FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

- In section A, list ALL of the forms covered by this signature page. If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.
- You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

PEAC 106 - course form (create new course)
PEAC 122 - course form (create new course)
PEAC 124 - course form (create new course)
PEAC 132 - course form (create new course)

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: 2/3/15

2. Signature of Academic Dean:

   [Signature]

   Date: 2/4/15

3. Signature of Provost:

   [Signature]

   Date: 3/10/15

4. Signature of Business Affairs (only for course fees):

   Date: ____________________

   [ ] fee approved on ________________
   [ ] BOT approval pending

5. Signature of Curriculum Committee Chair:

   Date: ____________________

6. Signature of Budget Committee Chair (only for new programs):

   Date: ____________________

7. Signature of Academic Planning Committee Chair (only for new programs):

   Date: ____________________

8. Signature of Faculty Senate Secretary:

   Date: ____________________

Date Approved by Faculty Senate: ____________________
Course Change Proposals for Faculty Curriculum Committee

Submitted by the Department of Health and Human Performance
Spring 2015

By these submissions, we request the creation of 4 new courses. All of the proposed courses have been successfully offered as special topics (PEAC 120) courses for several semester

<table>
<thead>
<tr>
<th>FORM</th>
<th>COURSE NUMBER/NAME or DEGREE</th>
<th>PROPOSED CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Form</td>
<td>PEAC 106</td>
<td>Create new course: Beginning Table Tennis &amp; Pickleball</td>
</tr>
<tr>
<td>Course Form</td>
<td>PEAC 122</td>
<td>Create new course: Social Dance I</td>
</tr>
<tr>
<td>Course Form</td>
<td>PEAC 124</td>
<td>Create new course: Stand Up Paddleboarding</td>
</tr>
<tr>
<td>Course Form</td>
<td>PEAC 132</td>
<td>Create new course: Intermediate Yoga</td>
</tr>
</tbody>
</table>
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. **You must do this before your request can move forward!**
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Tom Carroll     Phone: 34275     Email: carrollt@cofc.edu

Department or Program: HEHP     School: Education, Health and Human Performance
Subject Acronym and Course Number: PEAC 106

Catalog Year in which changes will take effect: FALL 2015

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☒ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, H, I, J)
☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

PEAC 120 Special Topics: Table Tennis/Pickleball has been offered as a Special Topics Course for 2 years. We would like to make this course a permanent catalog offering.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This course is part of the physical activity course program and offering it on a more permanent basis will have no effect on any other program or course.

This form was last updated on 12/13/13 and replaces all others.
F. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: ___________________ School: ___________________ Subject Acronym: ___________________ Course Number: ___________________

Credit hours: __ lecture __ lab __ seminar __ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? __________

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: HEHP School: Education, Health and Human Performance Subject Acronym: PEAC Course Number: 106

Credit hours: __ lecture __ lab __ seminar __ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study

Course title: Beginning Table Tennis & Pickleball

Course description (maximum 50 words, exactly as it appears in the catalog):

This course will include instruction on the history, techniques, strategies, practice of basic skills and rules in table tennis and pickleball.

Restrictions (pre-requisites, co-requisites, majors only, etc.): None

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes □ no
If so, which course? **PEAC 120 Special Topics: Table Tennis & Pickleball**

If equivalent, will the newly-created course replace the existing course? □ yes □ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.
The PEAC 120 Special Topics will remain in existence for future physical activity courses but it will not be used for Table Tennis & Pickleball once it is approved as a new course with the number PEAC 106.

Cross-listing, if any (submit approval from relevant department): __________
Note: Cross-listed courses are equivalent.

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? __________

This form was last updated on 12/13/13 and replaces all others.
Is there an activity, lab, or other fee associated with this course? ☒ yes  ☐ no  What is the fee? $20 (Standard PEAC Course Fee)

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

None

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will develop and apply basic fundamental skills in table tennis and pickleball by participating in skill-specific activities, drills, and competitive play.</td>
<td>Weekly Self-Assessments, Periodic Authentic and Staged Skills Tests</td>
</tr>
<tr>
<td>2. Students will demonstrate and apply a working knowledge of the rules and strategies associated with table tennis and pickleball.</td>
<td>On-line Rules Quiz, In-Class Tournaments, Daily Challenge Matches, Final Written Exam</td>
</tr>
<tr>
<td>3. Students will comprehend and understand the importance of daily physical activity and life-long fitness.</td>
<td>Mid-term Essay, Daily Participation</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The proposed course serves as an elective course that can be applied to the total credit hour requirement for all majors and programs across campus. The proposed course is not a required course in any major, or program, nor is it a part of the College’s general education program. As such, the proposed course need not align with the student learning outcomes for any major, program, or the general education program.
I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? □ yes ☒ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.

This form was last updated on 12/13/13 and replaces all others.
College of Charleston
PEAC 106_01 Table Tennis/Pickleball

Spring 2015  2 Semester Hours

Time & Place:  12:00-12:50 pm MWF, Silcox Center, 2nd Floor Gym

Instructor:  Mr. Carroll '91, M.Ed.  Senior Instructor

Office Located:  Silcox Center, Room 113

Office Phone:  953-4275  email: carrollt@cofc.edu

Office Hours:  MW from 8:00 AM to 9:00 AM; TTR from 1:00 PM to 2:00 PM. Additional times are available by appointment.

Prerequisites:  None


Course Description:
This course will include instruction on the basic skills and strategies in table tennis and pickleball.

Required Service:
Human Kinetics eBook service which includes table tennis and pickleball
$9.99 for 6 Months provides access to 22 sports

Course Objectives: Competencies within the course should prepare students:
1. To develop and improve on basic skills in table tennis and pickleball by lecture, reading supplemental materials, participating in drills, and competitive activities,
2. To provide a basic knowledge and understanding of the rules and strategies of table tennis and pickleball through reading, lecture, and application in game situations,
3. To develop an enjoyment of the activities providing an opportunity for physical fitness through life-long participation.

