

Stress Reduction/WorkForce

Course Syllabus

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Course Description

A system of spiritual growth; a system of stress relief.

In the business world, the stress on a person's life and health have a direct impact on their productivity and creativity. Studies have shown that as the stress increases in someone's life, their productivity at work goes down. The current state of humanity and technology has created a world with a new type of stress; the pace and speed of interaction has increased to a rate where a person has to deal with an influx of information and often interactions with hundreds of people per day via different technologies. In this course we will study another worldview, very different from the Judeo Christian ethic in which many of us were raised. The purpose will be to develop a more conscious business ethic, both in our own life work as business people and how we communicate with our colleagues, employees and co workers.

This different world view is a yogic tradition from India called Kundalini Yoga (The yoga of awareness). Kundalini Yoga is a lifestyle that supports the human being in his or her excellence. It promotes the practice of daily exercises so that a person can deal effectively with the stress of life and excel, especially in the business world.

Practicing Kundalini Yoga is not a religion and should not conflict with any other religious commitment you may have. Please inform your instructor of any concerns you have about this.

If you have concerns about your physical health and ability to do these exercises, please discuss it with your doctor and let your instructor know.

By taking this course, students will develop stress relief techniques and a sense of great purpose in their business lives. All students will lower the stress level in their lives by participating in Kundalini Yoga stress reduction techniques from a video, an outside class and textbooks. Through the course we will also develop Personal Goals (1 year, 5 year and 10 year), Value Statements based on self developed principals, personal mission statements and a unique self-care plan tailored to one's individual temperament to use during periods of stress. Students taking the course for H2X will create a volunteer project to promote a better quality of life for their colleagues.

Course Learning Goals

After completing this course, you will be able to:

- Thoroughly understand a unique world view and model of spiritual development and be able to apply the principles to your own life.
- Develop and perform stress relief techniques from this model and explain how to do these techniques to another person.
- If you are taking this course for H2X you will develop a volunteer project and lead it in your community or place of business.
- Develop a personal self-care plan to relieve stress, with a mission statement, personal goals and a personal principal statement.

Course Competencies

In this course, you will develop the following competencies:

Competence	Competence Statement and Criteria
A3B	Can explore a model of spiritual development and apply it to oneself or others. Discusses the assumptions and implications of a model(s) of spiritual development.
H2X	Can plan and implement a volunteer learning project, involving self and others. Spends a minimum of 20 hours engaged in social action or service. Analyzes the value of social involvement both from one's own perspective and the perspective of those served.
FX	Can create personal and professional goals (10 year, 5 year, 2 year, 1 year, 6 months); value Statements based on self developed principals, personal mission statements and a unique self-care plan tailored to one's individual temperament to use during periods of stress.

How the Competences will be Demonstrated in this Course

A3B: Can explore a model of spiritual development and apply it to oneself or others.

Discusses the assumptions and implications of a model(s) of spiritual development.

You will develop an understanding of the practice of Kundalini Yoga; how it can be applied to an individual's life and what the results or impact it might have on a person's life.

You will digest information about Kundalini Yoga and be able to explain this particular lifestyle and spiritual path: what it does and how it works.

You will experience how this lifestyle of Kundalini Yoga has affected your immediate surroundings/experience, especially your work life.

You will be given opportunities to reflect and share this with the class.

You will be asked to take a particular area of your life that you want to transform/reduce the stress and you will apply this model of spiritual development to that part of your life.

FX: Can create personal and professional goals (10 year, 5 year, 2 year, 1 year, 6 months); value Statements based on self developed principals, personal mission statements and a unique self-care plan tailored to one's individual temperament to use during periods of stress. The purpose of this is from the belief that when one is living according to one's own principles, it produces a higher quality of life with reduced stress.

You will try different meditations and find some that appeal to you and you can use to improve your business position.

