Code # UCC03 (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

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| --- |
| 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 1161

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).

Worry Management 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 letter

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.

1. Introduce students to basic concepts of worry management with a focus on personal application to help prevent or reduce the effects of cognitive, emotional, physical symptoms and behaviors resulting from unmanaged worry.

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?

None

b. Why?

Enter text...

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

Fall, Spring second sessions

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

Phil Hestand, Ph.D., LP, LPC, Counselor Supervisor, Director, ASU Counseling Center, Jonesboro Campus; phestand@astate.edu, 870-972-2318

11. Proposed Starting Term/Year

Fall 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)

Unmanaged worry may have negative effects on students’ academic performances. Students will learn various techniques and effective coping strategies for managing worry with application to academic success..

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 serves a variety of the developmental needs of students from all majors. Since worry may be triggered by the demands of transitioning to college and negatively influence academic performance, it may be considered a developmental need of students.

c. Student population served.

This class is open to all undergraduate students regardless of disciplines.

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

The worry management material and activities provided are basic. This course is applicable for lower level undergraduate students.

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.)

|  |  |  |  |
| --- | --- | --- | --- |
| **Session** | **Topic**(Lecture/Discussion on the topic will be followed by a learning assessment, i.e.- quiz or response paper) | **Individual and Group Facilitated Activity**(Students will complete a self-assessment and share their experiences in group format facilitated by instructor) | **Experiential Activity**(Students will learn and practice self- calming activities) |
| Week 1 | Introduction, nature of worry; worry verses anxiety; types of anxiety | Burn’s Informal Anxiety and Coping Inventory | Breathing, Breath Control; Abdominal Breathing |
| Week 2 | The physiology of worry-anxiety;  | Analyze your physical response to anxiety | Progressive Relaxation |
| Week 3 | Creating new habits and the importance of diet; nutrition | Analyze your diet | Benson Relaxation Response; Gratitude Breathing  |
| Week 4 | Changing your thinking patterns; the effects of positive thinking  | Thinking Pattern analysisABCDE pattern  | Guided Imagery, Thought Stopping |
| Week 5 | Sleep hygiene and worry-anxiety management | Sleep hygiene analysis | Visualization; Self Hypnosis |
| Week 6 | Exercise; the effect of exercise on brain chemistry  | Analyze your barriers to exercise | Stretching; Walking, Mindfulness |
| Week 7 | Learning calmness activities; Mindfulness;Social support and worry-anxiety management | Relaxation assessmentsSelf-esteem inventoryStress Vulnerability | Autogenic training;Meditation |
| Week8 | Final Exam | Projects Due |  |

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

Quizzes, response papers, service learning project, projects using the techniques learned.

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

Practice a variety of breathing, relaxation, meditation and Mindfulness activities.

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 various techniques and effective coping strategies for managing worry with application to increasing their academic success

21. Reading and writing requirements:

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

Resource: Arden, John B. (2009). *The Heal Your Anxiety Workbook, New Techniques for moving from Panic to Inner Peace.*  Fair Winds, Beverly, MA.

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

c. Number of pages of writing required over the course of the semester: 5

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: Enter text...

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?)

Students will incorporate worry reduction practices into their life-styles.

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

Students will practice breathing, relaxation, meditation, obsessive thought stopping and Mindfulness activities.

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

Students will demonstrate learning through a written Exercise Responses for each activity, Weekly monitoring assessments, quizzes and reflection paper.

*(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
xIndirectly
☐Directly

* 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.

Paste bulletin pages here...