



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@sacsoc.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) Master of Science in Sport and Entertainment Management Joint Degree (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 Masters of Science in Sport and Entertainment Management Joint Degree 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 Sport and Entertainment Management 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](#)

Promotional Materials: [See Appendix E](#)

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

**Master of Science in Sport and Entertainment Management (M.S.E.M) Joint Degree
SACSCOC Prospectus**

1. Abstract

The purpose of this prospectus is to acquire the approval to offer a Master of Science in Sport and Entertainment Management (M.S.E.M.) Joint Degree in Sport and Entertainment Management, between the College of Hospitality, Retail, and Sport Management, University of South Carolina, USA (hereinafter referred to as HRSM and UofSC) and College of Science and Engineering, Hamad Bin Khalifa University, Doha, Qatar (hereinafter referred to as HBKU). This is a new program, however the program will be a replica of the M.S.E.M currently being offered on the UofSC Columbia campus. The joint degree will be offered at both campuses with a Fall 2020 expected implementation. Once approved, the joint degree contract is valid for the duration of five years with a possible extension of an additional five years. The instruction of courses will be blended (face-to-face and online) at both campuses, with less than 50% of online instruction. The primary target market for the joint degree program are individuals interested in pursuing jobs in sport management, specifically mega sporting events and venue management.

The joint M.S.E.M degree with HBKU will provide a unique opportunity to expand into a new and growing global market and to increase the sport and entertainment knowledge base of the workforce in Qatar. To prepare for this and other sporting events in the future, the country has reached out to our Department of Sport and Entertainment Management and UofSC to help educate and groom the next generation of sport and entertainment professionals in Qatar. This will also open the door for internship and career opportunities for South Carolina students in the region. This joint program will help globalize our curriculum and expand UofSC, HRSM and SPTE international presence in the world.

Both HBKU and UofSC are highly ranked and well-respected institutions. HBKU is ranked as the #2 in Qatar. HBKU’s College of Science and Engineering is ranking #1 in Asia by QS rankings. UofSC is ranked as #104 in national universities by US News and SPTE master’s program is ranked as #11 in the United States by Sports Business International.

Address:

University of South Carolina	Hamad Bin Khalif University
College of Hospitality, Retail and Sports Management	College of Science and Engineering
1705 College St.	PO Box 34110
Columbia SC, 29208	Education City
	Doha, Qatar

Please see [Appendix D](#) – Academic Collaboration Contract between UofSC and

HBKU 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

2. Determination of Need for the Change/Relationship to Mission/Planning and Approval 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 College of Hospitality, Retail and Sports Management is to prepare the next generation of leaders in our fields by integrating experiential learning, teaching excellence, impactful research and industry collaboration across a dynamic and highly synergistic blend of academic areas dedicated to the industries that ultimately create and improve customer, guest, fan and patron experiences around the world.

At the heart of both UofSC's and HRSM's mission lies the 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.

In 2004, the University of South Carolina became the first U.S. program to change the name of its sport management academic program to Sport and Entertainment Management. This change facilitated the offering of an emphasis on live entertainment management for students and expanded opportunities to include venue management. Several programs in the United States have followed this trend to include entertainment in its name and course offerings. Currently, 14 programs in the U.S. focus on both sport and entertainment.

The sport management discipline has experienced rapid and consistent growth over the last five decades. In the United States alone, there are currently over 350 sport management programs. When the sport management lens widens to a global perspective, it quickly encompasses a large number of well-established and notable programs in Europe, Australia and Asia. Sport management began as an academic discipline in 1966 at Ohio University. Over the next 50 years, the sport management programs grew and spread across the globe. In 1986, the North American Society of Sport Management (NASSM) was established. This was the first academic association dedicated to the study of sport management. The European Association of Sport Management (1993); the Sport Management Association of Australia and New Zealand (1995); the Asian Association of Sport Management (2002); the Association Latinoamericana de Gerencia Deportiva (2009); and the African Sport Management Association (2010) soon formed. Most recently, the World Association of Sport Management (WASM) held its first meeting in 2012 as a central organization for all sport management academic institutions.

