reports on the first attempt.

<p>Explain, analyze and evaluate physiological changes that occur during exercise and how environmental conditions influence these responses.</p>	<p>a) Students will be assessed on a paper or final exam for EXSC 780 (Physiology of Exercise) or EXSC 781 (Physiology, Exercise, and Disease). This course is usually taken in the students' first year of the program.</p> <p>b) Both thesis and project students will complete a comprehensive exam question in which they will explain, analyze and evaluate physiological changes that occur during exercise and how environmental conditions influence these responses.</p>	<p>a) At least 80% of students are expected to achieve a grade of "B" or greater on the paper or final exam for EXSC 780 or 781.</p> <p>b) At least 80% of students will pass the question on the first attempt.</p>
<p>Explain, analyze, and evaluate the relationships between physical activity, behavior, and health.</p>	<p>a) Students will be assessed on their paper for EXSC 700 Physical Activity and Health: Epidemiology, Research, and Practice. This course is usually taken at the end of the students' first year of the program.</p> <p>b) Both thesis and project students will complete a comprehensive exam question in which they will explain, analyze and evaluate the relationships between physical activity, behavior, and health (content from EXSC 700 and EXSC 710).</p>	<p>a) At least 80% of students are expected to achieve a grade of "B" or greater on the paper for EXSC 700.</p> <p>b) At least 80% of students will pass the question on the first attempt.</p>
<p>Explain, analyze, and evaluate the relationships between biomechanical and neural factors that influence learning and performance of motor skills in healthy and disabled populations.</p>	<p>Students will be assessed on their paper or final exam for EXSC 731 Mechanisms of Motor Skill Acquisition. This course is usually taken in the middle of the program.</p>	<p>At least 80% of students are expected to achieve a grade of "B" or greater on the paper or final exam for EXSC 731.</p>

4 FACULTY QUALIFICATIONS

Faculty teaching in the proposed joint Master's of Science in Exercise Science program will be comprised of current faculty in the Arnold School of Public Health. All faculty teaching in the programs will have demonstrated content knowledge and teaching ability. In addition to the UofSC faculty already available, HBKU will hire 4 new tenure track faculty. Also, UofSC will collaborate with HBKU search committees to identify and recruit HBKU faculty with appropriate credentials.

In searching for full-time tenure track faculty (to be hired by HBKU and stationed in Doha, Qatar) to teach in this new joint program, HBKU will be looking for the following qualifications:

- Ph.D., or equivalent degree in Exercise Science or related discipline;
- Distinguished academic record;
- Demonstrated commitment to effective teaching; and
- Experience teaching or working in the health care industry or related field.

The Graduate Program Director in collaboration with the Exercise Science department chair, exercise science faculty, and the Associate Dean for Academic Affairs will assist HBKU search committees to target and recruit faculty. The Department of Exercise Science faculty will assess the qualifications of the HBKU candidate faculty and provide critical feedback and evaluation to assist HBKU search committees.

Please see [Appendix E](#) for the Faculty Roster Form providing the new program's anticipated faculty listing.

Students visiting from HBKU will attend regular sections of courses that are taught at UofSC. Given that there will be at most 10 visiting students, the EXSC existing sections are able to absorb these additional students. For the UofSC faculty who will visit HBKU and teach, the participation in those teaching assignments will not count toward the UofSC EXSC teaching load because such assignments will be paired to additional compensation by HBKU – thus, teaching at HBKU will be an extra assignment for extra pay.

5 LIBRARY AND LEARNING RESOURCES

Faculty and students enrolled in the program will have full access to both university libraries and learning resources. During new student orientation at both HBKU and UofSC, students will be instructed in the use of library resources by the program director. Students are then made aware of the self-guided tour app that they can download to their phone as well as the in-person tour schedule of the library; attendance not required by HBKU, but will be strongly encouraged. Visiting students to UofSC also undergo an orientation with the UofSC program director. Library instruction on program-specific resources is shared at that time, and is also emailed to each student. At UofSC, the visiting students are required to take the library self-guided tour, and take a short quiz designed to ensure that the tour was successfully completed.

Please see [Appendix F](#) for a list of program-specific Library and Learning Resources.

UofSC Library and Learning Resources

For those with a UofSC id (which includes all students in this new program), the Thomas Cooper Library is open from 8:00AM-6:00PM on weekdays, and is open 10:00AM-9:00PM on Sundays. The library has color printers (Level 5, Reference Area, and Main Level) for student use at \$0.25/page or \$0.45/double-printed-page. Desktop workstations are located on Levels 4 and 5 and are outfitted with software (complete list is available at https://sc.edu/about/offices_and_divisions/university_libraries/find_services/technology_services/software_hardware/index.php).

The Thomas Cooper Library offers a self-guided tour in which students (and others) are taught about all of the services available, introduced to the processes for lending, are made aware of all of the libraries (Ernest F. Hollings Special Collections, Music Library, Moving Image Research Collection, South Carolinana Library, and the Thomas Cooper Library) and see demonstrations of the online services. The self-guided tour is available at https://guides.library.sc.edu/ld.php?content_id=49144316

As is typical in the 21st century, most fundamental library resources are available online through the University of South Carolina Library System (“UofSC Library”). The UofSC Library provides a deep collection of materials that will support the new joint Master’s program. Students can go to the Library website at https://sc.edu/about/offices_and_divisions/university_libraries/index.php and log in using their university systems information. Certain databases are accessed by username and password only. Students are provided information on how to set up their account for these resources. Each term, instructors have the opportunity to invite a librarian to address Columbia-based classes held and provide further information and demonstrations on accessing these resources. The librarians, upon request, create research guides for different classes, projects, and/or subject areas.

