

WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department THAD Date 1.28.14
125 Meditation Practice 1
Course No. Course Name Credits
Prerequisites None

GEP Goal Area(s):*

CORE GOAL AREAS

- Goal 1: Communication
- Goal 3: Natural Science
- Goal 4: Mathematics/Logical Reasoning
- Goal 5: History and the Social and Behavioral Sciences
- Goal 6: The Humanities and Fine Arts

THEME GOAL AREAS

- Goal 7: Human Diversity
- Goal 8: Global Perspective
- Goal 9: Ethical and Civic Responsibility
- Goal 10: People and the Environment

* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories (list number of credits desired in appropriate category):

Intensive:

- 1. Writing
- 2. Oral Communication
- 3a. Mathematics/Statistics
- 3b. Critical Analysis

Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a *General Education Program Approval Form*.

Department Contact Person for this Proposal:

Gretchen Cohenour
Name (please print)

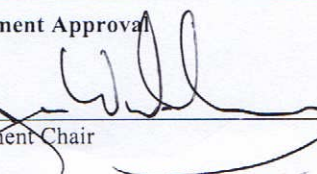
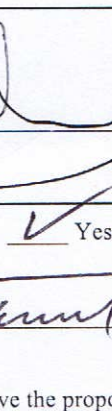
x 5665
Phone

gcohenour@winona.edu
e-mail address

**WINONA STATE UNIVERSITY
GENERAL EDUCATION PROGRAM APPROVAL FORM**

Routing form for General Education Program Course approval.

Course THAD 125

Department Approval	
 Department Chair	Date <u>1.28.14</u> e-mail address <u>jwilliams@winona.edu</u>
Dean's Recommendation <input checked="" type="checkbox"/> Yes ___ No*	
 Dean of College	Date <u>1-28-14</u>
*If the dean does not approve the proposal, a written rationale should be provided to the General Education Program Subcommittee.	
GEPS Recommendation ___ Approved ___ Disapproved	
_____ Chair, General Education Program Subcommittee	_____ Date
A2C2 Recommendation ___ Approved ___ Disapproved	
_____ Chair of A2C2	_____ Date
Faculty Senate Recommendation ___ Approved ___ Disapproved	
_____ President of Faculty Senate	_____ Date
Academic Vice President Recommendation ___ Approved ___ Disapproved	
_____ Academic Vice President	_____ Date
Decision of President ___ Approved ___ Disapproved	
_____ President	_____ Date
Please forward to Registrar.	
Registrar _____ Date entered	Please notify department chair via e-mail that curricular change has been recorded.

WINONA STATE UNIVERSITY

PROPOSAL FOR A NEW COURSE

This form is to be used to submit a proposal for a new undergraduate or graduate course. Every item on this form must be completed prior to submission to A2C2. The department proposing a new course must include a *Financial and Staffing Data Sheet* and a *New and Revised Course and Program Approval Form* with the department chairperson's and Dean's signatures. Refer to Regulation 3-4, *Policy for Changing the Curriculum*, for complete information on submitting proposals for curricular changes.

Department: Theatre and Dance

Date : January 25, 2014

THAD 125
Course No.

Meditation Practice
Course Title

1
Credits*

This proposal is for a(n): Undergraduate Course Graduate Course

Is this course for USP? Yes** No Is this course for GEP? Yes** No

List all Major Codes to which this proposal applies as a required course:

List all Major Codes to which this proposal applies as an elective course: THTR

List all Minor Codes to which this proposal applies as a required course:

List all Minor Codes to which this proposal applies as an elective course: DANC

Prerequisites None _____

Grading method Grade only P/NC only Grade and P/NC Option

Frequency of offering : once or twice yearly _____

What semester do you anticipate that will this course be offered for the first time? Fall 2014 _____

Note: The approval process for a new course typically takes at least four to six weeks

* If this course will change the number of credits for any major or minor, the form *Proposal for a Revised Program* must also be submitted and approved according to the instructions on that form. **NA**

**For General Education Program (GEP) or University Studies (USP) course approval, the form *Proposal for General Education Courses* or *Proposal for University Studies Courses* must also be completed and submitted according to the instructions on that form.

