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.
- Change/Delete Program Form - Delete HEAL 216, PEAC 105, PEAC 117, EXSC 340+L from PE/TE major; add EXSC 210, PEHD 222L, PEHD 223L, EDFS 455, BIOL 201+L, BIOL 202+L to PE/TE major
- Course Form - Add 1 credit lab (PEHD 222L) to PEHD 222
- Course Form - Add 1 credit lab (PEHD 223L) to PEHD 223

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:
   
   [Signature]
   Date: 11/30/15

2. Signature of Academic Dean:
   
   [Signature]
   Date: 11/30/15

3. Signature of Provost:
   
   [Signature]
   Date: 2/23/16

4. Signature of Business Affairs (only for course fees):
   
   [Signature]
   Date: [ ]
   [ ] fee approved on [ ]
   [ ] BOT approval pending

5. Signature of Curriculum Committee Chair:
   
   [Signature]
   Date: [ ]

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

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

8. Signature of Faculty Senate Secretary:
   
   [Signature]
   Date: [ ]

Date Approved by Faculty Senate: [ ]
Course Change Proposals for Faculty Curriculum Committee
Submitted by the Department of Health and Human Performance
Academic Year, 2016-2017

<table>
<thead>
<tr>
<th>FORM</th>
<th>COURSE NUMBER/NAME OR DEGREE</th>
<th>PROPOSED CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change/Delete Program Forms</td>
<td>Physical Education/Teacher Education</td>
<td>Delete from Major: HEAL 216, PEAC 105, PEAC 117, EXSC 340</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Add to Major: EXSC 210, BIOL 201 +L, BIOL 202 +L, PEHD 222L, PEHD 223L, EDFS 455</td>
</tr>
<tr>
<td>Course Form</td>
<td>PEHD 222</td>
<td>Add 1 credit lab (PEHD 222L) as a co-requisite</td>
</tr>
<tr>
<td>Course Form</td>
<td>PEHD 223</td>
<td>Add 1 credit lab (PEHD 223L) as a co-requisite</td>
</tr>
</tbody>
</table>
FACULTY CURRICULUM COMMITTEE
CHANGE/DELETE PROGRAM FORM

Instructions:
- Please fill out all of the portions of the form that are specified in section 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, please start by checking the detailed instructions on the website.
- Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Karen Smail Phone: 953-8247 Email: smailk@cofc.edu
School: EHHP Department or Program: HEHP
Name and Acronym of Major: Physical Education Teacher Education / PEHD

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

☑ Change Request (fill out all sections)
  ☑ Add an existing course to requirements or electives
  ☑ Add a new course to requirements or electives (attach completed course form for each)
  ☑ Delete courses from requirements or electives
  ☑ Add or modify concentration*
  ☑ Add or modify cognate*

*Note: Only concentrations and cognates requiring 18 or more credit hours will be tracked in Banner and Degree Works and noted on the transcript.

☐ Terminate Program (fill out E, G, H, and I)
  ☐ Terminate degree
  ☐ Terminate major
  ☐ Terminate concentration
  ☐ Terminate cognate

C. GENERAL INFORMATION

Number of Current Credit Hours (for existing program): 126
Number of Proposed Credit Hours (for changed program): 131
Catalog Year in which changes will take effect: FALL 2016

D. CURRICULUM. Please list every change you are making below AND attach the current Program of Study Worksheet for this major (http://registrar.cofc.edu/program-of-study-resources/program-of-study-worksheets/index.php) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog. For each new course, submit the Curriculum Committee's Course Form and a sample syllabus.

This form was last updated on 6/6/2013 and replaces all others.  Page 1 of 4
Additions to the current program of study:
EXSC 210: Concepts in Fitness Assessment and Exercise Prescription (3)
BIOL 201: Human Physiology (3)
BIOL 201L: Human Physiology Lab (1)
PEHD 222L: Skill Development in Lifetime Activities (1)
PEHD 223L: Skill Development in Team Sports (1)
EDFS 455: Literacy and Assessment Content Areas (3)

Deletions to the current program of study:
HEAL 216: Personal & Community Health (3)
PEAC 105: Basketball and Volleyball (2)
PEAC 117: Badminton & Racquetball (2)
EXSC 340: Exercise Physiology (4)

E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it.