Description of Projects:

Written Exams -- An on-line quiz will be given at the beginning of each unit covering rules and safety. There will be a separate exam on table tennis and pickleball administered on the last day of each unit. The exam will cover techniques, history, rules, and strategy/critical thinking for table tennis and pickleball.

Skills -- A separate skills test will be given for both table tennis and pickleball. Students will be given a copy of the test prior to testing along with a rubric detailing how each test will be graded. Skill practice is essential to proper development. Effort and technique will be assessed daily with feedback given individually.

Written Report - Students will write one report on a health or fitness related issue or on a topic related to table tennis or pickleball. The Report must be a minimum of 2 typed pages with a separate title and reference page. The report must reference 2 sources, which may be from a magazine, newspaper or Journal Article dated 2000-present.

A rubric will be provided detailing the specific requirements of this assignment.
Tournaments – This instructor feels passionate about the importance of attending and participating in activities classes. Students will earn points by actively participating in a variety of tournaments throughout the semester. Failure to attend class during tournaments will result in a forfeit and a loss of points for that tournament.

Table Tennis
- Top Cat Court on January 16th = 15 points
- Cougar Challenge Court on January 23rd = 15 points
- Double Trouble Ladder on January 30th = 15 points
- Cut-Throat 7s and 11s on February 6th = 15 points
- Chucktown Shuffle and Cougar Pride Team Tournament = 50 points

Pickleball
- King/Queen of the Court on March 21st = 15 points
- Individual Round Robin on March 28th = 15 points
- Singles Ladder on April 4th = 15 points
- Pickleball/Table Tennis Combo = 15 points
- Easy-E’s Double-E Singles Tournament = 50 points

Participation – Attending class, warming-up properly, engaging in learning activities fully and showing respect to classmates is extremely important and is expected in this class. Points will be awarded for attendance, punctuality/warm-up, participation, and student conduct. 25 points will be deducted per absence. 10 points will be deducted for each tardy. Using one’s phone in class will result in a 25-point deduction for each occurrence. Coming to class dressed improperly will result in a 25-point deduction per occurrence. Displaying unsportsmanlike conduct, which includes, but is not limited to, the use of profanity will result in a 25-point deduction per occurrence.

Criteria for Evaluation:
- Written Exam Table Tennis: 40 pts
- Written Exam Pickleball: 40 pts
- Quizzes: 20 pts
- Skills Table Tennis: 40 pts
- Skills Pickleball: 40 pts
- Written Report: 40 pts
- Participation: 160 pts
- Tournaments: 220 pts

Total: 600 pts

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C</td>
<td>74-77%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>D</td>
<td>68-69%</td>
</tr>
<tr>
<td>D+</td>
<td>70-71%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 66%</td>
</tr>
</tbody>
</table>

Bonus Points: You may earn bonus points for participating in CRS events related to table tennis and/or pickleball. You must notify your instructor for credit. Other opportunities for bonus points may be announced during the semester. (Also see attendance.) The bonus-point cap is 40 pts.

Make-up Tests: No make-ups will be given. Skills are accessed periodically during 2-day periods. If a student is absent both days no skill make-ups will be granted.
**Attendance:** Attendance in an activity-based class is critical. Missing class during a tournament will result in a loss of points for that round. For one-day tournaments this means students will lose 100% of tournament points. Missing class during multi-day tournaments will result in a loss of 20 points per day.

**Attendance:** Attendance in an activity-based class is critical. Missing class during a tournament will result in a loss of points for that tournament or tournament round. For one-day tournaments this means students will lose 100% of tournament points. Missing class during multi-day tournaments will result in a loss of 15 points per day. Missing the final day of a multi-day tournament will result in the loss of 20 points.

**Texting:** This instructor fully supports the College’s Student Code of Conduct. All cellular devices must be turned off prior to class. Texting in class or checking one’s phone will result in a 25-point per occurrence reduction in one’s Participation grade.

**Proper Attire:** Students must dress appropriately which includes athletic attire. Jeans and other long pants that are not designed for athletics are not allowed. Proper shoes are essential. Boat shoes similar to Dockside are not designed for lateral movement, nor are flip-flops and/or sandals. Students without proper attire will not be allowed to participate and will lose 25 points for that day in addition to tournament points when applicable.

**Honor System:** Students must do their own work. Please see the 2014-2015 Student Handbook (Academic Honor System) for a description of the College’s Honor System, which is fully supported in this class.

**College of Charleston Honor Code and Academic Integrity**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission— is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/generaldocuments/handbook.pdf

This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act that stipulates no student shall be denied access to an education “solely by reason of a handicap.” Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight or mobility impairments. If you have a documented disability that may have some impact on your work in this
class and for which you may require accommodations, please see an administrator at the Center of Disability Services, (843) 953-1431 or me so that such accommodation may be arranged.

**Classroom Code of Conduct:** Code language that guides our responses to classroom disruption can be found in the Student Handbook: A Guide to Civil and Honorable Conduct.

The Student Code of Conduct specifically forbids

Disruption or obstruction of teaching, research, administration, disciplinary proceedings, other college activities, including its public service functions on or off campus, or other authorized non-college activities when the act occurs on college premises.

**The Classroom Code of Conduct** (from the President's Advisory Committee) covers specific principles of civil conduct expected in a college classroom:

- Do not cut classes, concur in late or leave early.
- Never leave during class unless you absolutely must. Leaving for a short break and then returning is not acceptable.
- Turn off cell phones, pagers and all other electronic devices.
- It is rude and unacceptable to talk with classmates while the professor (or another student who has the floor) is talking.
- Visible and noisy signs of restlessness are rude as well as disruptive to others.