Please provide all of the following information:

(Note: a syllabus or other documentation may not substitute for this)

A. Course Description

1. Description of the course as it will appear in the WSU catalog, including the credit hours, any prerequisites, and the grading method. If the course can be repeated, indicate the maximum number of credit hours for which this can be done.

THAD 125 Catalogue Description:

Students learn how to practice mindfulness meditation as a lifelong skill for personal development and integration. This course is designed to provide students with knowledge, skills, and support for independent practice. Meets GEP Physical Development and Wellness. Grade only. May be repeated for up to eight credit hours.

2. Course outline of the major topics, themes, subtopics, etc., to be covered in the course. This outline should be, at a minimum, a two-level outline, i.e., consisting of topics and subtopics. This information will be submitted to MnSCU by the WSU Registrar's office.

THAD 125 COURSE OUTLINE:

- I. What is Meditation? (GEP PhyDevWell Competency 1)
 - a. The process of sitting, walking, and engaging in any activity with mindfulness
 - b. A current western practice form with roots in eastern spiritual traditions
 - c. Learning about mind and body processes through awareness training over time
 - d. An opportunity to investigate habits and assumptions about consciousness and embodiment
 - e. A simple 'middle' path for personal development, transformation, and integration

- II. Why Meditate? (GEP PhyDevWell Competencies 1, 2, 5)
 - a. To investigate the nature of reality through relaxed, present moment awareness
 - b. To cultivate concentration, persistence, confidence, balanced effort and energy
 - c. To cultivate conditions for insight, self knowledge, self care, and wholesome choices
 - d. To cultivate patience, tolerance, kindness, and compassion for self and others
 - e. To manage and balance personal stress in the midst of constant change

- III. Guidance for Practice (GEP PhyDevWell Competencies 1, 2, 3)
 - a. Relaxing the body; opening and quieting the mind; suspending judgment
 - b. Observing and discerning the relationships between thoughts, feelings, and physical sensations as they arise in present moment, and 'past' and 'future' thinking patterns
 - c. Observing the way the mind perceives whatever arises in consciousness
 - d. Noticing reactions to these perceptions as either pleasant, unpleasant, or neutral
 - e. Becoming aware of habitual, distracted and reactive states as they arise, and learning through practice to 'refresh' the attention to present moment experience and breath
 - f. Learning to begin again and again and not give up

- IV. Embodiment (GEP PhyDevWell Competencies 1, 4)
 - a. Posture: Finding the middle body in relation to the pull of gravity and space
 - b. Breath: Observing cellular pathways in the bodymind without fixing or controlling
 - c. Grounding and support: Exploring alignment in sitting and walking practice
 - d. Observing changing patterns of tension and release in stillness and movement
 - e. Seeing and Letting go of unwholesome patterns and cultivating skillfulness

- V. Applications and Ongoing Investigation (GEP PhyDevWell Competencies 3, 4)
 - a. Meditation in Movement: Yoga, Qigong, Dance, and Somatics
 - b. Meditation skills support creative process and enhance actor, dancer, musician, and embodied arts training methods.
 - c. Developing and sustaining a daily home practice
 - d. Integrating practice skills in daily life situations and challenging conditions

- VI. Assessment: (GEP PhyDevWell Competencies 1, 2, 3, 4, 5)
 - a. Weekly Class Attendance and group practice
 - b. Weekly meditation practice journal
 - c. Responses to meditation articles and text
 - e. Creative Research Synthesis Project in a chosen art form relating to meditation practice
 - f. Reflection paper on integrating personal practice in daily life and goals for continuing 'Keep calmly knowing change'

3.a Instructional delivery methods utilized: (Please check all that apply).

Auditorium/Classroom:	ITV	Online	Web Enhanced	Web Supplemented
Laboratory:	Service Learning	Travel Study	Internship/Practicum	
XX Other:	Open Studio Space with meditation cushions and yoga props			

3.b. MnSCU Course media codes: (Please check all that apply).

None:	3. Internet	6. Independent Study	9. Web Enhanced
1. Satellite	4. ITV Sending	7. Taped	10. Web Supplemented
2. CD Rom	5. Broadcast TV	8. ITV Receiving	

4. Course requirements (papers, lab work, projects, etc.) and means of evaluation.

Assessment:

70% Attendance/participation/assignments. Aspiring to develop a personal Meditation practice and committing to attending each session is the heart of this experience. Missing more than one class during the semester will lower your grade by one letter for each additional session missed.