Growth in academic programs is expected to continue as the global sport and entertainment market continues to grow. The U.S. Bureau of Labor Statistics predicts a faster than average growth rate for the field of sports management through 2028 (<https://www.bls.gov/ooh/entertainment-and-sports/coaches-and-scouts.htm#tab-6>). The global entertainment (including media) market is expected to reach approximately \$6.7 trillion by 2030, registering a CAGR of 10.40% during the forecast period (Market Watch, 2019, <https://www.marketwatch.com/press-release/entertainment-and-media-market-2030-industry-growth-size-share-global-forecasts-analysis-2019-12-13>).

Within Qatar, growth is expected to be rapid as it is developing its \$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.

In early 2019, a delegation from HBKU made two visits to UofSC to discuss the potential of developing a joint master's degree in Sports and Entertainment Management and Exercise Science. Meetings were held with respective faculty and key administrators. In late summer of 2019, a delegation of faculty and key stakeholders from UofSC traveled to Doha to continue discussions and to tour the campus facilities. After that visit, it was agreed that an Academic Collaboration Agreement would be developed and the partners would work on a joint degree. During the early part of the fall semester of 2019, several phone meetings were held and email communications were exchanged to develop the joint degree. In addition, during the fall of 2019, SPTE held several faculty meetings to plan and discuss the development of the joint degree. In the late fall of 2019, the SPTE faculty and then the faculty of the college of HRSM voted overwhelmingly to approve the joint degree. The university curriculum committee and UofSC graduate School approved the program in December 2019.

Please see [Appendix F](#)– Faculty and Stakeholder Involvement in Planning

3. Required Information for the Specific Substantive Change: New Program

The Department of Sport and Entertainment and College of Hospitality, Retail and Sports Management seeks the approval of one new program, Joint Master of Sports and Entertainment Management with the College of Science and Engineering 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, provide oversight, promote and execute the joint program. Visits and regular communication will be made by both university administrators and faculty to monitor, provide oversight and evaluate student recruitment/admission, curriculum development and course delivery. Six faculty members will be hired, four by HBKU and two 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 College of HRSM (UofSC) and Dean of College of Computer and Engineering (HBKU) – Partnership development;
- Registrar (UofSC) and (HBKU);
- Associate Dean of Academic Programs College of HRSM – Oversight of the program;
- Department Chair SPTE – Oversight of assessment and program coordination
- International Master Coordinator in SPTE 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. They will conduct new student orientation at the

beginning of each semester to provide guidance on all issues connected to the joint degree and campus and library resources.

As indicate above, an administrative team member from UofSC/HRSM/SPTe will travel to HBKU once a semester to monitor, evaluate and ensure that the quality of the program is maintained. During this bi annual visit, collaboratively both HBKU and SPTe team members will review course syllabi, course evaluations, admissions data, assessment data and physical location. This information will be shared and discussed with administrators and modifications will be made as required. In addition, the International Master Coordinators from both units will communicate by email and phone to ensure that the standards are maintained and address any issues that may arise.

Students will apply and enroll in the M.S.E.M. Joint Master's Degree in Sport and Entertainment Management. 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 to ensure consistency in the admission process. All applicants for the joint degree program will be evaluated by a committee of faculty at both HBKU and SPTe on the strength of their application and supporting documents. Applications will be reviewed and evaluated during the same period as other master students applying to SPTe. 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.

Applicants who received a Bachelor's 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 36 credit hours. Students will have the option for either the Thesis or Non-Thesis track. Students must register for a minimum of one third (12 credit hours) through UofSC, must complete all course requirements with a B average or above, successfully defend the thesis if on a 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. Students who fail to do so, can work with their respective university to enroll in a program at their home university.

The curriculum mapping for both the thesis and non-thesis 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 M.S.E.M. and administered by a joint program administrative committee.