Student Handbook

*This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act that stipulates no student shall be denied access to an education “solely by reason of a handicap.” Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services, (843) 953-1431 or me so that such accommodation may be arranged.*

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**Table Tennis/Pickleball**

**Tentative Class Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Policies, Procedures, Safety, Rules, Table Set-Up, Net Assembly</td>
</tr>
<tr>
<td>Week 2</td>
<td>Proper Warm-Up, Feeding System, Flat Forehand Flat Forehand Review, Rules Review Top Cat Court</td>
</tr>
<tr>
<td>Week 3</td>
<td>Top Spin Forehand, Backhand Push Backhand Push Review, Cougar Challenge Court</td>
</tr>
<tr>
<td>Week 4</td>
<td>Service – Topspin, Sidespin, Slice Service Return, Countering Spin Double-Trouble Ladder</td>
</tr>
<tr>
<td>Week 5</td>
<td>Forehand Assessment 1 - Rally, Singles Practice Combining Shots, Cut Bait 7s and 11s</td>
</tr>
<tr>
<td>Week 6</td>
<td>Chucktown Shuffle and Cougar Pride – Practice Day Chucktown Shuffle and Cougar Pride – Rounds 1</td>
</tr>
<tr>
<td>Week 7</td>
<td>Chucktown Shuffle and Cougar Pride – Round 2 and Semi-Finals</td>
</tr>
</tbody>
</table>
Chucktown Shuffle and Cougar Pride – Finals

Week 8
Skills Test

Spring Break

Week 9
Pickleball Rules, Court, Service, Forehand, Volleys
Singles Practice Play,

Week 10
Pickleball Challenge Court
King/Queen Challenge Court

Week 11
Doubles
Individual Round Robin

Week 12
Singles Practice, Assessment
Singles Ladder Tournament

Week 13
Easy-E Tournament Seating and Round 1
Easy-E Tournament Round 2

Week 14
Easy-E Tournament Semi-Finals
Easy-E Tournament Finals

Week 15
Skills Test, Open Court and Written Test
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
* Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
* Fill out the parts of the form specified in part B. You must do this before your request can move forward!
* Remember that your changes will not be implemented until the next catalog year at the earliest.
* If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Tom Carroll  Phone: 34275  Email: carrollt@cofc.edu

Department or Program: HEHP  School: Education, Health and Human Performance
Subject Acronym and Course Number: PEAC 122

Catalog Year in which changes will take effect: FALL 2015

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☑ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
  ☐ Course Number (you must submit a course deactivation request for the old course number)
  ☐ Course Name
  ☐ Course Description
  ☐ Credit/Contact Hours
  ☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

PEAC 120 Special Topics: Social Dance has been offered as a Special Topics Course for 2 years. We would like to make this course a permanent course catalog offering.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This course is part of the physical activity course program and offering it on a more permanent basis will have no effect on any other program or course.

This form was last updated on 12/13/13 and replaces all others.
E. **EXISTING COURSE INFORMATION.** If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course Number: 

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? _____

F. **NEW COURSE INFORMATION.** If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: HEHP School: Education, Health and Human Performance
Subject Acronym: PEAC Course Number: 122

Credit hours: 2 lecture ___ lab ___ seminar ___ independent study
Contact hours: 3 lecture ___ lab ___ seminar ___ independent study

Course title: Social Dance I

Course description (maximum 50 words, exactly as it appears in the catalog):

This course will include instruction on the history, techniques, strategies, and practice of social dance.

Restrictions (pre-requisites, co-requisites, majors only, etc.): **None**

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes □ no
If so, which course? **PEAC 120 Special Topics: Social Dance**

If equivalent, will the newly-created course replace the existing course? □ yes □ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

The PEAC 120 Special Topics will remain in existence for future physical activity courses but will not be used for Social Dance once it is approved as a new course with the number PEAC 122.

Cross-listing, if any (submit approval from relevant department): ________________
Note: Cross-listed courses are equivalent:

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? _____

This form was last updated on 12/13/13 and replaces all others.
Is there an activity, lab, or other fee associated with this course?  □ yes  □ no  What is the fee?  $20 (Standard PEAC Course Fee)

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

None

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

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<th>Assessment Method and Performance Expected</th>
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</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Perform and blend basic steps and patterns for such partnered dances as the East Coast Swing, Waltz, Cha Cha, Rumba, Tango, Carolina Shag, Foxtrot, and Salsa.</td>
<td>Daily participation, group presentation, exam</td>
</tr>
<tr>
<td>2. Demonstrate proper use of timing and rhythmic patterns for each dance.</td>
<td>Daily participation, group presentation, exam</td>
</tr>
<tr>
<td>3. Perform dances adhering to common directions of movement.</td>
<td>Daily participation, group presentation, exam</td>
</tr>
<tr>
<td>4. Identify and utilize basic techniques for various dances.</td>
<td>Daily participation, group presentation, exam</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The proposed course serves as an elective course that can be applied to the total credit hour requirement for all majors and programs across campus. The proposed course is not a required course in any major, or program, nor is it a part of the College's general education program. As such, the proposed course need not align with the student learning outcomes for any major, program, or the general education program.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration?  □ yes  □ no
If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

J. CHECKLIST.

☑ I have completed all relevant parts of the form.

☑ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☑ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
PEAC 122 01 Social Dance I
College of Charleston
MWF 1:00 to 1:50 pm

Instructor: Alexandra Thacker
Phone: (843) 953-6673 - office
(540) 797-8120 - cell
E-Mail: thackera@cofc.edu
Office: Randolph Hall 305-C
Office Hours: 8:30-9, M-F, by appointment

Course Description: An introduction to social and ballroom dance, with emphasis on practical application, including leading/following and the blending of basic figures. Students will also explore the history, music, attire, cultural significance, and etiquette for the dances covered in the class.

Prerequisites: None

Learning Outcomes:
- Perform and blend basic steps and patterns for such partnered dances as the East Coast Swing, Waltz, Cha Cha, Rumba, Tango, Carolina Shag, Foxtrot, and Salsa
- Demonstrate proper use of timing and rhythmic patterns for each dance
- Perform dances adhering to common directions of movement
- Identify and utilize basic techniques for various dances
- Utilize proper partnered dance positions
- Identify appropriate music for specific dances
- Demonstrate basic understanding of history and significance of Social/Ballroom dances
- Demonstrate appropriate social dance etiquette
- Identify cultural and individual paradigms and how they relate to social dance experiences
- Demonstrate ability to work effectively with individuals of varied personality, style, and dance ability

Technology: This course will utilize OAKS for the distribution of class materials. Submission of assignments may be made via email or in person.