The UofSC Library can help instructors serve HBKU students by creating courses on TWEN or other course management platforms such as Blackboard and can provide links to library databases, including streaming video as well as journal articles. Library staff can also scan articles from the Library’s print collection at faculty or student request if the article is not available online. In addition, students have access to the extensive collections, both print and electronic, of the University of South Carolina libraries, including the Thomas Cooper Library. Students have full privileges and use of the Thomas Cooper Library, the primary library for all students at the University of South Carolina. Thomas Cooper

houses seven levels of research materials, subject matter experts, and partner organizations to complement the students' learning experience.

https://sc.edu/about/offices_and_divisions/university_libraries/about/locations/tcl/index.php

Library services include books, iPads, lockers, group study spaces, interlibrary loan, scan and deliver, and free workshops.

https://sc.edu/about/offices_and_divisions/university_libraries/find_services/index.php

The Thomas Cooper Library has numerous online resources available to students. Students are able to request materials from PASCAL and Interlibrary Loan, as well as place physical materials on hold. Access to the library's holdings is easily accessible off-site, and the library catalog includes many e-books and e-book collections, including Oxford Reference Premium, Sage Reference Online (Handbooks), and Gale Virtual Reference Library

https://sc.edu/about/offices_and_divisions/university_libraries/find_services/offcampus_access/index.php

Students may also access the collection of UofSC Library. The journal collection, both print and online, of the University of South Carolina libraries is extensive and includes thousands of journals. Students have access to this collection off-campus through the proxy server and through a scan and deliver service.

Access to resources

All online library resources listed in this appendix are made available to authorized users with valid university credentials by way of the University Libraries' proxy server. A free Virtual Private Network (VPN) client is available from the university's Division of Information Technology for students and faculty connecting from outside the U.S.

Additionally, journal articles and book chapters that are not directly available via the online resources may be obtained through Interlibrary Loan services and sent as electronic documents to students and faculty.

Additional Resources

Research support is provided by a variety of methods including live chat, email, online research guides, online video tutorials, and a searchable database of frequently asked questions (FAQs) about library services and resources.

HBKU Library and Learning Resources

The HBKU campus is home to the Qatar National Library. <https://www.qnl.qa/en> The Qatar National library serves as the national library, a metropolitan public library, and a research university library. Started in 2012, the Qatar Digital Library is a partnership between the Qatar Foundation, the Qatar National Library, and the British Library. This rich collection of digitized information went online in 2014 and is freely accessible to HBKU students. The state-of-the-art library facilities include learning spaces, computer labs, digital medial production facilities, an assistive technology area, as well as a writing center. The library has a collection of one million books.

In addition, students will have access to HBKU's two library branches, the main HBKU library situated in the Minaretein Building, and a smaller branch library situated in the Penrose House Building, known as the CHSS library. These two library branches are housed in the two academic buildings used by HBKU for teaching.

The Main HBKU (Minaretein) Library

The Main HBKU Library is located on the first floor of the Minaretein Building and serves all colleges of HBKU. The library is open to all students, staff and faculty within HBKU for both browsing and checking out of items. The library provides access to a wide range of different information resources which include print, multimedia and online digital resources. The faculty, staff and students can also access both print and electronic resources from Qatar National Library (QNL).

Opening Hours

Normal semester hours

- Sun - Thu: 10:00 – 22:00
- Sat: 10:00 - 17:00

Summer hours

- Sun - Thu: 08:00 – 16:00

Ramadan hours

- Sun - Thu: 08:00 – 17:00

Library Facilities

Rooms

- One audio-visual room has 6 chairs & 6 Desktop computers
- Three group study rooms: Two have 7 chairs/ 1 table / 1 wall-mounted display monitor / One has 7 chairs/1 table/ 2 wall-mounted display monitors.
- One photocopy & printing Room.
- One smart classroom has 47 chairs & 47 small class tables.
- One library conference room has 6 chairs/ 1 table/ 1 wall-mounted display monitor.

Devices & furniture:

- 53 desktop computers (including 6 desktop computers in the audiovisual room)
- 3 self-checkout machines
- 3 scanners.
- 2 photocopier machines

- 280 chairs
- 3 large sofas
- 8 large sofa chairs
- 60 tables (big & small)
- 17 wall-mounted tables
- 2 study areas (wall-mounted sofa & small table)
- 1 smart book return machine & RFID sorter
- 4 RFID circulation pad stations
- 5 RFID gates

The CHSS (Penrose House) Library

The CHSS Library is situated on the first floor of the Penrose House Building and serves the College of Humanities and Social Sciences (CHSS) as well as the community-orientated Language Centre. The library is open to all for browsing but checkout is limited to CHSS faculty and students. The Library provides access to a wide range of different information resources which include print, multimedia and online digital resources. The faculty, staff and students can also access both print and electronic resources from Qatar National Library (QNL). In order to support the Language Centre programs, the library also provides access to a selection of resources specific to language study. The library also sells language books on behalf the Language Centre. The library can be accessed by any faculty, staff and student within Education City.