The full course descriptions that will fulfill the degree requirements are listed below

Courses	Description
SPT 640 - Venue Management: Principles and Practices (3 cr)	This course will review and examine the principles and practices associated with managing a public assembly venue (PAV) and the nature of the PAV business.
HRS 700 - Quantitative Methods in (3 cr)	This course introduces the basic knowledge of quantitative concepts, principles, and methods necessary for scientific investigation of research problems related to hospitality, retail, and sport management
SPT 701 - Management in the Sport and Entertainment Industry (3 cr)	This course is designed to prepare the student to develop skills and knowledge pertaining to organization, leadership, and communication as they relate to the sport and entertainment industry and appropriate sub-industries.
SPT 730 - Advanced Sport and the Law (3 cr)	Advanced knowledge of the legal issues that frequently arise in the context of sport will be covered. The focus of the course is law as it applies to sport as well as how the law affects participants, spectators, sport organizations, and facility managers, among others.
SPT 760 - Principles of Sport and Entertainment Marketing (3 cr)	This course will familiarize the student with theoretical and practical aspects of sport and entertainment marketing including the dynamic nature of sport and entertainment marketing and the importance of branding. Through lecture and case-study analysis, the course will provide students with the understanding of the importance of marketing and consumer behavior theory and fundamentals specific to the marketing of sport and entertainment. The course is also designed to introduce students to marketing within the sport and entertainment industry, including understanding the unique aspects of sport and entertainment as product, the sport and entertainment consumer market and the sport product market.
HRS 788 - Business Analytics in Hospitality, Retail, and Sport Management (3 cr)	The course is structured to help students apply concepts of scientific inquiry in practical business problems in the field of hospitality/tourism, retail, and sport management. This course will provide the student with an understanding of the process and the tools to support business problem identification, research design, information/data collection, data analytics, result visualization, and managerial decision-making of business cases.
SPT 790 - Sport and Entertainment Finance (3 cr)	This course examines financial information necessary to perform the usual duties and responsibilities associated with sport and entertainment facilities, programs and organizations. Topic areas covered include finance basics, financial management, facility financing, valuation, feasibility, and economic impact.

	Class sessions will combine lecture, student-professor discussions, in-class assignments, and review of assignments and cases.
SPT 799 - Thesis Preparation (6 cr)	Thesis preparation in sport and entertainment management.

The curriculum, courses and credit hours offered at HBKU and UofSC will be coded the same, any deviation from the articulation agreement must be pre-approved by both institutions. International Master Coordinators will communicate a minimum of twice a semester by email and phone to ensure the curriculum, courses and credit hours are consistent between the two universities. In addition, as indicate above, an administrative team member from UofSC/HRSM/SPT 799 will travel to HBKU once a semester to monitor, evaluate, and ensure that the quality of the program is maintained. During this bi-annual visit, collaboratively both HBKU and SPT 799 team members will review course syllabi, course evaluations, admissions data, assessment data and physical location.

Curriculum Mapping Thesis Track

Required Courses – Thesis Track	Offering Institution	Hours
SPT 640 - Venue Management: Principles and Practices	HBKU	3
SPT 701 - Management in the Sport and Entertainment Industry	HBKU	3
SPT 760 - Principles of Sport and Entertainment Marketing	HBKU	3
SPT 730 - Advanced Sport and the Law	HBKU	3
SPT 799 - Thesis Preparation	HBKU	6
HRSM 700 - Quantitative Methods in HRSM		
HRSM 700 - Quantitative Methods in HRSM	UofSC	3
SPT 790 - Sport and Entertainment Finance	UofSC	3
HRSM 788 - Business Analytics in Hospitality, Retail, and Sport Management	UofSC	3
Graduate Elective (Pre-Approval Required)	UofSC	3
Graduate Elective (Pre-Approval Required)		
Graduate Elective (Pre-Approval Required)	UofSC or HBKU	3
Graduate Elective (Pre-Approval Required)	UofSC or HBKU	3
Total Credit Hours		36

Curriculum Mapping Non-Thesis Track

Required Courses – Non-Thesis Track	Offering Institution	Hours
SPT 640 - Venue Management: Principles and Practices	HBKU	3
SPT 701 - Management in the Sport and Entertainment Industry	HBKU	3
SPT 760 - Principles of Sport and Entertainment Marketing	HBKU	3
SPT 730 - Advanced Sport and the Law	HBKU	3
Graduate Elective (Pre-Approval Required)	HBKU	3
Graduate Elective (Pre-Approval Required)	HBKU	3
HRSM 700 - Quantitative Methods in HRSM)		
HRSM 700 - Quantitative Methods in HRSM)	UofSC	3