Class Materials: No textbooks are necessary, although one may wish to bring paper and a writing utensil for note taking, especially during group presentations.

Dancing will take place during each class period. Students are asked to dress appropriately in order to participate; failure to do so will result in loss of participation credit that day. Preferably leather-soled shoes should be worn daily (no new athletic or rubber soled shoes, bare feet, or socks). Ladies may wear heels or flats. Students may not wear slides, flip-flops, or other sandals that do not have a heel strap, for they frequently slip off while dancing. To accommodate this requirement, dancers may need to bring a separate pair of shoes to class sessions.

Loose, comfortable clothing that allows for freedom of movement should be worn.

Please remember that dancing is a physical activity from which injury may result. Always be aware of this possibility, and dance safely and correctly in order to protect yourself and your partners. A Waiver of Liability must be completed and returned by the end of drop/add period to participate in class.

Provisions for Students with Special Needs: Any student eligible for and needing academic adjustments or accommodations because of a disability is requested to speak with the instructor in a timely manner so that his/her needs are addressed.

The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disabilities Services located on the first floor of the Lightsey Center, Suite 104.

Honor Code: The College of Charleston Honor System is recognized in this course. For specific details of responsibility and penalty, see the current issue of the College of Charleston Student Handbook.

Grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Participation</th>
<th>Group Presentation</th>
<th>Exam assessing Skill and Knowledge of Dances</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>B+ 88-89</td>
<td>B 83-87</td>
</tr>
<tr>
<td>B</td>
<td>90-92</td>
<td>C 74-77</td>
<td>C- 72-73</td>
</tr>
<tr>
<td>C</td>
<td>80-82</td>
<td>D 68-69</td>
<td>F 0-65</td>
</tr>
<tr>
<td>D</td>
<td>70-71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Social Dancing Syllabus  
College of Charleston  
PEAC 120.1: MWF 1-1:50 

Participation: Participation is not based on attendance alone; attendance in class is mandatory and counts as part of the participation grade, along with effort and preparedness for each class. Participation at two approved out-of-class dance events will be required for full participation credit for the course, as well. More than four absences will result in the loss of 3 points for each excessive absence from one’s participation grade. In addition to one’s final grade dropping a letter grade per each unexcused absence. Attendance with lack of participation, tardiness, or one’s leaving class early will drop one’s participation grade 1.5 points for each occurrence. Each student is responsible for verifying his/her attendance by signing in for every class. If a class is missed for serious personal and/or medical reasons, or for a College sanctioned activity, written documentation must be provided for each incidence and will be taken into consideration at the end of the semester.

Group Presentations: Group presentations will consist of creative projects highlighting the history, music, attire, and cultural significance of one of several dances. 4-5 students will be assigned to each presentation group, and grading will be based on originality, content, organization, and effort via peer and instructor evaluation. Presentations should be 15 minutes in length, and an evaluation sheet for the presentation is due from each student at the beginning of the next class period. A handout for the class and a bibliography are required from each presentation group. Grading for the Group Presentation includes:

- Group evaluation: 25%  
- Instructor evaluation: 25%  
- Peer evaluation: 25%  
- Evaluation participation: 25%

Exam: There will be one exam at the conclusion of the course. The final exam will be held during the scheduled exam period on Wednesday, December 4 from 12-3 p.m. All students must complete a written evaluation and participate in the performance segment. Additional information regarding the exam will be provided following fall break.

Important dates:
- August 21- First Day of Class; review syllabus and introduction to basic steps  
- August 25- Last day to Drop/Add  
- September 2- Group Presentation selection day  
- September 4- Group Presentation assignments released and time to meet with group during class.  
- Wednesdays beginning September 18 thru November 6 (subject to change)- Group Presentations  
- Fridays beginning September 20 thru November 8 (subject to change)- Evaluations due  
- October 14- Fall Break  
- October 17- Mid-term grades available on MyCharleston *there will be no mid-term grade for this class since all students will not have completed their presentation by midterm. If you would like to know your standing with regard to participation, at any time during the semester, please email your request and you will receive an update.  
- November 13 (tentative): Initial sign-up for exam dance partners  
- November 27 thru 29- Thanksgiving Break  
- December 2- Last class day. All outside-of-class dance experience write-ups are due.  
- December 4- Final exam at 12 p.m.
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
• Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
• Fill out the parts of the form specified in part B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Tom Carroll          Phone: 34275        Email: carrollh@cofc.edu

Department or Program: HEHP  School: Education, Health and Human Performance
Subject Acronym and Course Number: PEAC 124

Catalog Year in which changes will take effect: FALL 2015

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
     ☐ Course Number (you must submit a course deactivation request for the old course number)
     ☐ Course Name
     ☐ Course Description
     ☐ Credit/Contact Hours
     ☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

Beginning Stand Up Paddleboard has been offered as a Special Topics Course for 3 years. We would like to make this course a permanent course catalog offering.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This course is part of the physical activity course program and offering it on a more permanent basis will have no effect on any other program or course.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: ___________________________ School: ___________________________ Subject Acronym: ___________________________ Course Number: ___________________________

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title: ___________________________

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? ☐ yes ☐ no If yes, how many total credit hours may the student earn? _____

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: HEHP School: Education, Health and Human Performance
Subject Acronym: PEAC Course Number: 124

Credit hours: 2 lecture ___ lab ___ seminar ___ independent study
Contact hours: 3 lecture ___ lab ___ seminar ___ independent study

Course title: Stand Up Paddleboarding

Course description (maximum 50 words, exactly as it appears in the catalog):

This course will include instruction on the history, techniques, strategies, practice of basic skills and safety for stand up paddleboard.