Opening Hours

- Sun - Thu: 9:00 - 21:00
- Sat: 9:00 - 14:00

Library Facilities

Study Room

The library has a study room which it makes available to patrons. The study room has a sitting capacity of 8 people. The study room can be used as individual study space or group workspace. Faculty, staff or students can make a reservations to use the study room in person or send email to the library requesting the use of the study room. The study room is a conducive environment for personal or group study because it allows for discussion without affecting other library patrons. For students with group assignments, the study room provides is a place to meet and collaborate.

Study space

The library provides 3 round tables where students can sit to study. Each round table seats 4 individuals .

Lounge area

The library has a lounge area where library patrons can sit to relax or engage in discussions.

Computer Workstations

The library provides access to 6 computer workstations. The computers can be accessed and used by faculty, staff and students. The library provides user Ids and passwords for patrons to access the computer workstations.

Printer

The library provides access to a printer. Faculty, staff and students can print documents, free of charge, from the computer workstation provided in the library. However, access to scanning, photocopying or scanning to email from the printer can only be accessed using patron credentials provided by the university.

Both on and off campus students will be able to search HBKU's library website are also available for <https://www.hbku.edu.qa/en/hbku-library> electronic resources, catalog searches, e-reserves (which includes 138 different databases), as well as citation programs (Refworks, ZoteroBib, Zotero, and Mendeley).

6 STUDENT SUPPORT SERVICES

All students admitted into the Master's and Certificate Programs are provided an array of student services including academic advisement, course navigation, and career counseling. The Graduate Program Director as well as a student services assistant, who will be hired to assist the Graduate Program Director, will be available to support and assist students in the programs. The Director of Academic Success will provide academic assistance and support services to the students in both programs in the areas of legal analysis, writing, and/or research. He will be available to meet with them either in person or remotely to provide such assistance. Student Affairs will assist students in both programs with any personal or family issues that may arise as well as assist them with academic accommodation needs. Career Services will assist students in both programs with identifying and pursuing professional goals.

The Academic Technology Department will assist master's and certificate students with any technology-related issues associated with distance education. The new student services assistant will work with the existing Career Services office, Registrar's office, Student Affairs office and the Graduate School Admissions office to support all the student service needs of the master's and certificate students. We do not anticipate that any new services will be needed.

University of South Carolina Service Departments and Functions

Academic Integrity

The Academic Integrity office promotes academic integrity, upholds the Honor Code, and supports the ideals set forth in the Carolinian Creed to foster a better living and learning environment in the University Community. Academic ethical behavior is essential for an institution dedicated to the promotion of knowledge and learning. The University of South Carolina is committed to fostering a university environment which exemplifies the values embodied in the Carolinian Creed. All members of the University Community have a responsibility to uphold and maintain the highest standards of integrity in study, research, instruction, and evaluation; as well as adhering to the Honor Code. An online tutorial is available to help students understand why academic integrity is important to our community and to navigate their obligations.

Academic Success Initiatives

Academic Success programs include course-specific support, assistance with study skills, and early intervention referrals. Course specific support includes supplemental instruction and tutoring, which provide high quality, peer guided, assistance to enhance learning and academic success. Supplemental instruction focuses on introductory courses that are critical to students' academic progression and is delivered by trained peer leaders in a group setting. Tutoring provides support for a wide range of courses and is delivered by trained peer leaders in 1:1, group, and online settings. Assistance with study skills is provided by success consultants who engage with individual students in one-on-one appointments to set goals, explore study and time management strategies, develop action plans, and make referrals to appropriate university resources. The early intervention referral program, Success Connect, facilitates outreach to at-risk students based on faculty referrals or student self-identification. Success consultants meet individually with referred students and assist them in accessing appropriate resources and support.

Campus Recreation

The mission of Campus Recreation is to provide the entire university with community, individual, economic and environmental benefits for the purpose of developing and reinforcing healthy lifestyles. Campus Recreation maintains over 400,000 square feet of indoor space in two facilities (the Solomon Blatt Physical Education Center and the Strom Thurmond Wellness and Fitness Center), eight multipurpose playing fields, three tennis courts and four sand volleyball courts. Facility amenities include: weight rooms, cardio-vascular training areas, basketball / volleyball courts, racquet sport courts, swimming pools, climbing wall, multipurpose rooms, and locker rooms. Programs offered include: intramural sports, sport clubs, group exercise classes, aquatics, adventure trips and clinics, and informal recreation.

Career Center

The Career Center provides comprehensive career related services and programs that are available to all students. Services include individual and small group career counseling, resume critiques, mock interviews, online job and internship postings with on-campus interview scheduling, and resources to research employers and identify contacts for networking. The Career Center coordinates experiential education opportunities such as job shadowing, internships, and cooperative education. Potential employers are brought to the community via multiple job fairs each year, and workshops on topics ranging from career fair preparation to graduate school are provided. Career planning and related services are critical to student identity and purpose as well as life goal development.