Prior to the recertification of General Education, BIOL 201/L and BIOL 202/L were required General Education Natural Science courses. These courses were not recertified as General Education courses. BIOL 202/L is the pre-requisite for EXSC 330 which is required course in PETE. Therefore PETE students will be required to take BIOL 202/L course. BIOL 201/L previously was the pre-requisite for EXSC 340 but since the program is removing that course, BIOL 201/L would no longer be required. The PETE program is requesting that BIOL 201/L be required due to specific content on the Praxis II content knowledge exam which is a requirement for certification.

The addition of EDFS 455 is due to new legislation titled “Read 2 Succeed.” This course will be required for teacher certification for all graduates in the state of South Carolina.

Due to credit hours, the addition of EXSC 210 is replacing EXSC 340. Foundational knowledge covered in the Praxis II content test is sufficiently covered in EXSC 210.

Due to credit hour restrictions, the HEAL 216 is being deleted. However, health content will be covered in existing methods classes (e.g. PEHD 352, PEHD 452) specifically related to the state standards and grade level outcomes for health.

Due to our need to meet all elements of accreditation mandates, the PEAC 105 and PEAC 117 courses are being deleted. The content covered in these courses will be covered in existing courses PEHD 222L and PEHD 223L.

F. 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 major or program?</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. Physical Education Teacher Education candidates will demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.</td>
<td>Candidates in Physical Education Teacher Education will maintain a cumulative GPA of 2.75 or higher throughout their program of study. A GPA analysis will be done at the end of each semester using the COGNOS report.</td>
</tr>
<tr>
<td>2.</td>
<td>During their program, candidates will achieve and maintain a health enhancing level of fitness on 3 out of 4 fitness assessments on the President’s Challenge Adult Fitness Test.</td>
</tr>
<tr>
<td>3.</td>
<td>Candidates will develop and implement developmentally appropriate instruction that enhances student performance/learning in K-12 environments.</td>
</tr>
<tr>
<td>4.</td>
<td>Candidates will design and analyze student-learning outcomes based on a unit of instruction during clinical practice.</td>
</tr>
<tr>
<td>5.</td>
<td>Physical Education Teacher Education candidates will demonstrate competency in motor skills and movement patterns and participate in regular physical activity.</td>
</tr>
</tbody>
</table>

Additional Outcomes or Comments:

**G. IMPACT ON EXISTING PROGRAMS AND COURSES.** Please describe the impact of this request on other programs and courses. If you are deleting a program, please describe the effect on all programs that will be impacted; if you are adding or changing a program, please explain any overlap with existing programs at the College.

Biology is not impacted because PETE students are currently taking these courses as General Education requirements. There will be an increase in enrollment in the EDFS course and in EXSC 210. There will also be decreased enrollment in HEAL.
216, PEAC 105, PEAC 117, and EXSC 340. However, we do not expect a dramatic decrease in enrollment due to significant growth in other majors (i.e. Public Health and Exercise Science). Furthermore, PEAC 105 and PEAC 117 are campus wide electives and will not be impacted with the removal of PETE majors. PEAC 117 (Badminton and Racquetball) will no longer exist at the end of Spring 2016 due to the demolition of the racquetball courts. The Coaching Minor has been made aware of the addition to PEHD 222 and PEHD 223 Labs and are preparing to submit the appropriate paper work to add the Labs to their curriculum.

H. COSTS ASSOCIATED WITH THE REQUESTED ACTION. List all of the new costs or cost savings (including new faculty/staff requests, library, or equipment) associated with your request.

Addition of 222/223 labs would require additional course coverage among PETE faculty. Faculty already assigned to teaching the corresponding lecture course will be assigned to teach the lab with no additional compensation.

I. 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.

☐ I have attached a Course Form for each newly-created or modified course.

☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

☐ I have provided the complete curriculum for the program, concentration, emphasis, etc., including the description and course list, exactly as it should appear in the catalog.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
Physical Education Major with Concentration in Teacher Education Requirements
Catalog Year: 2015-16
Degree: Bachelor of Science
Credit Hours: 81+ 78+

"PR" indicates a pre-requisite. "CO" indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://registrar.cofc.edu/general-edu for more information.