SPT 790 - Sport and Entertainment Finance	UofSC	3
HRSM 788 - Business Analytics in Hospitality, Retail, and Sport Management	UofSC	3
Graduate Elective (Pre-Approval Required)	UofSC	3
Graduate Elective (Pre-Approval Required)	UofSC or HBKU	3
Graduate Elective (Pre-Approval Required)	UofSC or HBKU	3
	Total Credit Hours	36

The curriculum, courses credits hours for the joint degree will be an exact replica of the current M.S.E.M currently being offered at UofSC. HBKU, with the guidance of SPT, will develop the same curriculum and courses. The titles, course numbers, credit hours, course descriptions, and assessment of courses will be identical as outline in the Joint Degree Contract signed by both institutions (see [Appendix G – Joint Degree Contract between HBKU and SPT](#)). Course and credit hours are equivalent and will transfer as such. SPT and HBKU defines credit hours 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”. The grading scale for courses and their equivalency is listed below (see [Appendix H](#) for transcript and diploma 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	

As listed above the program will have administrative oversight at every level of the university. Curriculum oversight will include the Associate Dean of Academic Programs of HRSM, and Chair and International Master’s Coordinator of SPT. The curriculum, courses, credit hours, learning objectives and assessment measure are identical to the current master’s program in SPT. HBKU, with the guidance and assistance from SPT, will adopt the exact same program. The Chair and International Master Coordinator will review and approve faculty hires. HBKU will adopt the same course syllabus, learning

objectives and assessment measures. HBKU will share and consult assessment results with SPTE and HRSM administrative team. Data will be collected at the end of each semester by both institutions. In addition, at the end of the academic year a meeting will be held with faculty at both HBKU and SPTE, to share and discussed the assessment results. The assessment results and process will also be discussed during the bi-annual meeting in Doha. Below are the metrics that will be used to evaluate and assess the program and to ensure knowledge and competencies are comparable between curriculums.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
<p>Students should be able to apply learned concepts and theory to demonstrate an understanding of the nature of the sport and entertainment industry.</p>	<ol style="list-style-type: none"> 1. At least 90% of students enrolled in SPTE 640 will submit their venue industry project earning a grade of 80% or greater. 2. At least 90% of students enrolled in HRSM 795 will report “agree” or “strongly agree” that they were able to incorporate concepts and theory learned in the program to a professional setting on their course evaluation. 3. Based on feedback from sport and entertainment industry field project supervisors (HRSM 795), at least 90% of students enrolled will receive an 85% or higher on their site supervisor evaluation. 	<ol style="list-style-type: none"> 1. The SPTE 640 instructors will evaluate each project using an established rubric. The instructors will then compile and analyze the data. The results will then be presented to the department chair after spring semester ends. This information will then be presented to all faculty at its beginning of year meeting in August. 2. The department chair will collect, aggregate, and analyze the data from the college’s course evaluation system and prepare a report. The report will be shared with faculty at its August meeting. 3. The internship director will compile a report regarding the overall evaluation of each field project (HRSM 795) student by their supervisor. Data will be sent to the graduate program director. Aggregate data from the year will be presented to faculty during the August meeting.
<p>Students will understand and have an appreciation for how research is used by and beneficial for sport and entertainment</p>	<ol style="list-style-type: none"> 1. During comprehensive examinations, 100% of students will successfully explain (receive a “Pass” evaluation on the comprehensive exam item) how research benefits sport 	<ol style="list-style-type: none"> 1. The SPTE faculty member(s) responsible for the HRSM 788 portion of the M.S.E.M. comprehensive examination will evaluate the efficacy with which each student taking the examination each semester 1) explains how research benefits sport and entertainment organizations, and 2) provides specific actual and/or