Carolina Productions

Carolina Productions is a student-operated organization that provides entertaining, educational, traditional and diverse programs to students, faculty, staff and community members. These programs encompass the ideas, issues, and interests of the University of South Carolina community, as well as the Carolinian Creed and University mission. Carolina Productions also provides accessible opportunities for the social, cultural, intellectual, and leadership development of University of South Carolina students.

Community Service Programs

Community Service Programs promotes volunteer service as an integral part of the educational values of the University of South Carolina. Programs emphasize a deep commitment to learning through reflection. Community service and service-learning allow students to interact directly with challenging environments while using skills and knowledge gained in the classroom. Through the integration of community service across the curriculum and co-curriculum, students become prepared for a lifetime of community leadership and responsible citizenry. Over 80 non-profit agencies in the Columbia area partner with the office to provide these experiences.

Counseling and Psychiatric Services

Counseling and Psychiatric Services provides psychological counseling, psychiatry, education, and consultation, to the University community, as well as clinical supervision for selected mental health graduates. Our multi-disciplinary team offers services that promote social, emotional, physical, and cognitive well-being for people facing developmental or unplanned challenges.

Diversity Education

The Office of Multicultural Student Affairs offers Diversity Education Initiatives for all students that include, but are not limited to, an annual Civil Rights Tour, Social Justice and Diversity Education presentations presented by trained student peer educators, the Diversity Dialogue Series, cultural and heritage month celebrations, and an annual Diversity Retreat and Diversity Week. The intention of these

programs is to reach a large majority of students on campus by reaching out through multiple venues to emphasize the need for multicultural competence. Students are challenged to take a deeper look at their own cultural background, identify personal prejudices, and to adopt a larger and more inclusive worldview.

Financial Aid and Scholarships

The Office of Financial Aid and Scholarships supports the instructional and service missions of the University by removing financial barriers so that qualified students, both undergraduate and graduate, may attend the University. Financial aid staff provides assistance, education, and support for students and families in securing the funding they need to attend the University. They administer scholarships and financial aid programs in accordance with the mission of the University, and state and federal law. They also provide online tools to assist students with reviewing their aggregate borrowing history and estimating loan repayment (housed within Self-Service Carolina) as well as information for managing educational debt. Healthy Carolina

The mission and purpose of the Healthy Carolina program is to create a campus environment that encourages and promotes the development and maintenance of a healthy body, mind, and spirit through the collaborative development, promotion and assessment of a wide-ranging array of wellness programs and services for all students, faculty and staff at the University. Healthy Carolina will guide the planning and implementation of programs, interventions and policies that support a healthy campus environment to live, learn, work, and play. Healthy behaviors and habits directly support and promote optimal learning and development.

Registrar

The Office of the Registrar supports students by providing the following services: maintenance of the master schedule of classes and classroom assignments; maintenance of the online registration system; collection of and recording of official grades; coordination of the commencement exercises; and transcript issuance and stewardship of student records. These services are critical for facilitating an effective learning environment and providing official records of student progress and achievement. The Office of the Registrar also is also the functional owner of Self-Service Carolina, the portal for the University's student information system, Banner; DegreeWorks, a degree audit tool; and College Scheduler, a course planning and scheduling tool.

Religious and Spiritual Development

A variety of opportunities for religious worship, study, and recreational and social activities are available to students. Ordained chaplains, other University-recognized religious workers, and student leaders from many denominations, faiths, and registered religious organizations serve students on campus and in religious centers located near campus. Registered religious workers are available as pastors, mentors, and counselors and for sacramental and ceremonial occasions.

Russell House University Union

The Russell House University Union is an indispensable campus resource where students, faculty, and staff meet, eat, and gather as part of their daily activities. The Russell House University Union promotes student learning and development by providing services and resources pertinent to the daily needs of the student body and through sponsorship of programs and activities designed to educate and entertain members of the university community. Open 7-days a week, the Russell House contains a variety of student-centered organizations and activities: the Leadership and Service Center; restaurants and eateries; the Barnes and Noble-managed University Bookstore; student postal services; meeting spaces and offices; and the Department of Student Life.

Student Government

Student Government consists of both policymaking and programming constituents. From academic affairs to student services, the Student Government is committed to submitting policies that represent the voice of the students to the University administration, local government and state government. Members of the Student Government also work to improve campus life through a variety of programming initiatives that protect student interests, and support student groups.

Student Organizations

Students on Carolina's campus have created over 300 groups with mutual interests in academic, social, or active pursuits. Full-time faculty or administrative staff members serve as advisors to each group. Participation in student organizations helps foster leadership skills, team building, networking, and overall development.

Substance Abuse Prevention and Education

The Substance Abuse Prevention and Education Office serves to educate students so that they can make informed decisions regarding substance-related behaviors and other student-wellness issues. Through collaboration with other service areas and departments on campus, SAPE provides programs, services, and resources that encourage Carolina students to recognize their decisions impact not only themselves, but also the greater University and City of Columbia communities. The SAPE Office advises a Peer Education Team and administers programs such as AlcoholEdu and Students Taking Initiative and Responsibility (STIR). SAPE also provides Carolina students with a Gamecock tailgate party before each home football game; and is called upon to provide presentations and information to various entities on campus to support responsible decision-making in the student development process.

International student services

International Student Services provides essential support services to international students on matters of immigration compliance, academic concerns, cultural adjustment, and personal development in order to promote student success.