Required Courses

☐ BIOL 201 Human Physiology (4) PR: BIOL 111/111L; BIOL 112/112L
☐ BIOL 202 Human Anatomy (4) PR: BIOL 111/111L; BIOL 112/112L
☐ MATH 104 Elementary Statistics (3) PR: MATH 101 or placement
OR
☐ MATH 250 Statistical Methods I (3) PR: MATH 105 with a C- grade or better or MATH 111 or MATH 120 or permission of instructor

Physical Education Requirements

☐ BIOL 201 Human Physiology (4) PR: BIOL 111/111L; BIOL 112/112L

☐ PEHD 201 Introduction to Physical Education (cross-listed with EXSC 201) (3) PR: None

☐ HEAL 216 Personal & Community Health (3) PR: None
☐ EXSC 210 Concepts in Fitness Assessment & Exercise Prescription (3) PR: NONE

☐ EXSC 330 Kinesiology (3) PR: BIOL 202; EXSC 201 or PEHD 201

☐ EXSC 340 Exercise Physiology (4) PR: BIOL 201; EXSC 201 or PEHD 201

☐ PEHD 431 Tests & Measurements (3) PR: PEHD 201; MATH 104 or 250

☐ PEHD 458 Organizational & Administration of Physical Education (3) PR: EXSC 201 or PEHD 201; PEHD 352 or 452; senior standing

☐ PEAC 105 Basketball and Volleyball (2) PR: None

☐ PEAC 117 Badminton and Racquetball (2) PR: None

☐ PEHD 202 Lab Activities in Physical Education (2) PR: None

☐ PEHD 222 Analysis & Conduct of Lifetime Activities (3) PR: None CR: PEHD 222L
☐ PEHD 222L Skill Development in Lifetime Activities (1) CR: PEHD 222

☐ PEHD 223 Analysis & Conduct of Team Sports (3) PR: None CR: PEHD 223L
☐ PEHD 223L Skill Development in Team Sports (1) CR: PEHD 223

☐ PEHD 235 Motor Learning and Development (3) PR: None

☐ PEHD 250 Dance and Rhythms (3) PR: None

☐ PEHD 352 Physical Education for Elementary Schools (3) PR: PEHD 201; PEHD 222 or PEHD 223; CO: PEHD 352L

☐ PEHD 352L Field Experience in Elementary Schools (1) CO: PEHD 352

☐ PEHD 452 Physical Education for Middle/Secondary Schools (3) PR: PEHD 201, PEHD 352; CO: 452L

☐ PEHD 452L Field Experience in Middle/Secondary Schools (1) CO: PEHD 452

☐ PEHD 457 Adapted Physical Education (3) PR: PEHD 352, 452; CO: PEHD 457L
PEHD 457L Field Experience in Adapted Physical Education (1) CO: PEHD 457

Education Requirements

- EDFS 201∗ Foundations of Education (3) PR: Sophomore standing.
- EDFS 303 Human Growth and Development and the Educational Process (3) PR: None
- EDFS 326 Integrating Technology into Teaching (3)
- EDFS 455 Literacy and Assessment Content Areas (3)
- EDFS 460 Clinical Practice in Content Area (12) PR: Admission to a teacher education program and completion of all education requirements. This course is graded pass-fail. A grade of "P" carries only earned hours. It does not carry quality hours or quality points.

Note: *EDFS 201 is prerequisite to all other education courses with a grade of C or better.