Restrictions (pre-requisites, co-requisites, majors only, etc.): None

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☒ yes ☐ no
If so, which course? PEAC 120 Special Topics: Beginning Stand Up Paddleboard

If equivalent, will the newly-created course replace the existing course? ☒ yes ☐ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.
The PEAC 120 Special Topics will remain in existence for future physical activity courses but it will not be used for Stand Up Paddleboard once it is approved as a new course with the number PEAC 124.
Cross-listing, if any (submit approval from relevant department): __________________________
Note: Cross-listed courses are equivalent.

Is this course repeatable? ☐ yes ☒ no If yes, how many total credit hours may the student earn? _____
Is there an activity, lab, or other fee associated with this course? ☒ yes ☐ no What is the fee? $ _200, the amount approved by the Board of Trustees prior to offering the first PEAC 120 Beginning Stand Up Paddleboard class 3 summer ago (Summer I and II, 2012)

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

None

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
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<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will develop and apply basic fundamental skills in stand up paddleboarding by participating in skill-specific activities.</td>
<td>Daily Self-Assessments, Periodic Authentic and Staged Skills Tests</td>
</tr>
<tr>
<td>2. Students will demonstrate and apply a working knowledge of the safety rules and practices associated with stand up paddleboard.</td>
<td>On-line Quizes, Daily Skills Assessment, Final Project</td>
</tr>
<tr>
<td>3. Students will comprehend and understand the importance on daily physical activity and life-long fitness</td>
<td>Final Project, Daily Participation</td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The proposed course serves as an elective course that can be applied to the total credit hour requirement for all majors and programs across campus. The proposed course is not a required course in any major, or program, nor is it a part of the College's general education program. As such, the proposed course need not align with the student learning outcomes for any major, program, or the general education program.

This form was last updated on 12/13/13 and replaces all others.
I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration?  □ yes  ❌ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
College of Charleston
PEAC 124 Stand Up Paddleboarding

Summer I and II 2014  2 Semester Hours

Time & Place:  8:00 -11:00 am  MW, Silcox Educational Center Room 116 (Day 1)

Instructor:  Mr. Carroll '91, M.Ed.  Senior Instructor

Office Located:  Silcox Center, Room 113

Office Phone:  953-4275  email: carrollt@cofc.edu

Office Hours:  7:00 – 8:00 am and 11 am to 12 noon on site MW; additional times available by appointment

Prerequisites:  None


Course Description:
This course will include instruction on the basic skills associated with Stand Up Paddleboarding.

Textbook:  None

Course Objectives: Competencies within the course should prepare students:
1. To develop and improve on basic skills in Stand Up Paddleboarding through hands-on activities on the water and on dry land, by lecture, reading supplemental materials, and participating in class projects.
2. To provide a basic knowledge and understanding of the safety associated with Stand Up Paddleboarding through reading, lecture, and application in paddling situations.
3. To develop an enjoyment of the activity and explore local waters providing an opportunity for physical fitness through life-long participation.

Description of Projects:

Written Exam – There will be an individual exam on Stand Up Paddleboarding, which will cover techniques, history, safety, rules and regulations, equipment and local waterways. A study guide and practice quiz will be provided on OAKS for student review.

Skills Test – A skills test will be given that will cover lifting and carrying techniques, launching and landing, basic strokes, stances, board control and turns. A complete list of skills will be provided on OAKS.

Reports (2) –
A. Students will choose one topic from a list of areas directly related to Stand Up Paddling and upload a report to OAKS so all students can review and benefit from each student’s work. Students are encouraged to be creative and dynamic in their approach using technology, pictures, video, social media, etc…. A rubric will be provided detailing the specific requirements of this assignment.

B. Students will plan a paddle and report on location, tides/currents, time of day, points of interest, safety concerns, access, etc.... Information such as date, distance, expected time etc... will also be covered. Projects will be uploaded to OAKS for instructor and student review. More details will be covered in class and a rubric will be provided on OAKS.
Participation — Attending class, helping with equipment, warming-up properly, engaging in learning activities fully and showing respect to classmates is extremely important and is expected in this class. Points will be awarded for attendance, punctuality/warm-up, participation, and student conduct. A detailed rubric outlining expectations related to participation will be given to each student and will be posted on OAKS.

Criteria for Evaluation:

- Written Exam 25 pts
- Skills Test 50 pts
- Participation 50 pts
- Reports 50 pts
- Final On-Water Exam 25 pts

-------------------------------------------------------------
Total 200 pts

Grading Scale:

A  =  93-100%
A- = 90-92%
B+ = 88-89%
B  =  83-87%
B- = 80-82%
C+ = 78-79%
C  =  74-77%
C- = 72-73%
D+ = 70-71%
D  =  68-69%
D- = 66-67%
F  =  < 66%

Bonus Points: You may earn bonus points for participating in community events related to Stand Up Paddleboarding. You must notify this instructor for credit. Other opportunities for bonus points include participation in the SUP balance research study, posting on class discussion boards, using social media to detail or reflect on your experiences, adding to class content via OAKs, pursuing an interest related to Stand Up Paddleboard and presenting to class in an effective manner.

Make-up Test: The written exam will be posted on OAKs and students will be given ample time to prepare. Once the test is closed, it will not be re-opened. Skills test will be given during the assigned class time beginning the second week of class. Students will be given feedback on skills and be allowed to re-test to assist with proficiency. This instructor views the skills test as an opportunity to learn and reinforce technique and will use them in a positive manner.

Attendance: Attendance in an activity-based class is critical especially in summer sessions. Do you really want to miss a Stand Up Paddleboard Class? With that being said, if you are unable to participate in class for a valid reason, please contact the instructor immediately. Missing more than two classes during a summer session is not advised.

Punctuality: Students are expected to be on time each class. Students that miss the class launch may not be able to participate fully in that day's trip. Students must be on time to be properly briefed on weather, current conditions and specific areas of interest and/or areas of caution. On most days we will launch by 8:15 am and students that are not on the dock by then run the risk of missing the class launch. Access to the Boathouse Marina is only available when the Instructor is present, so entering class late is not possible. If you are on your way to class, you may text the instructor, but if a longer trip is scheduled that day, you may still miss the launch.