The breath techniques and meditations will give you an opportunity to develop your stamina, intuition and leadership skills in your area of business focus. You will then be asked to define your values in life, personal goals (10 year, 5 year, 1 year, 6 month) Personal Mission Statement as well as a description of your ideal business climate.

You will demonstrate this competence by clearly stating your mission in life and developing a plan and vision of what you want to create. This is an opportunity for you to develop clarity about your professional lives and create a personal business plan.

H2X: Can plan and implement a volunteer learning project, involving self and others. Analyzes the value of social involvement from both one's own perspective and the perspective of those served.

You will participate in all class activities of breath and meditation techniques and reviewing course materials with the intention of creating a service project. You will then demonstrate leadership by creating and implementing a volunteer activity at your place of business that is designed to increase quality of life for yourself and co-workers. You will continue to participate in meditation and stress relief exercises and conscious business readings while doing the volunteer project. You will write periodic updates to demonstrate the progress of your project.

After you complete this project, you will reflect on the process in essay form and what you learned from the course.

Course Resources

To buy your books, go to <http://www.mbsdirect.net>.

Hint: type DePaul for name of the school.

[Click here for help buying your books](#)

Required Reading:

[Amazon.com](#) or from Ancient Healing Ways 1-800-359-2940 (www.a-healing.com).

Yoga Secrets for Business Success by Darshan S. Khalsa (2002) ISBN 1-58574-518-9

Kundalini Yoga by Shakta K. Khalsa (2002). ISBN 0-7894-6770-4

A DVD or video: Kundalini Yoga for Beginners Vol. 1 & 2

Optional: Companion CD: <http://www.spiritvoyage.com/shopping/detail.cfm?PC=1024>

Audio Video Media

Kundalini Yoga for Beginners Vol. 1 & 2

For those of you who cannot make a site visit:

Yogi Bhajan Yoga class DVD Releasing Inner Anger

Course Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

Please note: Grades lower than a C- do not earn credit or competence in the School for New Learning.

Course Structure

This course consists of ten modules. The estimated time to complete each module is one week.

To see course due dates, click on the Checklist link on the top navigation bar. This page contains module-specific checklists and due dates for the work due in the course.

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Assessment of Learning

Grading Policies and Practices

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you must participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary.

Points are deducted for late work.

Assessment Criteria for Each Competence

Competence	Criteria for Assessment of this Competence
A3B	<p>Write a 5-7 page paper explaining the principles and techniques of Kundalini Yoga that a person would use to change his/her life.</p> <p>Include the history of Kundalini Yoga and your understanding of the practices of this lifestyle.</p> <p>Include 2-3 pages of personal reflection of your own experience practicing this lifestyle and spiritual path.</p> <p>You may draw from your weekly journal entries</p>
FX	<p>Write 5-7 pages final draft of your 1 yr, 3 yr, 5 yr, 10 yr goals, your mission statement ,your Personal Principal Statement, your self-care plan,and and a sadhana (daily discipline).</p>
H2X	<p>Write a 3 page paper reflection on your volunteer project completion</p>

Competence	Criteria for Assessment of this Competence
	Turn in documentation of your hours and draft of your project.

General Assessment Criteria for All Writing Assignments

In general, each assignment is worth 5 points. Some (such as the field trip and final papers) will be worth more. Here is an explanation of how to achieve (or not) the points in this class:

5 points= You have read the required reading and it's clear that you understand it. You can present the material in an organized and creative way. You've taken the time to correct misspellings and grammatical errors.

4 points= You have read the required reading and your writing is somewhat vague or there are grammatical misspellings. You put a bit of your own creativity in the work, but generally you are just regurgitating what you've read. It's apparent that you understand the material.

3 points= You read most of the required reading material and you did not put that much effort into it. Your piece is short and there's no "pizazz" or personal bent to it..... as though you are just spewing back information at your instructor.