Notes:

- Declare a major in education in using Program of Study Management (POSM) in MyCharleston as soon as possible. You will be assigned a faculty advisor to work with you in planning your program.
- You should apply for admission (this is NOT declaring your major) to the Teacher Education Program the semester you are enrolled in EDFS 201. Foundations of Education. Requirements for admission:
  - Minimum overall GPA of 2.75 and 60 earned credit hours.
  - Passing score on the 3 components of the PRAXIS 1: Pre-Professional Skills Test (Reading, Writing, and Mathematics) as designated by the South Carolina Department of Education OR qualifying SAT or ACT scores.
  - Disposition forms from (a) a general education faculty member, (b) your EDFS 201 professor, and (c) someone who has observed you working with children.
  - A grade of C or better in EDFS 201 Foundations of Education.
- Your admission process must be completed before beginning the professional program.
- Candidates interested in dual certification (e.g., elementary and early childhood, elementary and middle) must major in one area and take all of the Credit II courses in the additional certification area.
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: Karen Smail    Phone: 953-8247    Email: smailk@cofc.edu

Department or Program: Health & Human Performance    School: EHHP

Subject Acronym and Course Number: PEHD 222 Lab: Skill Development in Lifetime Activities

Catalog Year in which changes will take effect: FALL 2016

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.

Due to various curricular changes, a reduction in credit hours is necessary. Courses that previously emphasized skill development (e.g. PEAC 117: Badminton and Racquetball) have been removed from the plan of study. National Standards for Physical Education (NCATE/SHAPE America Elements 2.1 and 2.3) place an emphasis on skills development, therefore we must address the standards through the proposed laboratory course.

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.

PEHD 222 is a required course for the Coaching Minor. Therefore this course change may require faculty to consider whether or not to add a lab requirement to the Coaching Minor.
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? ____

E. 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: Health & Human Performance School: EHHP Subject Acronym: PEHD Course Number: 222/L
Credit hours: ___ lecture 1 lab ___ seminar ___ independent study 
Contact hours: ___ lecture 15 lab ___ seminar ___ independent study
Course title: Skill Development in Lifetime Activities
Course description (maximum 50 words, exactly as it appears in the catalog):
This laboratory course will include instruction on the basic skills, rules, strategies, and tactics required for successful performance in a selection of lifetime activities.
Restrictions (pre-requisites, co-requisites, majors only, etc.):
Co-requisite with PEHD 222: Analysis and Conduct of Lifetime Activities
If this is a newly-created course, is it intended to be the equivalent of an existing course? ☐ yes ☒ no
If so, which course? ________________
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.
Cross-listing, if any (submit approval from relevant department): N/A
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? $______

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.

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

Addition of a 222 lab would require additional course coverage among PETE faculty. Faculty already assigned to teaching the corresponding lecture course will be assigned to teach the lab with no additional compensation.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT. **ATTACH RUBRIC**

<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 be able to demonstrate competency in a variety of motor skills and movement patterns necessary to participate in a variety of lifetime activities.</td>
<td>Students will complete a skills assessment at the end of each unit (4 total) and score at an “acceptable” or “target” level on all items as indicated on a standardized rubric.</td>
</tr>
<tr>
<td>2. Students will be able to apply knowledge of concepts, principles, strategies, and tactics related to movement and performance in lifetime activities.</td>
<td>Students will complete a written assessment at the end of each unit and score at an “acceptable” or “target” level on all items as indicated on a standardized rubric.</td>
</tr>
<tr>
<td>3. Students will demonstrate personal and social behavior that respects self and others in physical activity settings.</td>
<td>Students’ personal and social behavior will be assessed during the skills and written assessment as well as during lab activities and they will score an “acceptable” or “target” level on all items as indicated on a standardized rubric.</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?

This course is a co-requisite with the PEHD 222: Analysis and Conduct of Lifetime Activities, which focuses on pedagogical strategies for teaching individual sports. The lab section aligns with this course by focusing on skill development in the individual sports. National standards (NCATE/SHAPE America Elements 2.1 and 2.3) mandate an increased focus on skill development for physical education teacher education majors.

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.

This form was last updated on 12/13/13 and replaces all others.
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.
Time & Place:

Instructor:

Co-requisite: PEHD 222 Analysis and Conduct of Lifetime Activities

Text:
Boston, MA: Benjamin Cummings. Other required readings posted to OAKS.

Course Description:
This course will include instruction and assessment on the basic skills and strategies in a variety of lifetime activities.

Course Objectives:
1. Students will be able to demonstrate competency in a variety of motor skills and movement patterns necessary to participate in a variety of lifetime activities.