Texting: This instructor fully supports the College's Student Code of Conduct. Water and cell phones do not mix!
**Proper Attire:** Students must dress appropriately and safely. Typically a bathing suit and t-shirt or rash guard is worn when paddling. Care must be given to protect against the sun. Proper shoes are essential when paddling in a river or creek. Students will be given and required to wear a pfdf.

**Honor System:** Students must do their own work. Please see the current edition of the College of Charleston’s Student Handbook (Academic Honor System) for a description of the College’s Honor System, which is fully supported in this class.

**College of Charleston Honor Code and Academic Integrity**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/gereraldocuments/handbook.pdf

This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act that stipulates no student shall be denied access to an education “solely by reason of a handicap.” Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services, (843) 953-1431 or me so that such accommodation may be arranged.

**Classroom Code of Conduct:** Code language that guides our responses to classroom disruption can be found in the Student Handbook: A Guide to Civil and Honorable Conduct.

The Student Code of Conduct specifically forbids

Disruption or obstruction of teaching, research, administration, disciplinary proceedings, other college activities, including its public service functions on or off campus, or other authorized non-college activities when the act occurs on college premises. Student Handbook, p.12

**The Classroom Code of Conduct** (from the President’s Advisory Committee) covers specific principles of civil conduct expected in a college classroom:

* Do not cut classes, come in late or leave early.
* Never leave during class unless you absolutely must. Leaving for a short break and then returning is not acceptable.
* Turn off cell phones, pagers and all other electronic devices.
* It is rude and unacceptable to talk with classmates while the professor (or another student who has the floor) is talking.
* Visible and noisy signs of restlessness are rude as well as disruptive to others.
  Student Handbook

This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act that stipulates no student shall be denied access to an education “solely by reason of a handicap.” Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services, (843) 953-1431 or me so that such accommodation may be arranged.

---

**Stand Up Paddleboarding**

**Tentative Class Schedule**
Date/Day  | Daily Activities
---|---
Day 1  | Introduction to Stand Up Paddleboarding
SI – June 4  | Safety, Rules and Regulations
SII – July 14  | Equipment and Environmental Considerations
                             | Class Expectations and Opportunities
                             | Silcox, Room 116 and Johnson Gym
Day 2  | Carrying, Launching, Stance and Position
SI – June 9  | Basic Strokes and Turns
SII – July 16  | Conch Creek and Shell Bank
Day 3  | Bracing, Board Trim
SI – June 11  | IOP Flats
SII – July 21
Day 4  | Coastal Maritime Rules
SI – June 16  | Conch Creek Loop
SII – July 23
Day 5  | Launching, Environmental Considerations
SI – June 18  | Inlet Gap Loop
SII – July 28
Day 6  | Navigation, Endurance
SI – June 23  | Hamlin Creek – IOP Connector Loop
SII – July 30
Day 7  | Skills Review/SUP Surfing
SI – June 25  | Sullivan’s Island and 3rd Bar
SII – August 4
Day 8  | Marine Wildlife and SUP Surfing
SI – June 30  | IOP Flats and 3rd Bar
SII – August 6
Day 9  | Final Exam - Ecological Paddling and River Clean Up
SI – July 2  | Conch Creek and Hamlin Creek
SII – August 6

Report Topics:
Local Launches
Launching in Tidal Waters
Understanding Tides
Stand Up Surfing
SUP and Moving Water
The History of Stand Up Paddleboarding
Stand Up Paddleboard Racing
Professional Organizations – The ACA
SUP Pictorials
SUP and the Environment
Coast Guard and/or DNR
The Business Side of SUP
Equipment Trends
Making Boards Locally
SUP Resources
My Hometown Paddling Guide
SUP Ycga
SUP Fishing
SUP – Local Outfitters and Tours
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
• Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
• Fill out the parts of the form specified in part B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Tom Carroll        Phone: 34275        Email: carrollt@cofc.edu

Department or Program: HEHP  School: Education, Health and Human Performance
Subject Acronym and Course Number: PEAC 132

Catalog Year in which changes will take effect: FALL 2015

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
   ☐ Course Number (you must submit a course deactivation request for the old course number)
   ☐ Course Name
   ☐ Course Description
   ☐ Credit/Contact Hours
   ☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

Intermediate Yoga has been offered as a Special Topics Course for 3 years. We would like to make this course a permanent course catalog offering.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This course is part of the physical activity course program and offering it on a more permanent basis will have no effect on any other program or course.

This form was last updated on 12/13/13 and replaces all others.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department:  
School:  
Subject Acronym:  
Course Number:  

Credit hours:  _ lecture  _ lab  _ seminar  _ independent study
Contact hours:  _ lecture  _ lab  _ seminar  _ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable?  □ yes  □ no  If yes, how many total credit hours may the student earn?  

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: HEHP  
School: Education, Health and Human Performance  
Subject Acronym: PEAC  
Course Number: 132

Credit hours:  2 lecture  _ lab  _ seminar  _ independent study
Contact hours:  3 lecture  _ lab  _ seminar  _ independent study

Course title: Intermediate Yoga

Course description (maximum 50 words, exactly as it appears in the catalog):

This course will include instruction on the history, techniques, strategies, practice of skills for yoga.

Restrictions (pre-requisites, co-requisites, majors only, etc.): None

If this is a newly-created course, is it intended to be the equivalent of an existing course?  □ yes  □ no
If so, which course? _PEAC 120 Special Topics: Intermediate Yoga

If equivalent, will the newly-created course replace the existing course?  □ yes  □ no

Note: If yes, you must deactivate that course by submitting an additional Course Form.
The PEAC 120 Special Topics will remain in existence for future physical activity courses but it will not be used for Intermediate Yoga once it is approved as a new course with the number PEAC 132.