As a part of Global Carolina, International Student Services encourages global engagement and facilitates internationalization for the greater University of South Carolina community through outreach activities and cross-cultural programming.

Graduate School - UofSC & ASPH

The Graduate School at the University of South Carolina is a service unit committed to enhancing the experience of graduate students and the faculty and staff with whom they work. We provide timely, consistent, and accurate information; adapt and enforce meaningful policies to ensure academic integrity; track student success; and build bridges across campus and community as we showcase our diverse and talented graduate student body

The Arnold School of Public Health (ASPH) has established the Office of Graduate Student Services to coordinate the orientation of new students, coordinate hooding ceremonies, approve graduate students to register for classes each semester, serve as the advisor on the Dean's Student Advisory Council, coordinate student awards, and to offer assistance to all graduate students within the ASPH. Although primary advising responsibilities will take place at HBKU, the OGSS will be available to assist visiting HBKU students while they are on the Columbia campus.

Hamad Bin Khalifa University Service Departments and Functions

Academic Honesty and Code of Honor

The academic honor code is a set of statements articulating ideals and ethical principles that students, faculty, and staff must adhere to in order to create an atmosphere of trust and respect within the academic community. The honor code includes a set of rules addressing issues related to cheating, fabrication, falsification of results, plagiarism, collusion, misrepresentation, etc. Students at HBKU must be responsible for making themselves aware of and following the university policies and regulations.

Campus Recreation

Provides programs and events to enhance the students experience at HBKU by taking part in a variety of activities. Organize a sport Calendar including a large variety of athletic activities, available for all students. Enhance participation in team games and promote fair play. Provide a safe and modern environment, suitable for these activities. Offer to all participants the chance to develop leadership and professional skills through participation in the activities. Create a multicultural environment that fulfills the expectations of the University's diverse community Ensure Student engagement in all the facilities, programs, and services organized by the HBKU Sports and Recreation. Establish communication with the HBKU community through various channels in order to receive participants' feedback.

Career Center

The center provide CV review all year around. Student employment program provides part time job on campus to enable students gain work experience. Organize employer network session where students mix with employers from different industry. Student workshop for employment preparations and professional skills. Partner with entrepreneurial organizations that provide workshops in startups and entrepreneurship competitions.

Counseling and Psychiatric Service

Provides counselling and support services to students through collaboration with AL Ahly hospital.

Financial Aid and Scholarships

Student Affairs office provide support to students for financial aid and scholarship through reaching out to potential entities, partners. Organize events in order to provide opportunity for the governmental and private sector to engage with students and for granting financial aid or internship.

Health Services

Provides health insurance for students and awareness sessions. Also, maintain collaboration with Qatar Foundation health center on routine flu vaccine or any on needed on vaccination for students

International Programs Office

Student Affairs International Programs Office provides HBKU students with several exchange programs, research opportunities related to the research clusters established at each HBKU college which contribute to their learning experience disciplines. Through this office it provides the students with various opportunity to attend conferences, participate in academic events, as it is an important aspect which will contribute to the enhancement of the students learning journey, and will allow the students to interact within the International and Global research /scientific community.

Registrar's Office

Office provides and manages course registration, academic records, verification letters, transcripts, academic calendar and academic policy

Religious and Spiritual Development

Ramdan Iftar: each year HBKU Student engagement office organize IFTAR event for staff & students to engage together

Ahlan Ramadan: HBKU hosted the Ahlan Ramadan exhibition, where people could shop in preparation for the upcoming holy month. A range of traditional clothing, such as abayas, and accessories were on sale at the bazaar, as well as raw organic Yemeni honey, and herbs and spices. Snacks and refreshments were also available to enjoy during the exhibition with specialty coffee vendors on site, as well as a nacho station and vine leaves stall. The bazaar served as a one-stop shop to get ready for Ramadan.

Student Union

Student Representatives Council (SRC): Serves as a two way communication channel between students and staff, meaning they bring information to the attention of staff and also raise awareness of the programs offered to the students. The SRC provides HBKU students with a voice to express any concerns, needs, requests, or issues they may have. This causes early detection of issues, preventing them from growing. Additionally, the SRC create events tailored to and based on the students' needs and wants. The HBKU student representative council members were elected by the Deans of their respective colleges.

Student Government

Qatari Students Association: Members of the Qatari Students Association are heavily involved in the planning and execution of big national events such as Qatar national day, national sports day, and Garangao. The club also attempts to highlight and support local businesses, talents, and opportunities for the students. Additionally, they attempt to raise involvement amongst our Qatari students by planning events that capture their interests.

Multaqa Student Center

As a student-centered and educationally purposeful facility, The Multaqa Student Center strives to deepen the student learning experience and develop a dynamic campus community across traditional institutional boundaries. At Multaqa, opportunities are provided for Hamad Bin Khalifa University (HBKU) students and those of Qatar Foundation's (QF) partner universities to reach beyond their university studies and get involved in student organizations, service-learning, and leadership development, as well as sports and recreation.

7 PHYSICAL RESOURCES

UofSC Physical Resources

The Arnold School's Public Health Research Center (PHRC) is a \$22 million, five-story building at the corner of Assembly and College Streets. Construction began on the facility in October of 2003 and finished in May of 2006. The building was formerly opened on Friday, Oct. 27, 2006.