2. Students will be able to apply knowledge of concepts, principles, strategies, and tactics related to movement and performance in lifetime activities.

3. Students will demonstrate personal and social behavior that respects self and others in physical activity settings.

Conceptual Framework:
*Standard 2.* Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K-12 standards.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>88 - 89%</td>
</tr>
<tr>
<td>B+</td>
<td>85 - 87%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 84%</td>
</tr>
<tr>
<td>B-</td>
<td>78 - 79%</td>
</tr>
<tr>
<td>C+</td>
<td>75 - 77%</td>
</tr>
<tr>
<td>C</td>
<td>70 - 74%</td>
</tr>
<tr>
<td>C-</td>
<td>68 - 69%</td>
</tr>
<tr>
<td>D+</td>
<td>66 - 67%</td>
</tr>
<tr>
<td>D</td>
<td>64 - 65%</td>
</tr>
<tr>
<td>D-</td>
<td>62 - 63%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 62%</td>
</tr>
</tbody>
</table>

Attendance Policy: Students are expected to attend and participate in each class meeting. Attendance will be recorded by the instructor each class based on the following categories: Present (100%), Late (75%), Absent (0%), and Authorized Absent (no credit or penalty). An authorized absence will only apply when verifiable documentation is presented to the instructor in advance.
Disability Access Statement:
Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged.

Honor System: The College of Charleston Honor System is recognized in this course. For the specific details of responsibility and penalty, see the current issue of the College of Charleston Student Handbook. Take special note of the following NEW policy concerning grades and cheating. "Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible 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."

Tentative Class Schedule

Unit I  Table Tennis
A. Rules, scoring, etiquette, and equipment
B. Fundamental skills and technique
C. Strategy/critical thinking
D. Application of skills, tactics, and strategies
E. Assessment of skills, tactics, and strategies

Unit II  Personal Fitness
A. Safety, components, principles
B. Fundamental technique and procedure
C. Strategy/program design
D. Application of skills, tactics, and strategies
E. Assessment of skills, tactics, and strategies

Unit III  Pickleball/USTA Tennis
A. Rules, scoring, etiquette, equipment, and courts
B. Fundamental skills and techniques
C. Strategy
D. Application of skills, tactics, and strategies
E. Assessment of skills, tactics, and strategies

Unit IV  Golf
A. Safety, equipment, and set up
B. Fundamental skills and techniques
C. Specific training techniques
D. Application of skills, tactics, and strategies
E. Assessment of skills, tactics, and strategies
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: Karen Smail		Phone: 953-8247		Email: emailk@cofc.edu
Department or Program: Health & Human Performance	School: EHHP
Subject Acronym and Course Number: PEHD 223 Lab: Skill Development in Team Sports
Catalog Year in which changes will take effect: FALL 2016

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.

Due to various curricular changes, a reduction in credit hours is necessary. Courses that previously emphasized skill development (e.g. PEAC 105: Basketball and Volleyball) have been removed from the plan of study. National Standards for Physical Education (NCATE/SHAPE America Elements 2.1 and 2.3) place an emphasis on skills development; therefore we must address the standards through the proposed laboratory course.

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.

PEHD 223 is a required course for the Coaching Minor. Therefore this course change may require faculty to consider whether or not to add a lab requirement to the Coaching Minor.

This form was last updated on 12/13/13 and replaces all others.
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? __________

E. 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: Health & Human Performance School: EHHP Subject Acronym: PEHD Course Number: 223/1.

Credit hours: __ lecture 1 lab __ seminar __ independent study
Contact hours: __ lecture 15 lab __ seminar __ independent study

Course title: Skill Development in Team Sports

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

This laboratory course will include instruction on the basic skills, rules, strategies, and tactics required for successful performance in a selection of team sports.

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

Co-requisite with PEHD 223: Analysis and Conduct of Team Sports

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes □ no
If so, which course? _______________________

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.

Cross-listing, if any (submit approval from relevant department): N/A
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.
F. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

Addition of a 223 lab would require additional course coverage among PETE faculty. Faculty already assigned to teaching the corresponding lecture course will be assigned to teach the lab with no additional compensation.