15% Meditation Practice Journal and log. Daily meditation practice (even for 5-10 minutes) develops continuity of mindfulness. Start with just 5 minutes a day outside of class, and gradually increase the time. Weekly journal entries include a dated log of your practice for that week, and include a minimum of one descriptive paragraph, questions or observations about your practice that week. (Include your name, dates and times on each entry). **Submit in D2L Dropbox - 1 submission for each week of the semester.**

5% Response to Text and posted articles on Meditation. See D2L news page and drop box for details.

5% Synthesis Project: Create a work of art in a medium of your choice relating to and/or inspired by your meditation practice. Include 2 research sources. Project proposal and plan is due on **M. Nov. 4 at noon.** Projects will be shared on the last class day, **M. Dec. 2 at noon.** Examples of past projects have included painting, haiku, photography, collage, sculpture, dance and musical composition.

5% Reflection paper: Referencing THAD 125 course learner outcomes, reflect on your experience in meditation practice this semester, how it integrates in your life. Conclude your paper stating three 'take-aways' that you integrate in daily life, and your personal goals for continuity of practice beyond this class.

5. Course materials (textbook(s), articles, etc.).

Required Text:

Smith, Jean (ed.) Breath Sweeps Mind: A First Guide to Meditation Practice. New York: Riverhead Books, 1998.

Additional Sources, Articles, and Course bibliography will be posted on D2L

6. List the student learning outcomes for this course and how each outcome will be assessed.

Physical Development and Wellness (2 S.H.)

Goal: To provide students with fundamental knowledge and practical skills in the areas of lifetime physical activity, health awareness, and wellness. Wellness is a continual life-long process of individual self-discovery across a broad spectrum consisting of the emotional, environmental, intellectual, occupational, physical, social, and spiritual dimensions. Such courses offer holistic experiences designed to foster an environment that provides opportunities for student refinement and balance of all dimensions through quality lifetime health, nutrition, fitness, leisure, and wellness habits.

Physical Development and Wellness Student Competencies	THAD 125 Meditation Practice Student Learning Outcomes	Assessment Plan
Make proactive choices that lead to a healthier lifestyle through increased knowledge of personal health, nutrition, fitness, leisure, and wellness	1. Students learn how to practice mindfulness meditation as a lifelong skill for self development 4. Students gain sensitivity and understanding of body /mind interconnectedness through observation in movement and stillness	Required attendance & active participation in daily meditation practice (70% of grade)
Make critical decisions regarding leisure, health, nutrition, wellness, and	5. Students synthesize and apply meditation skills and insights through generating a	Synthesis Project: Create a work of art in a medium of your choice relating to

disease-related issues throughout an individual's lifetime	work of art informed by the practice and relevant self-discoveries	and/or inspired by your meditation practice. Include 2 research sources. (5% of grade)
Define wellness as multidimensional and lifelong	7. Students integrate and apply awareness practice in daily life, relationships, and creative work. 8. Students gain confidence and support for creating a personal home practice outside class	Reflection paper: Referencing THAD 125 course learner outcomes, reflect on your experience in meditation practice this semester, how it integrates in your life. (5% of grade)

Utilize wellness activities to improve health, nutrition, physical activity, and leisure as well as provide relaxation, socialization, and balance in their lives	2. Students develop skills for concentration, relaxation, and self reflection through ongoing practice	Meditation Practice Journal and log. (15% of grade)
Become accountable for personal health, nutrition, wellness, fitness, and leisure choices and the impact of those choices on self, others, society, and the environment	3. Students gain techniques for managing stress and balancing internal and external agendas in the midst of changing conditions 6. Students develop informed self assessment skills and tools for interrelating skillfully with others	Reading and written response to text and articles (5% of grade) and meditation journal excerpts (see above)

Course-Level Learner Outcomes (assessment is in parenthesis after each outcome):

