**BYU Hawaii Curriculum Proposal Number [16-19]**

**Section 1 - Approvals**

**Approvals**

Name of Proposal: EXS New Classes

Submitted by: David Porter  
Signature: [Signature]

Date: September 16, 2016

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Recommendation/Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Faculty Vote: For [ ], Against [ ], Abstain [ ], Absent [ ]</td>
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<tr>
<td>1. Approved by Department Exercise Sports Science</td>
<td>Signature: [Signature]</td>
<td>9/21/16</td>
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<td>Chair: David Porter</td>
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<td>2. Approved by College Math &amp; Sciences</td>
<td>Signature: [Signature]</td>
<td>9/21/16</td>
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<td>Dean: Mark Cannon</td>
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<td>3. Approved by General Education (if any GE course is affected)</td>
<td>Signature: N/A</td>
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<tr>
<td>GE: Russell Carlson</td>
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<td>4. Approved by University Curriculum Committee</td>
<td>Signature: [Signature]</td>
<td>10/13/16</td>
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<td>UCC: Jennifer Lane</td>
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<td>5. Approved by Deans’ Council</td>
<td>Signature: N/A</td>
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<td>AVP: John Bell</td>
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<td>6. Approved by the President’s Council (for new programs)</td>
<td>Signature: N/A</td>
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<td>Pres: John Tanner</td>
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Summary:

I am proposing the addition of two courses for the general student population. The courses are: EXS 131, Beginning Table Tennis; and EXS 132, Intermediate Table Tennis.

These two courses are not required courses within the EXS major and do not fill any General Education Requirements. The proposal to add these courses to our EXS offerings is due to the large interest in Table Tennis from our Asian student population.

We have found that students from Asia enjoy participating in table tennis and we believe that courses to teach proper technique and game understanding will be enthusiastically received by the student body in general.

We are also making this proposal to provide skills to students that may be amplified through our Intramural offerings. We believe that these courses meet all four standards of President John Tanner’s hope for the future as we transition toward a University without Intercollegiate Athletics (Fitness, Fairness, Fellowship & Fun).
Section 3 - Program Proposal

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new program proposal.

Effective Date: Immediately upon approval
College: Math & Sciences
Abbreviation: EXS

No Major Requirement Sheets will be affected.

Immediately following this page, attach the revised Major Requirements Sheet and sample Major Academic Plan.

Following the MRS and MAP, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.
Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

**Effective Date:** Immediately upon approval

**College:** Math & Science

**Course Prefix:** EXS

**Course Number:** 131

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**NEW COURSE.**

**Full Title:** Beginning Table Tennis

**Short Title (for Transcript, 30-char max):** Beg. Table Tennis

**Catalog Entry (50-word recommended maximum):** Introduction to the sport of table tennis. Designed for those students who have had little or no previous experience in table tennis.

**Prerequisites:** None

**Credit Hours:** 1

**Frequency:** F,W

**Grading Method:** A-B-C

**Course Fees:** None

**Learning Objectives:**

1. Learning basic rules and scoring related to the sport of table tennis.

2. Learning basic strokes of table tennis. These include, but are not limited to, forehand drive, backhand drive, forehand underspin, backhand underspin, serve, return of serve.

3. Learn basic physiological warm-up procedures to insure a safe and productive learning and playing climate.

4. Learn basic tactics for singles play.

5. Learn basic tactics for doubles play.

6. Learn basic strategy using multiple tactics for singles play.

7. Learn basic strategy using multiple tactics for doubles play.

8. Develop consistency of play from both forehand and backhand sides.

9. Implement developed consistency along with appropriate tactics and strategy in singles play.

10. Implement developed consistency along with appropriate tactics and strategy in doubles play.

**Assessment Methods:**

1. Written and oral evaluation relating to rules and scoring of table tennis.

2. Demonstrate proficiency in the basic strokes of table tennis. These include, but are not limited to, forehand drive, backhand drive, forehand underspin, backhand underspin, serve, return of serve.
3. Demonstrate appropriate warm-up procedures and explain verbally and/or in writing reasons for such actions.