Cross-listing, if any (submit approval from relevant department):  

Note: Cross-listed courses are equivalent.

Is this course repeatable?  □ yes  □ no  If yes, how many total credit hours may the student earn?  

This form was last updated on 12/13/13 and replaces all others.
Is there an activity, lab, or other fee associated with this course? ☒ yes ☐ no What is the fee? $20 (Standard PEAC Course Fee)

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

None

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

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<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often?</td>
</tr>
<tr>
<td>1. Students will develop and apply techniques of yoga.</td>
<td>How should students be able to do on the assessment? Weekly Self-Assessments,</td>
</tr>
<tr>
<td></td>
<td>Periodic Authentic and Staged Skills Tests</td>
</tr>
<tr>
<td>2. Students will demonstrate and apply a working knowledge of the concepts of yoga.</td>
<td>Final Written Exam, Periodic Authentic Assessments</td>
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<tr>
<td>3. Students will comprehend and understand the importance on daily physical activity and</td>
<td>Mid-term Essay, Daily Participation</td>
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How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The proposed course serves as an elective course that can be applied to the total credit hour requirement for all majors and programs across campus. The proposed course is not a required course in any major, or program, nor is it a part of the College's general education program. As such, the proposed course need not align with the student learning outcomes for any major, program, or the general education program.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? ☐ yes ☒ no
If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
INTERMEDIATE YOGA – 2 CREDITS
PEAC 132_01 - TTH 1:40 – 2:55 pm
Instructor: Skip Rector

TIME: Tuesday and Thursday at 1:40 p.m. – 2:55 p.m.

PLACE: Room 201, Exercise Deck in the Silcox Gym on George Street

INSTRUCTOR: Skip Rector, BA, MSW

OFFICE HOURS: By appointment

OFFICE: Room 407 in the Johnson Gym in the Silcox Physical Education and Health Center

PHONE: CofC: 953-5558 (Dept. Office); CELL: 442-9162
EMAIL: rectors@cofc.edu and skiprector@comcast.net (when sending an email to these addresses, please put YOGA in the subject line)

PREREQUISITES: None


COURSE: This course presents the advanced aspects of the philosophy of Yoga as well as advanced positions and breathing techniques. Emphasis is also placed on meditation and positive thinking as a means to reduce stress and increase concentration.


COURSE OBJECTIVES: Students will be able to:
1. Provide and understand the intricate aspects of Yoga
2. Comprehend the concepts of Yoga
   A. Principles of Yoga to create a daily practice
   B. Fundamental and advanced Yoga positions
   C. Elements and stages of a Yoga to create a Flow of positions
3. Develop techniques to be able to demonstrate moving into, holding and out of Yoga positions for the enhancement and/or maintenance of physical fitness as well as stress Reduction
4. Develop the necessary skills for demonstrating the proper techniques of breathing including the basic Kapalabhati breathing and Breath of Fire

REQUIREMENTS: 50% Class Attendance and Participation
20% Practical (Final Demonstrations of Positions and Breathing)
30% Examinations (All Written Exams)

GRADING SCALE:

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
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<tr>
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<td>D-</td>
<td>66 - 67</td>
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<tr>
<td>F</td>
<td>&lt; 65</td>
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### EVALUATION SCALE:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
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<tr>
<td>Attendance/Participation</td>
<td>50</td>
<td>50%</td>
</tr>
<tr>
<td>Exam 1 - Assigned pages, Lectures &amp; Handouts</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 2 - Assigned pages, Lectures &amp; Handouts</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Practical Exam – Demonstrating 2 assigned positions, 2 positions of your choice and a flow</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam – Entire book, Lectures &amp; Handouts</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

### ATTENDANCE:

Attendance and punctuality to class are required. Each Student is responsible for **SIGNING THE ATTENDANCE SHEET EACH CLASS**. If, for serious personal or medical reasons a class is missed, the Instructor must be informed of the reason **IN WRITING**. A Student will be penalized with point reductions for any absences or tardiness, which will affect the final grade. A Student may be dropped from this course for excessive absences or tardiness as determined by the Instructor.

### EXAMS:

Exams will be given on scheduled days as per the syllabus **UNLESS CHANGED BY THE INSTRUCTOR**. If an examination is going to be missed, the Student must call the Department (953-5558) or email prior to the exam to inform the Instructor. Any Student missing an exam and failing to call or email will receive no credit for the examination. A Student missing an exam that the Instructor has excused must make-up the examination within one week of the date that the examination was given OR AS DIRECTED BY THE INSTRUCTOR.

### ASSIGNMENTS:

The Instructor may assign written projects to any and all Students.

### ACADEMIC HONOR:

The College of Charleston has an honor code that expects Students to govern their behavior. You can find a complete version of the Honor Code and all related processes in the **Student Handbook** at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

### EXTRA CREDIT:

**Bonus Projects** – Projects/papers for extra credit **MUST BE RELATED** to Yoga, Prana (Yogic energy) and/or Meditation. These projects/papers may include but not be limited to: typed papers, classroom Yogic demonstrations or other special projects. Requests for these projects must be submitted in writing and approved by the Instructor at least three weeks in advance of the LAST CLASS. All Bonus Projects must be submitted or presented the week prior to the LAST CLASS.
SYLLABUS

Date       Course Topics: Schedule is tentative and can change without notice.
1/10  Introduction: What will we cover in this advanced Yoga class? History of Yoga.
      Position Review: Stretching, Reclining Twist, Sparrow, Bridge and Meditation
      Learning Activities: Lecture, Demonstration and Practical

1/15  Lecture & Experiential: “Kapalabhati Breathing”
      Position Review: Stretching, Reclining Twist, Sparrow, Bridge, Fwd Bend w/partner,
      Cobra w/partner, Standing on the Ceiling, Meditation
      Learning Activities: Lecture, Demonstrations and Practical

1/17  Lecture: “Physical Aspects of Yoga”
      Position Review: Stretching, Reclining Twist, Sparrow, Bridge, Fwd Bend, Cobra,
      and Standing on the Ceiling and Meditation
      Learning Activities: Lecture, Demonstrations and Practical

