Code # UCC02 (2014)

**New/Special Course Proposal-Bulletin Change Transmittal Form**

x **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

☐ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

|  |
| --- |
| x**New Course or** ☐ **Special Course (Check one box)***Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.*  |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Department Chair:**  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (If applicable)**   |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

UC 1251

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

HealthRhythms 101

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Experiential learning

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

Empowers students to learn ways to experience emotional, physical and social stress management benefits through group drumming. Build communication and personal expression skills.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

No

b. Why?

Enter text...

9. Course frequency(e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

Spring second session

10. Contact Person (Name, Email Address, Phone Number)

Patricia Glascock, E.d.S., LPC, ASU Counseling Center, pglascoc@astate.edu, 870-972-2318

11. Proposed Starting Term/Year

Spring 2015

12. Is this course in support of a new program? No

If yes, what program?

Enter text...

13. Does this course replace a course being deleted? No

If yes, what course?

Enter text...

Has this course number been used in the past? No

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Stress has been named as a major obstacle to student success. Many students lack interpersonal skills which can further increase stress. Students will learn breathing techniques, guided imagery and relaxation techniques to manage their stress. Communication, personal expression and relational skills will be strengthened through group drumming. .

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

University College works to strengthen students’ developmental skills, such as adjustment to college. This course would assist students in further developing stress management and interpersonal skills.

c. Student population served.

Undergraduate students

d. Rationale for the level of the course (lower, upper, or graduate).

The materials presented in this course are introductory and basic.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Emphasis | Topic | Techniques |
| 1 | Rhythm for Stress Reduction | Stress overview | Abdominal Breathing;Four Counted Breath;Guided Imagery |
| 2 | Rhythm for Exercise | Physiological Response | Benson’s Relaxation Response; Cued /Controlled relaxation;Vizualization |
| 3 | Rhythm for Self-Expression and Communication Confidence | Connecting;Assertiveness;I Messages | Progressive Muscle Relaxation;4-7-8 breathing;Meditation |
| 4 | Rhythm for Support, Cooperation and Collaboration | PerceptionThought PatternsApproaching | Quick coherence;Conscious Body ;Forrest Vizualization |
| 5 | Rhythm for Self-Nurturing | Self-TalkCoping Stratigies | Quiet Reflex;Calming ResponseEntering Alpha state |
| 6 | Rhythm for Spirituality-Managing Stress | Spirituality | Attitude Breathing;Gratitude Breathing;Visualization-floating leaves |
| 7 | Rhythm for Self-Esteem and Overall Confidence | Diet and Nutrition | Positive self-image;Self-hypnosis;Mindfulness meditation |
| 8 | Presentations and Final Projects |  |  |

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Quizzes, research paper, response/application papers

18. Special features (e.g. labs, exhibits, site visitations, etc.)

Enter text...

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

No

20. What is the primary intended learning goal for students enrolled in this course?

Students will learn stress management techniques, cooperation, communication and personal expression skills

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Enter text...

b. Number of pages of reading required per week: Enter text...

c. Number of pages of writing required over the course of the semester: Enter text...

22. High-Impact Activities (Check all that apply)

xCollaborative assignments

☐Research with a faculty member

☐Diversity/Global learning experience

☐Service learning or community learning

☐Study abroad

☐Internship

☐Capstone or senior culminating experience

 Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

Student will have techniques to manage stress, have confidence in their communication and personal expression skills.

Learning Activity:(For example, what instructional processes do you plan to use to help students reach this outcome?)

Students will used breathing, relaxation, meditation and guided imagery techniques.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Students will use reflection responses to demonstrate learning techniques.

*(Repeat if needed for additional outcomes 2 and 3)*

**Outcome #2:**

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

**Outcome #3**:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

* 1. Global Awareness

☐Minimally
☐Indirectly
xDirectly

* 1. Thinking Critically

☐Minimally
☐Indirectly
xDirectly

* 1. Using Technology

☐Minimally
xIndirectly
☐Directly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

C 1151.

Stress Management 101

This course is a one credit elective to introduce students

to basic theoretical and practical concepts of stress management with a focus on personal applica

-

tion to help prevent or reduce cognitive, emotional, and physical symptoms resulting from distress.

Spring.

Page 394

UC 1251 Empowers students to learn ways to experience emotional, physical and social stress management benefits through group drumming. Build communication and personal expression skills.

UC 200V.

Special Topics

Individual study arranged in consultation with the instructor. Course

may be used by any college but must be approved by the Dean of University College, department

chair, and College Dean prior to enrollment. One - four credit hours; may be repeated but may not

exceed four hours total. Demand