4. Demonstrate at least two different tactics for singles play.

5. Demonstrate at least two different tactics for doubles play.

6. Demonstrate strategy through the use of at least two different tactics in singles play.

7. Demonstrate strategy through the use of at least two different tactics in doubles play.

8. Demonstrate consistency of play by rallying with instructor from both forehand and backhand sides.

9. Demonstrate understanding of consistency, tactics, and strategy through actual singles play.

10. Demonstrate understanding of consistency, tactics, and strategy through actual doubles play.

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Immediately following this page, attach a sample syllabus if needed.

Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.
Learning Objectives:

1. Learning basic rules and scoring related to the sport of table tennis.
2. Learning basic strokes of table tennis. These include, but are not limited to, forehand drive, backhand drive, forehand underspin, backhand underspin, serve, return of serve.
3. Learn basic physiological warm-up procedures to insure a safe and productive learning and playing climate.
4. Learn basic tactics for singles play.
5. Learn basic tactics for doubles play.
6. Learn basic strategy using multiple tactics for singles play.
7. Learn basic strategy using multiple tactics for doubles play.
8. Develop consistency of play from both forehand and backhand sides.
9. Implement developed consistency along with appropriate tactics and strategy in singles play.
10. Implement developed consistency along with appropriate tactics and strategy in doubles play.

Assessment Methods:

1. Written and oral evaluation relating to rules and scoring of table tennis.
2. Demonstrate proficiency in the basic strokes of table tennis. These include, but are not limited to, forehand drive, backhand drive, forehand underspin, backhand underspin, serve, return of serve.
3. Demonstrate appropriate warm-up procedures and explain verbally and/or in writing reasons for such actions.
4. Demonstrate at least two different tactics for singles play.
5. Demonstrate at least two different tactics for doubles play.
6. Demonstrate strategy through the use of at least two different tactics in singles play.
7. Demonstrate strategy through the use of at least two different tactics in doubles play.
8. Demonstrate consistency of play by rallying with instructor from both forehand and backhand sides.
9. Demonstrate understanding of consistency, tactics, and strategy through actual singles play.
10. Demonstrate understanding of consistency, tactics, and strategy through actual doubles play.

Grading:

There will be 10% of the final grade awarded for each of the 10 Learning Objectives listed above. The assessment methods are also listed above.
University – Hawaii Academic Honesty Policy

The first injunction of the BYUH Honor Code is the call to “be honest.” Students come to the university not only to improve their minds, gain knowledge, and develop skill that will assist them in their life’s work, but also to build character. “President David O. McKay taught that character is the highest aim of education.” (The Aims of a BYU-Hawaii Education p.6) It is the purpose of the BYU – Hawaii Academic Honesty Policy to assist in fulfilling that aim.

BYU-Hawaii students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Learn more at, services.byuh.edu/honorcode/Academic_Honest_Policy

Preventing Sexual Harassment

Title IX of the education amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including Federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Human Resource Services at 780-8875 (24 hours).

Students With Disabilities

Brigham Young University – Hawai‘i is committed to providing a working and learning atmosphere, which reasonably accommodates a qualified person with disabilities. If you have a disability that may impair your ability to complete this course successfully, please contact the students with Special Need coordinator, Leilani Auna at 293-3999 or 293-3518. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Human Resource Services at 780-8875.
Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Immediately upon approval
College: Math & Science
Course Prefix: EXS
Course Number: 132

NEW COURSE.

Full Title: Intermediate Table Tennis
Short Title (for Transcript, 30-char max): Inter. Table Tennis
Catalog Entry (50-word recommended maximum): Development in the sport of table tennis. Designed for those students who have had previous experience in table tennis.
Prerequisites: None
Credit Hours: 1
Frequency: F,W
Grading Method: A-B-C
Course Fees: None

Learning Objectives:
1. Review basic rules and scoring related to the sport of table tennis.
2. Review basic strokes of table tennis. These include, but are not limited to, forehand drive, backhand drive, forehand underspin, backhand underspin, serve, return of serve.
3. Review basic physiological warm-up procedures to insure a safe and productive learning and playing climate.
4. Learn advanced tactics for singles play.
5. Learn advanced tactics for doubles play.
7. Learn advanced strategy using multiple tactics for doubles play.
8. Develop advanced consistency of play from both forehand and backhand sides.
9. Implement advanced consistency along with appropriate tactics and strategy in singles play.
10. Implement advanced consistency along with appropriate tactics and strategy in doubles play.