<p>organizations and/or academics.</p>	<p>and entertainment organizations and provide specific actual and/or hypothetical examples of these benefits.</p> <ol style="list-style-type: none"> 2. During comprehensive examinations, 100% of students will successfully explain (receive a "Pass" evaluation on the comprehensive exam item) both quantitative and qualitative research techniques and be able to apply them to a hypothetical example. 3. Each student (100%) will successfully complete (receive a grade equivalent to a "C" or better) in STAT 515 or STAT 600. 	<p>hypothetical examples of these benefits. The faculty member(s) will report a numerical rating (1=excellent to 5=unsatisfactory) for both items above for assessment purposes. Results will be submitted to the graduate director for aggregation.</p> <ol style="list-style-type: none"> 2. The SPTE faculty member(s) responsible for the HRSM 788 portion of the M.S.E.M. comprehensive examination will evaluate the efficacy with which each student taking the examination each semester 1) describes various quantitative and qualitative research techniques, and 2) can elaborate on the advantages and disadvantages of the use of each in applied and/or academic sport and entertainment management scenarios. The faculty member(s) will report a numerical rating (1=excellent to 5=unsatisfactory) for both items above for assessment purposes. Results will be submitted to the graduate director for aggregation. 3. The graduate director will compile a report regarding the overall grades in STAT 515 and STAT 600. Aggregate data from the year will be presented to faculty during the August meeting. 4. For all measures, the graduate director will analyze the data collected and make recommendations on curriculum changes to the graduate faculty at the August faculty meeting.
<p>Students will demonstrate an ability to develop and explain workable solutions to various industry problems.</p>	<ol style="list-style-type: none"> 1. During comprehensive examinations, 100% of students will successfully explain (receive a "Pass" evaluation on the comprehensive exam 	<ol style="list-style-type: none"> 1. The SPTE faculty member(s) responsible for the HRSM 788 portion of the M.S.E.M. comprehensive examination will evaluate the efficacy with which each student taking the examination each semester 1) explains how research benefits sport and

	<p>item) how research benefits sport and entertainment organizations and provide specific actual and/or hypothetical examples of these benefits.</p> <p>2. During comprehensive examinations, 100% of students will successfully explain (receive a "Pass" evaluation on the comprehensive exam item) both quantitative and qualitative research techniques and be able to apply them to a hypothetical example.</p> <p>3. Each student (100%) will successfully complete (receive a grade equivalent to a "C" or better) in STAT 515 or STAT 600.</p>	<p>entertainment organizations, and 2) provides specific actual and/or hypothetical examples of these benefits. The faculty member(s) will report a numerical rating (1=excellent to 5=unsatisfactory) for both items above for assessment purposes. Results will be submitted to the graduate director for aggregation.</p> <p>2. The SPTE faculty member(s) responsible for the HRSM 788 portion of the M.S.E.M. comprehensive examination will evaluate the efficacy with which each student taking the examination each semester 1) describes various quantitative and qualitative research techniques, and 2) can elaborate on the advantages and disadvantages of the use of each in applied and/or academic sport and entertainment management scenarios. The faculty member(s) will report a numerical rating (1=excellent to 5=unsatisfactory) for both items above for assessment purposes. Results will be submitted to the graduate director for aggregation.</p> <p>3. The graduate director will compile a report regarding the overall grades in STAT 515 and STAT 600. Aggregate data from the year will be presented to faculty during the August meeting.</p> <p>4. For all measures, the graduate director will analyze the data collected and make recommendations on curriculum changes to the graduate faculty at the August faculty meeting.</p>
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4. Faculty Qualification

Faculty teaching in the proposed joint Master of Science in Sport and Entertainment Management program will be comprised of current faculty in the College of Hospitality, Retail and Sports Management at UofSC and College of Computing and Engineering at HBKU. 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 new tenure track faculty. In addition, 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., Ed.D, or equivalent degree in the discipline;
- Distinguished academic record;
- Demonstrated commitment to effective teaching; and
- Experience teaching or working in the health care industry or related field.

The International Master's Coordinator in collaboration with the Sports and Entertainment Management Graduate Director, Department Chair, SPTE faculty, and the Associate Dean for Academic Programs will assist HBKU search committees to target and recruit faculty. The SPTE faculty will assess the qualifications of the HBKU candidate faculty and provide critical feedback and evaluation to assist HBKU search committees.

A total of 19 faculty members are scheduled to teach in the new joint degree program, 14 from UofSC and 5 from HBKU. Four of the HBKU faculty members were hired specifically for this program and will teach 2 classes on average each semester for this program. The teaching load for graduate faculty at both HBKU and SPTE is a 2:2. The average size of Sport Management graduate programs, globally, is 4 full-time faculty.