1/22  Position Review: Kapalabhati, Stretching, Reclining Twist, Sparrow, Bridge, Fwd
      Bend, Fish, Cobra, Standing on the Ceiling, Meditation
      Learning Activities: Demonstrations and Practical

1/24  Lecture: “In the Moment”
      Position Review: Kapalabhati, Stretching, Reclining Twist, Sparrow, Bridge, Fwd
      Bend, Upward Facing Plank, Fish, Cobra, Boat, and Meditation
      Learning Activities: Lecture, Demonstration and Practical

1/29  Position Review: Kapalabhati, Stretching, Reclining Twist, Sparrow, Bridge, Fwd
      Bend, Upward Facing Plank, Table, Fish, Cobra, Boat, Bow, and Meditation
      Learning Activities: Demonstrations and Practical

1/31  Lecture: “Just Being”
      Position Review: Kapalabhati, Stretching, Frog, Blowing Palm, Cobra, Crescent
      Moon, Tree, Camel, Crow, Bridge, and Meditation
      Learning Activities: Lecture, Demonstration and Practical

2/5   Position Review: Kapalabhati, Stretching, Frog,
      Cobra, Crescent Moon, Crane (Standing Bow), and Meditation
      Learning Activities: Lecture, Demonstrations and Practical

2/7   Lecture: “Meditation”
      Advance Positions: Kapalabhati, Stretching, Advanced Crescent Moon, Sun Salute,
      Fwd Bend, Advanced Cobra, and Meditation
      Learning Activities: Demonstration and Practical

2/12  Lecture and Experiential: “Anulom Viloma”
      Advance Positions: Kapalabhati, Stretching, Mountain, Crane, Blowing
      Palm, Wheel, Fish, and Meditation
      Learning Lecture, Demonstration and Practical

2/14  Lecture: “Time”
      Advance Positions: Kapalabhati, Stretching, Mountain, modified Warrior, Crane,
      Blowing Palm, Wheel, and Meditation
2/19 Learning Activities: Demonstration and Practical
Advance Positions: Stretching, Sun Salute, Camel, Bridge, Advance Fish, Camel, Mountain, Crane, and Meditation Learning Activities: Lecture, Demonstration and Practical

2/21 Advance Positions: Anulom Viloma, Stretching, Sun Salute, Tree into Crane, Bridge into Fish, Mountain, Archer, and Meditation Assignment: 1 page paper on experience of playing with time Learning Activities: Demonstration and Practical

2/26 **Review for Exam**
Discussion: Experience of playing with time
Advanced Positions: Anulom Viloma, Stretching, Frog, Camel, Triangle, Archer, Mountain, modified Warrior, and Meditation Learning Activities: Discussion, Papers, Review, Demonstration and Practical

2/28 **1st Examination**
- Advanced Positions: Anulom Viloma, Stretching, Frog, Standing on the Ceiling, Camel, Triangle, Archer, Mountain, modified Warrior, and Meditation Learning Activities: Demonstration and Practical

3/2 to 3/10 **BREAK**

3/12 Advanced Positions: Kapalabhati, Stretching, Crow, Archer, Standing on the Ceiling, Triangle, Warrior, Spinal Twist, Hero, and Meditation Learning Activities: Demonstrations and Practical

3/14 Lecture: "Kriyas - Internal Cleansing Techniques"
Advanced Positions: Kapalabhati, Stretching, Crow, Archer, Standing on the Ceiling, Triangle, Warrior, Spinal Twist, Hero, and Meditation Learning Activities: Lecture, Demonstrations and Practical

3/19 Lecture: "Vipassina"
Advanced Positions: Kapalabhati, Stretching, Crow, Archer, Standing on the Ceiling, Triangle, Warrior, Spinal Twist, Hero, and Meditation Learning Activities: Lecture, Demonstrations and Practical

3/21 **Review for Exam**
Advanced Positions: Kapalabhati, Stretching, Sun Salute, Advance Cobra, Advance Camel, Archer, Bridge into Fish, Shoulder Stand, “V” Pose, and Meditation Learning Activities: Review, Demonstrations and Practical

3/26 **2nd Examination**
Advanced Positions: Kapalabhati, Stretching, Sun Salute, Tree into Crane, Bridge into Fish into “V” Pose, Shoulder Stand, Advance Spinal Twist, Hero, and Meditation Learning Activities: Demonstrations and Practical

3/28 Advanced Positions: Kapalabhati, Stretching, Sun Salute, Tree into Crane, Shoulder Stand into Bridge into Fish into “V” Pose, Spinal Twist, Hero, and Meditation Learning Activities: Demonstrations and Practical

4/2 Advanced Positions: Kapalabhati, Stretching, Sun Salute, Tree into Crane, Shoulder Stand into Bridge into Fish into “V” Pose, Spinal Twist, Hero, and Meditation
Learning Activities: Demonstrations and Practical

4/4
Advanced Positions: Kapalabhati, Stretching, Sun Salute, Tree into Crane, Bridge into Fish into “V” Pose, Shoulder Stand, Advance Spinal Twist, Hero, and Meditation
Learning Activities: Demonstrations and Practical

4/9
Advanced Positions: Kapalabhati, Stretching, Sun Salute, Tree into Crane, Bridge into Fish into “V” Pose, Shoulder Stand, Spinal Twist, Hero, and Meditation
Learning Activities: Demonstrations and Practical

4/11
Advanced Positions: Kapalabhati, Stretching, Sun Salute, Tree into Crane, Bridge into Fish into “V” Pose, Shoulder Stand, Spinal Twist, Hero, and Meditation
Learning Activities: Demonstrations and Practical

4/16
Practice positions for individual demonstrations and Meditation
Learning Activities: Practical

4/18
Practical Examination: Demonstrations of Positions
Review for Final Exam and All Bonus Projects Must Be Submitted

4/23
Final Exam