This 104,860-square-foot building boasts some of the most environmentally friendly advancements to be found. The lobby is floored with recycled glass terrazzo - broken glass and resin poured into a form for hardening and then polished. The building was designed following the "green design" principles of the U.S. Green Building Council. The Council is a building industry coalition created to promote buildings that are "environmentally responsible, profitable and healthy places to live and work." In fact, the PHRC received a prestigious Silver LEED (Leadership in Energy and Environmental Design).

The PHRC includes 6 classrooms available for this new joint program each of which include:

- digital Projector
- sound System with Microphone amplification
- smart Podium
- Crestron Touch Panel
- computer with monitor (housed in the podium)
- laptop HDMI, VGA, USB-C & Ethernet connections
- ability to set up Webex videoconference in any of the classroom

These facilities are adequate for this new program because the new program will actually only introduce 10 students per semester to the Columbia campus. These students will be absorbed into existing sections of classes that will already have been scheduled.

EXSC courses are taught in 5 different classrooms. All of the classrooms used for instruction are equipped with podiums with computers and a media projector. Instructors place all course-related materials onto the Blackboard system in use throughout the UofSC campus. Students are automatically granted access (through their UofSC network credentials) to the Blackboard sites that are devoted to those classes in which the students are enrolled. Thus, all students will be able to access and participate in their course assignments on campus as well as remotely.

In addition to the facilities in the PHRC, students will also have access to the computer laboratories in the Discovery building. There are 2 computer labs with 20 computers each. Students are allowed to use these computers so long as there is not a class meeting. Computers include all software needed for all courses in ASPH and are maintained by the ASPH information technology staff who are housed on the same floor (Fourth floor of Discovery 1).

Students enrolled in this new program will have network credentials and pose no additional strain to the caretakers of network facilities. Network issues and/or problems will go through the same information technology help system as is used by local students.

Blueprints and detailed maps of the relevant PHRC classrooms are provided in [Appendix G](#).

HBKU Physical Resources

Education City in Al Rayyan City on the outskirts of Doha, Qatar, occupies approximately 5.4 square miles and houses educational facilities that include the College of Health and Life Sciences housed in the Liberal Arts and Sciences (LAS) building on the main campus.

This building houses 7 different classrooms available to students in this new joint masters program including one computer laboratory with 40 networked PCs running Windows with full Microsoft Office Suite. There are two projectors at the front of the laboratory along with a smart podium which allows instructors to use the local computer or to connect a laptop (Windows or Apple).

All other classrooms include a dry-erase board, smart podium with computer and projector, and connections to allow instructors to use their own laptops. The other 6 classrooms house (7, 25, 25, 25, and 40 students).

The facilities at HBKU are far greater than the current total enrollment, and so the creation of this new joint program will not require hiring new personnel, expanding the existing services, or creation of new resources. Information provided to students about the HBKU campus is included on pages 17-18 of the HBKU student handbook (see [Appendix H](#)).

8 FINANCIAL SUPPORT

This new joint master's degree will create a critical revenue stream for the Arnold School of Public Health (ASPH) and the Department of Exercise Science. This program will also develop a stronger reputation for the ASPH as a place to exercise science as well as related fields of athletic training and physical therapy (each of which might be developed into additional joint programs). This program also supplements the University's broader efforts to develop comprehensive expertise in health-related fields.

This new program is supported by an agreement with HBKU which guarantees enrollment of up to 10 students per year. The agreement includes a yearly payment from HBKU to UofSC as well as additional payments for each student beyond 10 who visits UofSC (to cover fees, services, and registration).

The detailed budget is detailed below. The start-up costs are projected to have been recovered by Year 1 of the program. No new tenure-track faculty lines will be required. The proposed budget allocates those costs through service support and other (travel). Revenues are those directly attributable to enrollment in each program. Sustainability depend upon continued visits to HBKU by UofSC faculty to ensure that the students have ample opportunity to ensure that they take at least 1/3 of total hours in courses taught by UofSC faculty. HBKU will continue to support visiting UofSC faculty with a visiting faculty salary, housing, and travel.

The projected enrollment figures were agreed to by both universities. As these students have the option of visiting UofSC in the second year of study, each student above the 10 who are budgeted will incur an additional payment from HBKU.

While there is no reason to expect that the resources at either institution might fail to materialize, we do have contingency plans. Failure to have adequate resources at UofSC would most likely be the result of the new joint program attracting a much larger than anticipated number of students. If HBKU sends more than 10 students per year, it could be that additional UofSC faculty would be needed in the EXSC department. If that were the case, then the income generated through this agreement would be used to hire needed faculty.

HBKU facilities are extensive and include lots of facilities and available space. The only danger of resources is thus, personnel. If adequate personnel for this program is not provided by HBKU, we will deliver courses to the HBKU-based students through distance sections of courses, we will develop new distance courses taught in early morning at UofSC so that HBKU students can participate synchronously in Doha (it will be late afternoon there), and we will increase the number of visiting UofSC faculty visiting HBKU.

Please see [Appendix I](#) for the budget table.