2 points=You barely did any of the reading. You are just taking this course to get by and get a credit. It's obvious to the professor that you barely care, because your writing is full of mistakes and misspellings, in fact, you're so disinterested you couldn't even bother to run it through Word spellcheck or come up with an even vaguely original way to write about the assigned material.

1 points=You misunderstood the assignment or misread the material. Your piece is way too short and is unclear. You may be asked to redo the assignment, or you may request a redo if you get this grade. Or your paper seems vaguely familiar and your professor cuts and pastes a portion of your text into Google. They discover the same words, written by someone else, on a website. Because you have failed to properly give credit to the source, you get 0 points. (see plagiarism, below).

Here is more information about how your writing will be graded:

Content refers to the treatment of the topic logically and analytically. This is the substance, the "what" of the paper; what you had to say about the topic, what you presented in defense of your position, and what your analysis revealed about thought processes and grasp of the material you grappled with.

Organization is the way your paper is arrayed and presented, including both the overall organization and the arrangement of sub-parts. These include: relevant title and subheadings; introductory material, where needed; summaries, where appropriate; connective and transitional links; and what used to be called "rhetoric": the skillful arrangement of the pieces for maximum persuasive impact on the reader.

Mechanics refers to the use of Spelling and Grammar check, the use of Standard English, the basics of sentence structure and punctuation, and effective and sensitive word choice usage. Mastery of basic communication and writing skills is a must for undergraduate (and graduate) students. The paper you prepare should also use proper APA or MLA citation form for in-text references as well as for bibliography.

It is important that your papers:

- Specifically addresses the competence that you are fulfilling in this course

- Organizes your supportive evidence into relevant paragraphs that address your subject
- Takes into account a variety of points of view
- Demonstrates your appreciation of other points of view (demonstrates empathy and the ability to account for the vantage points of others)
- Demonstrates that you are able to integrate the evidence derived from your chosen sources into your argument according in standard English using proper grammar, mechanics, and sentence structure
- Uses proper quotation form, including introduction of your quotation as well as your commentary following the quotation
- Has an introduction and concluding paragraph
- Contains proper APA or MLA citation form for in-text references as well as for bibliography

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email.

Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing.

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Discussion Forums

Discussion Forums are an important component of your online experience. This course contains discussion forums related to the topics you are studying each week. For requirements on your participation in the Discussion Forums, please see "Course Expectations" in the syllabus.

A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

Discussion will be a time to reflect on and give input regardless of your belief system.

Assessment Criteria for Online Discussion Participation

In the online discussions your responses will be assessed on whether you are:

1. Offering up ideas or resources and inviting a critique of them
2. Asking challenging questions
3. Articulating, explaining and supporting positions on ideas
4. Exploring and supporting issues by adding explanations and examples
5. Reflecting on and re-evaluating personal opinions
6. Offering a critique, challenging, discussing and expanding ideas of others
7. Negotiating interpretations, definitions and meanings
8. Summarizing previous contributions and asking the next question
9. Proposing actions based on ideas that have been developed

The above list was adapted from Gilly Simpson's book *E-Moderating: The key to teaching and learning online*. London: Kogan Page: p.143 (2000).

Online Participation Guidelines

A significant part of your online learning experience involves learning *with* and *from* your classmates and the instructor in the online discussions and group assignments.

Active participation means sharing information and resources and posting your ideas and critiquing and expanding on the ideas of others in a collegial fashion. Because we will be discussing a World Religion it is essential that you discuss in a way that is respectful to others, because we want everyone to be able to share freely their experiences, including their own spiritual background. The course will elicit thought and reflection about spirituality and its role in our lives and there will be ongoing interfaith dialogue. You don't have to be religious or believe in this spiritual practice in order to participate. It is your responsibility to be respectful towards all religious dialogue. Please feel free to express opinions that disagree with this religion if that is your belief, however, remember that your grade for the A3B competence depends on your ability to understand this faith path.