With departmental and college approval, SPTE faculty will have the opportunity to teach UofSC classes at HBKU. On average two SPTE faculty members will travel to Qatar and teach one class each. The teaching load of the UofSC faculty member traveling to Doha will be treated as an overload and will be compensated by HBKU as outlined in the Academic Collaboration Agreement (Appendix D). SPTE faculty members who volunteer for this opportunity will be required to stay in constant contact with their students at UofSC. While in Doha, faculty will be given time to continue their own research and explore collaborative research and grant opportunities with HBKU faculty.

When students come to UofSC, they will be enrolled in the courses that are currently being offered. Two additional faculty lines will be hired to help offset the teaching load as outlined in the budget below.

Please see [Appendix I](#) for the Faculty Roster Form

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 International Master Coordinator. The coordinators will provide the students with a map of campus that will include the location of the library. They will provide the students with a general overview of the library, the library website, and a link to the online tutorials. In

HRSM 700 the instructor of the course will invite a member of the library staff to provide a more in-depth instruction on the use of the library, its learning resources, and steps on how to use the library's research databases. Please see [Appendix J](#) for a list of Library and Learning Resources for SPTE students enrolled in the joint program.

UofSC Library and Learning Resources

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 system's network 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 videos, 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 Library 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.

UofSC – Thomas Cooper Library Hours of Operation

Monday – Thursday – Open 24 hours

Friday – 12:00am – 12:00am

Saturday – Sunday – 8:00am – 12:00am

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 with 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/She 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. It is not anticipated 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 adhere 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 collaborate 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 & SPTE

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. They 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 they showcase the diverse and talented graduate student body.

The STPE Director of Graduate Studies and International Master's Coordinator will 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 offer assistance to all graduate students within SPTE. Although primary advising responsibilities will take place at HBKU, the UofSC's Graduate School and SPTE Director of Graduate Studies and International Master's Coordinator 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

Campus Recreation provides programs and events to enhance the students experience at HBKU by taking part in a variety of activities. Campus Recreation offers an organized sport calendar that includes a large variety of athletic activities, available for all students; activities that enhance participation in team games and that promotes fair play; provides a safe and modern environment, suitable for these activities; offers all participants the chance to develop leadership and professional skills through participation in the activities; creates a multicultural environment that fulfils the expectations of the University's diverse community to ensure student engagement in all the facilities, programs, and services organized by the HBKU Sports and Recreation; and establishes communication with the HBKU community through various channels in order to receive participants' feedback.

Career Center

The Career Center provides CV review year around and provides student employment opportunities that offer part-time jobs on campus to enable students gain valuable work experience. The Career Center organizes employer network sessions where students have the opportunity to mix with employers from different industries. Further the Career Center provides student workshops for employment preparation and for developing professional skills. The Career Center partners with entrepreneurial organizations that provide workshops in startups and entrepreneurship competitions.

Counseling and Psychiatric Service

Counseling and psychiatric services are provided to students through a partnership with AL Ahly hospital.

Financial Aid and Scholarships

The Student Affairs Office provides support to students seeking financial aid and scholarship by liaising with various entities and partners. Additionally, the Student Affairs Office supports events that to

provide opportunity for the government and private sector to engage with students with the aim of granting financial aid or internship.

Health Services

Health Services is responsible for providing health insurance to students and for providing health awareness sessions to students. Vaccinations are provided by Qatar Foundation Health Center.

International Programs Office

Student Affairs International Programs Office provides HBKU students with several exchange programs and research opportunities related to the research clusters established at each HBKU college which contribute to their learning experience disciplines. Through this office, students are provided with various opportunities 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

The Registrar's 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 organizes IFTAR events 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 prepare for for Ramadan.

Student Union

Student Representatives Council (SRC)The SRC serves as a two-way channel between students and staff providing a communication vehicle that brings information to the attention of staff while raising awareness of the available programs to the students. The SRC provides HBKU students with a voice to express any concerns, needs, requests, or issues that may arise. The SRC provides a platform for open communication often leading to early resolution of issues and/ or prevention of issues in the future. . Additionally, the SRC creates events tailored to and based on the students' needs and wants. The HBKU student representative council members are elected by the Deans of their respective colleges.