Assessment Methods:
1. Written and oral evaluation relating to rules and scoring of table tennis.
2. Demonstrate intermediate to advanced proficiency in the basic strokes of table tennis. These include, but are not limited to, forehand drive, backhand drive, forehand underspin, backhand underspin, serve, return of serve.
3. Demonstrate appropriate warm-up procedures and explain verbally and/or in writing reasons for such actions.

4. Demonstrate at least four different tactics for singles play.

5. Demonstrate at least four different tactics for doubles play.

6. Demonstrate strategy through the use of at least four different tactics in singles play.

7. Demonstrate strategy through the use of at least four different tactics in doubles play.

8. Demonstrate consistency of play by rallying with instructor from both forehand and backhand sides while in an active point situation.

9. Demonstrate intermediate to advanced levels of consistency, tactics, and strategy through actual singles play.

10. Demonstrate intermediate to advanced levels of consistency, tactics, and strategy through actual doubles play.

Immediately following this page, attach a sample syllabus if needed.

Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.
Learning Objectives:

1. Review basic rules and scoring related to the sport of table tennis.
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3. Review basic physiological warm-up procedures to insure a safe and productive learning and playing climate.
4. Learn advanced tactics for singles play.
5. Learn advanced tactics for doubles play.
7. Learn advanced strategy using multiple tactics for doubles play.
8. Develop advanced consistency of play from both forehand and backhand sides.
9. Implement advanced consistency along with appropriate tactics and strategy in singles play.
10. Implement advanced consistency along with appropriate tactics and strategy in doubles play.

Assessment Methods:

1. Written and oral evaluation relating to rules and scoring of table tennis.
2. Demonstrate intermediate to advanced proficiency in the basic strokes of table tennis. These include, but are not limited to, forehand drive, backhand drive, forehand underspin, backhand underspin, serve, return of serve.
3. Demonstrate appropriate warm-up procedures and explain verbally and/or in writing reasons for such actions.
4. Demonstrate at least four different tactics for singles play.
5. Demonstrate at least four different tactics for doubles play.
6. Demonstrate strategy through the use of at least four different tactics in singles play.
7. Demonstrate strategy through the use of at least four different tactics in doubles play.
8. Demonstrate consistency of play by rallying with instructor from both forehand and backhand sides while in an active point situation.
9. Demonstrate intermediate to advanced levels of consistency, tactics, and strategy through actual singles play.
10. Demonstrate intermediate to advanced levels of consistency, tactics, and strategy through actual doubles play.

Grading:

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103. **Movement Fundamentals** (1) (Variable) Designed to develop basic locomotion movements essential to motor skill acquisition. Fee required.

112. **Beginning Golf** (1) (Variable) Designed for those students wanting to learn the basic game of golf. Not for those with advanced skills. Fee required.

113. **Intermediate Golf** (1) (Variable) This course is for students with good understanding of USGA rules and good basic skills.

115. **Beginning Bowling** (1) (Variable) Designed for those students wanting to learn the basic skills of bowling. Fee required.

126. **Archery** (1) (Variable) A beginning level course where students learn the basic fundamentals of archery.

129. **Fitness and Lifestyle Management** (2) (F, W, S) An online course designed to teach principles and practices of a healthy lifestyle of wellness and being.

130. **Beginning Racquetball** (1) (Variable) Designed for students with no formal background in racquetball.

131. **Beginning Table Tennis** (1) (F, W) Introduction to the sport of table tennis. Designed for those students who have had little or no previous experience in table tennis.

132. **Intermediate Table Tennis** (1) (F, W) Development in the sport of table tennis. Designed for those students who have had previous experience in table tennis.

133. **Beginning Tennis** (1) (Variable) Designed for those students wanting to learn the basic skills of tennis.

134. **Intermediate Tennis** (1) (Variable) This course is designed for those that completed a beginning level course or higher.

136. **Badminton** (1) (Variable) Designed for those students that have had no previous experience in badminton.

140. **Beginning Basketball** (1) (Variable) Designed for those students wanting to learn the basic skills for participating in the game of basketball.