This discussion is informal in the sense that it is meant to encourage interested discussion. You are expected to follow accepted standards of English spelling, grammar and usage, although you will not be assessed for these particular characteristics when you are participating in the discussions.

These discussions are for you to exchange your reflections with your classmates and instructor about what you are learning. The discussions will be organized into forums around the particular topic you are studying each week.

You may be asked by the instructor to take leadership in a certain group for a certain time of the course. You will receive further instructions from your instructor if this occurs.

You should contribute your responses to the particular assignment for that particular discussion heading which will be posted.

For each Discussion Conference, you are required to make at least one original contribution to each topic and respond to one classmate's contribution.

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Policies

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas.

Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your [Student Handbook](#) for further details.

Plagiarism:

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- Resubmitting one's own previous work from a different course or college, without permission from the current instructor.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If a instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

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For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussion will remain confidential. To ensure that you receive the most reasonable accommodation based on your needs, contact your instructor as early as possible in the quarter (preferably within the first week or two of the course). Please be sure to contact the following office for support and additional services:

Center for Students with Disabilities (CSD)
#370, Student Center, LPC, 773.325.1677

Description of Pass/Fail Grading Options

Students have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when competence is demonstrated at a level that would otherwise earn a grade

of C- or higher.

In deciding to select Pass/Fail grading students should be aware that competencies assessed in a course as Pass will earn credit hours toward degree completion but *will not* be included in computing grade point averages. Attempted competence demonstration assessed within a class as Fail will not only be recorded as credit hours attempted but *will* also be included in computing a student's grade point average.

For SNL students, competencies awarded for Independent Learning Pursuits and in the Lifelong Learning Domain do not count toward the university's specification that only twenty credit hours may be earned through the Pass/Fail assessment option.

Please note: *There are four SNL courses within the BA curriculum that are always assessed on a Pass/Fail basis: Learning Assessment Seminar (course number LL 102; competence L-1), Foundations of Adult Learning (course number LL 250; competences L-2 and L-3), Advanced Project (course number FA 303; competences F-11 and F-12) and Summit Seminar (course number LL 390; competence L-12). These classes may not be taken for a letter grade assessment. Therefore, work that might otherwise be assessed at grades A through C- will earn a Pass in these classes.*

There are an additional four SNL courses within the Lifelong Learning Area of the BA curriculum for which instructors regularly use a Pass/Fail grading system which may, instead, be taken for a letter grade assessment if this is a student's preference. These classes are: Academic Writing for Adults (course number LL 150; competence L-4), Critical Thinking (course number LL 155; competence L-5), Research Seminar (course number LL 300; competences L-8 and L-9) and Externship (course number LL 302; competences L-10 and L-11). In addition, SNL's undergraduate Writing Workshop (course number LL 140; competence H-3-J) regularly uses Pass/Fail although students may request a letter grade assessment. In these instances SNL offers undergraduate students the opportunity to request a letter grade assessment from their instructor. Students who need a letter grade for tuition reimbursement may wish to consider this option, as well as those who wish to raise their GPA. Students planning to attend graduate school may also prefer letter grades to Pass/Fail assessments.

If a student wishes to switch the method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing during the first two weeks of the quarter. The assessment style may not be changed after this period, with no exceptions.

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Protection of Human Subjects

For more information see: <http://research.depaul.edu/>

Demonstrating the acquisition of competencies in this course can involve "interactions" —interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:

- The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.

- You assess and ensure that no "harm"—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
- The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
- If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, for example, <http://www.research.umn.edu/consent>

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Course Expectations

Time Management and Attendance

SNL's online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

You will be given a grace period of two days before points are deducted for lateness. If your work is more than two days late, one full letter grade will be dropped from your grade. This is an incentive for you to stay on top of your work.

Your Instructor's Role

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the

course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

Credits

This course was designed and produced by Dr. Japa K. Khalsa and staff at SNL Online of the School for New Learning of DePaul University.

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