9 DESCRIPTION OF EVALUATION AND ASSESSMENT PROCESSES

As outlined in the Academic Affairs Student Evaluation of Courses policy (ACAF 1.04), UofSC course evaluations for each course included in the joint Master's Program will be carried out using the same mechanisms already in place for course evaluations. Likewise, HBKU collects student evaluations for each course that is led by their faculty. The program directors at the two universities will evaluate this feedback to ensure that the student experience in each of the courses is maximized. In addition, both sites assign peer evaluators of teaching in their courses so that we have additional professional assessments of course delivery. Each site will provide peer evaluators of the other site's visiting faculty.

In addition to the student course evaluations, the joint EXSC MS program will be assessed along with the local EXSC MS as part of the academic assessment process. This process is part of the university's assessment process and is aligned with requirements of our public health accrediting body, the Council on Education for Public Health (CEPH). These academic assessment plan for the EXSC MS lists the learning outcomes (competencies) for the program and describes the assessment criteria. Assessment data are collected at the end of each semester and summarized every two years. Results of the assessment will be used as part of the quality improvement process and to monitor comparability between the two programs.

CEPH requires reaccreditation every 7 years during which time, ASPH is required to report on the delivery and status of each of our school's programs.

Academic Assessment Plan

Herein we include the latest academic assessment plan report for the most recent period. This report clearly illustrates the manner in which the program goals are evaluated and how the program is maintained.

Mission Statement

The mission of the MS Program in Exercise Science is to promote the interest in and the understanding of behavioral, physiological, and cellular mechanisms of exercise and physical activity and their relationship to health and rehabilitation through classroom, clinical, and research activities.

Goal 1.

Master of Science students are expected to gain the required knowledge of research design and statistical procedures and to complete a project or thesis in agreement with their advisor on a topic in Exercise Science.

Curriculum

EXSC 798, 799; BIOS 700, 701

Learning Outcome 1.

Master of Science students will evaluate scientific literature, create a research plan and analyze and interpret research results.

Measures and Criteria

Thesis students will compose an inclusive paper containing an introduction, purpose, methods, results and discussion to address one or more research questions and synthesize an

interpretation based on the findings. The Thesis Committee will assess the paper for completeness, accuracy, and interpretation of findings. At least 90% of thesis students will satisfy the project/thesis demands.

Project students will complete three comprehensive exam questions in which they will evaluate scientific literature, create a research plan, and analyze interpret research results. At least 80% of project students will pass the question on the first attempt.

Methods

For thesis students, the student's Thesis Committee will assess the completed document for thoroughness, accuracy and interpretation of the research. At least two out of three committee members must approve the document and the student's oral defense of the document for the student to pass.

For project students, the Coordinator of Graduate Programs disseminates copies of the exams to two predetermined faculty members who will evaluate the questions for completeness and accuracy. Responses that are judged as incomplete and/or inaccurate will be given a rating of Fail (score = 1). Responses that are judged to have some minor issues with completeness and/or accuracy will be given a rating of Marginal (score = 2). Responses that are judged as both complete and accurate will be given a rating of Pass (score = 3). Responses that are judged to go above and beyond expected completeness and accuracy will be given a rating of Excellent (score = 4). Scores from the two raters will be summed and a score of 5 or better will be deemed as a passing score for each question. If the scores for any question differ by more than 2 points, a third reader will be requested to evaluate the answer and the 2 closest scores will be used. In order to pass the comprehensive exam, the student must pass all questions. Students who fail to obtain an overall score of 5 or better will be allowed a single attempt to rewrite the question(s) to obtain a score of 5 or better.

At the end of the spring semester, the EXSC MS Graduate Director will collect the data from the Coordinator of Graduate Programs, use the data to identify any weaknesses in the curriculum, and determine what changes, if any, need to be made to the curriculum.

Goal 2.

Master of Science students are expected to participate in classroom laboratory activities, clinical testing/evaluation programs, and research projects.

Curriculum

EXSC 742 or 743

Learning Outcome 1.

Master of Science students will demonstrate proficiency in laboratory-based assessments through written and practical evaluations.

Measures and Criteria

Students will write lab reports that explain the methodology, analyze the data, and evaluate the results for each laboratory exercise. All lab reports will be evaluated with a common rubric; a passing grade will be set at 70%. Students who receive a grade below 70% on a lab report will be permitted a single resubmission to attain this standard on up to 30% of their lab reports. At least 80% of students will receive a score of 70% or higher on all their lab reports on the first attempt.

Methods

At the end of the spring semester, the EXSC MS Graduate Director will collect the data from the Coordinator of Graduate Programs or the primary instructor for EXSC 742 and 743. The Graduate Director will then use the data to identify any weaknesses in the curriculum, and meet with the faculty teaching courses in the curriculum determine what changes, if any, need to be made to the curriculum.

Goal 3.

Master of Science students are expected to gain the required knowledge of exercise physiology, physical activity, and motor skills acquisition and their relationships with health.

Curriculum

EXSC 780 or 781, 700, 710, and 731.

Learning Outcome 1.

Master of Science students will explain, analyze and evaluate physiological changes that occur during exercise and how environmental conditions influence these responses.

Measures and Criteria

Students will be assessed on a paper or final exam for EXSC 780 (Physiology of Exercise) or EXSC 781 (Physiology, Exercise, and Disease). This course is usually taken in the students' first year of the program. At least 80% of students are expected to achieve a grade of "B" or greater on the paper or final exam for EXSC 780 or 781.