1. Students learn how to practice mindfulness meditation as a lifelong skill for self development (Required attendance & active participation in daily meditation practice. 70% of grade)
2. Students develop skills for concentration, relaxation, and self reflection through ongoing practice (Meditation Practice Journal and log. 15% of grade)
3. Students gain techniques for managing stress and balancing internal and external agendas in the midst of changing conditions (Reading and written response to text and articles. 5% of grade)
4. Students gain sensitivity and understanding of body /mind interconnectedness through observation in movement and stillness (Required attendance & active participation in daily meditation practice.)
5. Students synthesize and apply meditation skills and insights through generating a work of art informed by the practice and relevant self-discoveries (Synthesis Project: Create a work of art in a medium of your choice relating to and/or inspired by your meditation practice. Include 2 research sources. 5% of grade)
6. Students develop informed self assessment skills and tools for interrelating skillfully with others (Reflection paper: Referencing THAD 125 course learner outcomes, reflect on your experience in meditation practice this semester, and how it integrates in your life. 5% of grade)
7. Students integrate and apply awareness practice in daily life, relationships, and creative work. (Meditation journal and reflection paper)
8. Students gain confidence and support for creating a personal home practice outside class (Reflection paper)

B. Rationale

Provide a rationale for the new course. The rationale should include the following items.

1. A statement of the major focus of the course.

Students learn how to practice mindfulness meditation as a lifelong skill for personal development and integration. This course is designed to provide students with knowledge, skills, and support for independent practice.

2. A statement of how this course will contribute to the departmental curriculum.

This course contributes to the Theatre and Dance department as an elective offering in the dance minor and theatre major. This Course is included in our program because Meditation skills support creative process and enhance actor, dancer, musician, and embodied arts training methods.

3. A statement of why this course is to be offered at this level (i.e. 100-, 200-, 300-, 400-, or 500-level)

This course is offered at the 100 level because it is open to all students, and there is no prerequisite.

4. Identification of any courses which may be dropped, if any, if this course is implemented.

No courses will be dropped if this is implemented. Meditation has been offered under the umbrella of our THAD 195 topics class in the past.

C. Impact of This Course on Other Departments, Programs, Majors, and Minors

Provide a statement of the impact of this course on other departments, programs, majors, and minors.

1. Clearly state the impact of this course on courses taught in other departments. **This course will have a positive impact as it offers students an opportunity within the university curriculum that is not offered in any other department.** Does this course duplicate the content of any other course? **No.** Is there any effect on prerequisites for this or any other courses? **No.**
2. Would approval of this course change the total number of credits required by any major or minor of any department? **No.** If so, explain the effects which this course would have.
3. If this course has an impact on the major or minor of any other department or program, it is the responsibility of the department submitting the course proposal to send written notification to the department(s) or program(s) affected. State clearly which other programs are affected by this proposal and whether the other departments have been notified and/or consulted. Attach letter(s) of understanding from impacted department(s). **NA.**

D. Attach to This Proposal a Completed

1. *Financial and Staffing Data Sheet*
2. *New and Revised Course and Program Approval Form*

E. Department Contact Person for this Proposal:

Gretchen Cohenour	507.457.5665	gcohenour@winona.edu
Name (please print)	Phone	e-mail address

F. Review by Department A2C2 Representative

I have reviewed this proposal and certify that it is complete

Signature of A2C2 representative

Definitions for codes in 3a and 3b:

01-Satellite:

02- CD ROM:

03- Internet: Predominately = where all, or nearly all, course activity occurs in an online environment. One to two activities may occur face-to-face in a classroom, with the maximum being two activities.

04 – ITV Sending: a course in which students are in the classroom with the instructor, other students join via interactive television technology from other geographically separate locations

05 – Broadcast TV:

06 – Independent Study: a course in which the teacher develops specialized curriculum for the student(s) based on department guidelines in the University course catalog

07 – Taped: a course in which the teacher records the lessons for playback at a later date

08 – ITV Receiving: a course in which students are not in the classroom with the teacher, other students join via interactive television technology from other geographically separate locations

09 – Web Enhanced- Limited Seat Time: For a course in which students are geographically separate from the teacher and other students for a majority of required activities. However, some on-site attendance is required. The course includes synchronous and/or asynchronous instruction.

10 – Web Supplemented- No Reduced Seat Time: For a course utilizing the web for instructional activities. Use of this code may assist your college/university in tracking courses for “smart classrooms” and/or facility usage.