Student Government

Qatari Students Association: The members of the Qatari Students Association are heavily involved in the planning and execution of high profile 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, the student association attempts to engage 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's 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 Support

UofSC Physical Support

While at UofSC, students will attend classes in the newly renovated 408,000 square ft. Close-Hipp building. The Close-Hipp Building is a dual-towered building comprised of the H. William Close Building which was completed in 1973 and the Francis M. Hipp Building which was completed in 1983. UofSC recently renovated the eight-story building to provide the growing campus community with ample access to education and research facilities.

In addition to HRSM, the building will be a hub for important university offices including Conference and Continuing Education Services, Global Carolina, Study Abroad, University Advising and more. HRSM will be the primary academic unit to occupy the building. Close-Hipp is the largest classroom building on campus with HRSM/SPTTE located on the 1st, 6th, 7th and 8th floors. Below are highlight of the building.

- Estimated traffic of 4,000 visitors daily
- New J. Willard and Alice S. Marriott Foundation Culinary Laboratory
- Cafe in the lobby
- 400-seat Belk Auditorium
- Outdoor social and event space
- Ample natural light with floor-to-ceiling windows around every floor.

Students will have access to two computer labs, with 30 and 55 seats respectively. All computer labs have brand new Dell OptiPlex 7070 computers and monitors. All computer labs will have access to Microsoft Office (Word, Excel, PowerPoint), SPSS, JDA Allocation, JDA Space Planning, Adobe Reader and Blackboard to support student learning . There are seven meeting rooms available to students that hold 8-10 students and have a wall mounted monitor and printer. HRSM's Copy Center also offers print services for students using their UOFSC ID card to pay. In addition, there are two student lounge/study areas available for students to bring their laptops/books to study.

The additional 10 student per year will not affect the existing program or services.

Please see [Appendix K](#) – Facilities.

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 master's 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, 25, and 40 students).

8. Financial Support

This new joint master's degree will create a critical revenue stream for the College of Hospitality, Retail and Sports Management and Sports and Entertainment Management Department. 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).

This program is based upon an agreement that HBKU will guarantee enrollment of up to 10 students per year and pay \$350,000 in years 1-2 and \$300,000 in years 3-5 to cover, fees and services for the students. Any student enrollment over 10, HBKU will pay the actual out-of-state tuition and fees. The financial support for the program includes cost for program administration, two faculty members, supplies and materials. Travel for any SPTE faculty traveling to HBKU will be fully funded by HBKU.

Please see [Appendix L](#) – Financial Support

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. If the program does not materialize the students will remain in Qatar and have the option to transfer to existing program in HBKU and complete a degree conferred solely by HBKU.

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 program will be assessed along with the current MSEM program as part of the academic assessment process. The academic assessment plan for MSEM 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.

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 Department of Sport and Entertainment Management is to create an academic environment that prepares students to become leaders in the sport and entertainment industries through integrated learning experiences and teaching excellence, encourages impactful faculty scholarship and industry collaboration, and facilitates the achievement of a global reputation for excellence.

Goal 1.

Demonstrate an understanding of the nature of the sport and entertainment industry and how it operates by applying learned concepts and theory to practical applications.

Curriculum

SPTE 640 and HRSM 795

Learning Outcome 1.

Students should be able to apply learned concepts and theory to demonstrate an understanding of the nature of the sport and entertainment industry.

Measures and Criteria

- At least 90% of students enrolled in SPTE 640 will submit their venue industry project earning a grade of 80% or greater.
- At least 90% of students enrolled in HRSM 795 will report “agree” or “strongly agree” that they were able to incorporate concepts and theory learned in the program to a professional setting on their course evaluation.
- Based on feedback from sport and entertainment industry field project supervisors (HRSM 795), at least 90% of students enrolled will receive an 85% or higher on their site supervisor evaluation.