Both thesis and project students will complete a comprehensive exam question in which they will explain, analyze and evaluate physiological changes that occur during exercise and how environmental conditions influence these responses. At least 80% of students will pass the question on the first attempt.

Methods

The comprehensive examination is conducted as a concluding portion of the student's program. The Coordinator of Graduate Programs disseminates copies of the exams to two predetermined faculty members who will evaluate the question for completeness and accuracy. Responses that are judged as incomplete and/or inaccurate will be given a rating of Fail (score = 1). Responses that are judged to have some minor issues with completeness and/or accuracy will be given a rating of Marginal (score = 2). Responses that are judged as both complete and accurate will be given a rating of Pass (score = 3). Responses that are judged to go above and beyond expected completeness and accuracy will be given a rating of Excellent (score = 4). Scores from the two raters will be summed and a score of 5 or better will be deemed as a passing score for each question. If the scores for any question differ by more than 2 points, a third reader will be requested to evaluate the answer and the 2 closest scores will be used. In order to pass the comprehensive exam, the student must pass all questions. Students who fail to obtain an overall score of 5 or better will be allowed a single attempt to rewrite the question(s) to obtain a score of 5 or better.

At the end of the spring semester, the EXSC MS Graduate Director will collect the data from the Coordinator of Graduate Programs and the Primary Instructors of EXSC 780 and 781. The Graduate Director will then use the aggregate results to identify any weaknesses in the curriculum, and determine what changes, if any, need to be made to the curriculum.

Learning Outcome 2.

Master of Science students will explain, analyze, and evaluate the relationships between physical activity, behavior, and health.

Measures and Criteria

Students will be assessed on their paper for EXSC 700 Physical Activity and Health: Epidemiology, Research, and Practice. This course is usually taken at the end of the students' first year of the program. At least 80% of students are expected to achieve a grade of "B" or greater on the paper for EXSC 700.

Both thesis and project students will complete a comprehensive exam question in which they will explain, analyze and evaluate the relationships between physical activity, behavior, and health (content from EXSC 700 and EXSC 710). At least 80% of students will pass the question on the first attempt.

Methods

The comprehensive examination is conducted as a concluding portion of the student's program. The Coordinator of Graduate Programs disseminates copies of the exams to two predetermined faculty members who will evaluate the question for completeness and accuracy. Responses that are judged as incomplete and/or inaccurate will be given a rating of Fail (score = 1). Responses that are judged to have some minor issues with completeness and/or accuracy will be given a rating of Marginal (score = 2). Responses that are judged as both complete and accurate will be given a rating of Pass (score = 3). Responses that are judged to go above and beyond expected completeness and accuracy will be given a rating of Excellent (score = 4). Scores from the two raters will be summed and a score of 5 or better will be deemed as a passing score for each question. If the scores for any question differ by more than 2 points, a third reader will be requested to evaluate the answer and the 2 closest scores will be used. In order to pass the comprehensive exam, the student must pass all questions. Students who fail to obtain an overall score of 5 or better will be allowed a single attempt to rewrite the question(s) to obtain a score of 5 or better.

At the end of the spring semester, the EXSC MS Graduate Director will collect the data from the Coordinator of Graduate Programs and the Primary Instructor of EXSC 700. The Graduate Director will then use the aggregate results to identify any weaknesses in the curriculum, and determine what changes, if any, need to be made to the curriculum.

Learning Outcome 3.

Master of Science students will explain, analyze, and evaluate the relationships between biomechanical and neural factors that influence learning and performance of motor skills in healthy and disabled populations.

Measures and Criteria

Students will be assessed on their paper or final exam for EXSC 731 Mechanisms of Motor Skill Acquisition. This course is usually taken in the middle of the program. At least 80% of students are expected to achieve a grade of "B" or greater on the paper or final exam for EXSC 731.

Both thesis and project students will complete a comprehensive exam question in which they will explain, analyze and evaluate the relationships between biomechanical and neural factors that influence learning and performance of motor skills in healthy and disabled populations. At least 80% of students will pass the question on the first attempt.

Methods

The comprehensive examination is conducted as a concluding portion of the student's program. The Coordinator of Graduate Programs disseminates copies of the exams to two predetermined faculty members who will evaluate the question for completeness and accuracy. Responses that are judged as incomplete and/or inaccurate will be given a rating of Fail (score = 1). Responses that are judged to have some minor issues with completeness and/or accuracy will be given a rating of Marginal (score = 2). Responses that are judged as both complete and accurate will be given a rating of Pass (score = 3). Responses that are judged to go above and beyond expected completeness and accuracy will be given a rating of Excellent (score = 4). Scores from the two raters will be summed and a score of 5 or better will be deemed as a passing score for each question. If the scores for any question differ by more than 2 points, a third reader will be requested to evaluate the answer and the 2 closest scores will be used. In order to pass the comprehensive exam, the student must pass all questions. Students who fail to obtain an overall score of 5 or better will be allowed a single attempt to rewrite the question(s) to obtain a score of 5 or better.

At the end of the spring semester, the EXSC MS Graduate Director will collect the data from the Coordinator of Graduate Programs and the Primary Instructor of EXSC 731. The Graduate Director will then use the aggregate results to identify any weaknesses in the curriculum, and determine what changes, if any, need to be made to the curriculum.

10 APPENDICES