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 be able to demonstrate competency in a variety of motor skills and movement patterns during a variety of team sports.</td>
<td>Students will complete a skills assessment at the end of each unit (4 total) and score at an “acceptable” or “target” level on all items as indicated on a standardized rubric.</td>
</tr>
<tr>
<td>2. Students will be able to apply knowledge of concepts, principles, strategies, and tactics related to movement and performance in team sports.</td>
<td>Students will complete a written assessment at the end of each unit and score at an “acceptable” or “target” level on all items as indicated on a standardized rubric.</td>
</tr>
<tr>
<td>3. Students will demonstrate personal and social behavior that respects self and others in physical activity settings.</td>
<td>Students’ personal and social behavior will be assessed during the skills and written assessment as well as during lab activities and they will score an “acceptable” or “target” level on all items as indicated on a standardized rubric.</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?

This course is a co-requisite with the PEHD 223: Analysis and Conduct of Team Sports which focuses on pedagogical strategies for teaching team sports. The lab section aligns with this course by focusing on skill development in the team sports. National standards (NCATE/SHAPE America Elements 2.1 and 2.3) mandate an increased focus on skill development for physical education teacher education majors.

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
Department of Health & Human Performance
PEHD 223L: Skill Development in Team Sports

Time & Place:

Instructor:

Co-requisite: PEHD 223 Analysis and Conduct of Team Sports

Texts:
Boston, MA: Benjamin Cummings. Other required readings posted to OAKS.

Course Description:
This course will include instruction and assessment on the basic skills and strategies in a variety of team sports.

Course Objectives:
1. Students will be able to demonstrate competency in a variety of motor skills and movement patterns necessary to participate in a variety of lifetime activities.

2. Students will be able to apply knowledge of concepts, principles, strategies, and tactics related to movement and performance in lifetime activities.

3. Students will demonstrate personal and social behavior that respects self and others in physical activity settings.

Conceptual Framework:
Standard 2. Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K-12 standards.

Grading Scale:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>88 - 89%</td>
</tr>
<tr>
<td>B+</td>
<td>85 - 87%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 84%</td>
</tr>
<tr>
<td>B-</td>
<td>78 - 79%</td>
</tr>
<tr>
<td>C+</td>
<td>75 - 77%</td>
</tr>
<tr>
<td>C</td>
<td>70 - 74%</td>
</tr>
<tr>
<td>C-</td>
<td>68 - 69%</td>
</tr>
<tr>
<td>D+</td>
<td>66 - 67%</td>
</tr>
<tr>
<td>D</td>
<td>64 - 65%</td>
</tr>
<tr>
<td>D-</td>
<td>62 - 63%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 62%</td>
</tr>
</tbody>
</table>

Attendance Policy: Students are expected to attend and participate in each class meeting. Attendance will be recorded by the instructor each class based on the following categories: Present (100%), Late (75%), Absent (0%), and Authorized Absent (no credit or penalty). An authorized absence will only apply when verifiable documentation is presented to the instructor in advance.
Disability Access Statement:
Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged.

Honor System: The College of Charleston Honor System is recognized in this course. For the specific details of responsibility and penalty, see the current issue of the College of Charleston Student Handbook. Take special note of the following NEW policy concerning grades and cheating. "Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible 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."

Tentative Class Schedule

Unit I  Soccer
A. Rules, scoring, etiquette, and equipment
B. Fundamental skills and technique
C. Strategy/critical thinking
D. Application of skills, tactics, and strategies
E. Assessment of skills, tactics, and strategies

Unit II  Team Handball
A. Safety, components, principles
B. Fundamental technique and procedure
C. Strategy/program design
D. Application of skills, tactics, and strategies
E. Assessment of skills, tactics, and strategies

Unit III  Lacrosse
A. Rules, scoring, etiquette, equipment, and courts
B. Fundamental skills and techniques
C. Strategy
D. Application of skills, tactics, and strategies
E. Assessment of skills, tactics, and strategies

Unit IV  Flag Football
A. Safety, equipment, and set up
B. Fundamental skills and techniques
C. Specific training techniques
D. Application of skills, tactics, and strategies
E. Assessment of skills, tactics, and strategies