Methods

- The SPTE 640 instructors will evaluate each project using an established rubric. The instructors will then compile and analyze the data. The results will then be presented to the department chair after spring semester ends. This information will then be presented to all faculty at its beginning of year meeting in August.
- The department chair will collect, aggregate, and analyze the data from the college's course evaluation system and prepare a report. The report will be shared with faculty at its August meeting.
- The internship director will compile a report regarding the overall evaluation of each field project (HRSM 795) student by their supervisor. Data will be sent to the graduate program director. Aggregate data from the year will be presented to faculty during the August meeting.

Goal 2.

Demonstrate fundamental research methodology and statistical methods and explain how their proper use contributes to success in the sport and entertainment industry.

Curriculum

HRSM 788 and STAT 600 (STAT 515)

Learning Outcome 1.

Students will understand and have an appreciation for how research is used by and beneficial for sport and entertainment.

Measures and Criteria

- During comprehensive examinations, 100% of students will successfully explain (receive a "Pass" evaluation on the comprehensive exam item) how research benefits sport and entertainment organizations and provide specific actual and/or hypothetical examples of these benefits.
- During comprehensive examinations, 100% of students will successfully explain (receive a "Pass" evaluation on the comprehensive exam item) both quantitative and qualitative research techniques and be able to apply them to a hypothetical example.
- Each student (100%) will successfully complete (receive a grade equivalent to a "C" or better) in STAT 515 or STAT 600.

Methods

- The SPTE faculty member(s) responsible for the HRSM 788 portion of the M.S.E.M. comprehensive examination will evaluate the efficacy with which each student taking the examination each semester 1) explains how research benefits sport and entertainment

organizations, and 2) provides specific actual and/or hypothetical examples of these benefits. The faculty member(s) will report a numerical rating (1=excellent to 5=unsatisfactory) for both items above for assessment purposes. Results will be submitted to the graduate director for aggregation.

- The SPTE faculty member(s) responsible for the HRSM 788 portion of the M.S.E.M. comprehensive examination will evaluate the efficacy with which each student taking the examination each semester 1) describes various quantitative and qualitative research techniques, and 2) can elaborate on the advantages and disadvantages of the use of each in applied and/or academic sport and entertainment management scenarios. The faculty member(s) will report a numerical rating (1=excellent to 5=unsatisfactory) for both items above for assessment purposes. Results will be submitted to the graduate director for aggregation.
- The graduate director will compile a report regarding the overall grades in STAT 515 and STAT 600. Aggregate data from the year will be presented to faculty during the August meeting.
- For all measures, the graduate director will analyze the data collected and make recommendations on curriculum changes to the graduate faculty at the August faculty meeting.

Goal 3.

Apply key managerial, analytical, and judgment skills to solve problems successfully in sport, entertainment, and venue management.

Curriculum

SPTE 760

Learning Outcome 1.

Students will demonstrate an ability to develop and explain workable solutions to various industry problems.

Measures and Criteria

- 85% of students will successfully complete (receive a grade equivalent to a "C" or better) all case studies used during the course.
- During comprehensive examinations, 100% of students will successfully explain (receive a "Pass" evaluation on the related comprehensive exam item) a workable solution to an industry problem.

- On student course evaluations for each section of SPTE 760, the average (mean) student response on the item “I learned skills that can be applied in a professional setting” should be 4.0 (Agree) or above.

Methods

- The SPTE 760 instructor(s) will evaluate each project using an established rubric. The instructors will then compile and analyze the data. The results will then be presented to the department chair after spring semester ends. This information will then be presented to all faculty at its beginning of year meeting in August.
- The SPTE faculty member(s) responsible for the SPTE 760 portion of the M.S.E.M. comprehensive examination will evaluate the efficacy with which each student taking the examination each semester can develop and explain a workable solution to a marketing related industry problem(s) the student is presented with during the comprehensive examination. The faculty member(s) will report a numerical rating (1=excellent to 5=unsatisfactory) for the above item for assessment purposes. Results will be submitted to the graduate director for aggregation.
- Question #3.10 on the student course evaluation instrument for SPTE 760 will be analyzed by the department chair after each spring semester. This question asks the student for the extent of his or her agreement with the following statement: “I learned skills that can be applied in a professional setting.” Results will be shared with the SPTE Graduate Director.
- For all measures, the graduate director will analyze the data collected and make recommendations on curriculum changes to the graduate faculty at the August faculty meeting.

10. Appendices