Wilkes University Curriculum Committee
PROPOSAL SUBMITTAL FORM

Directions:

- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
- Completed and signed forms are due no later than the second Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator: Name: Ed Schicatano
   Department: Psychology
   Phone and email: 570-408-4576. edward.schicatano@wilkes.edu

2. Proposal Title:
   Performance Coaching

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”). Each different type of proposal must be submitted on a separate form.
   - ☐ New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC. Major = minimum of 30 credits, minor = minimum of 18 credits.
   - ☐ New Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary. Concentration – minimum of 12 credits, certification, endorsement and track are discipline specific.
   - ☒ Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
   - ☐ Elimination of Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary.
   - ☐ Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
   - ☐ General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
   - ☐ Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
   - ☒ Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).
   - ☐ Change in course credit or classroom hours.
   - ☐ Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).
   - ☐ Other (Specify)

Indicate the number of course modification forms that apply to this proposal:
   ☒ Course Addition Form (Attach Syllabi: refer to Faculty Handbook for requirements)
   ☐ Course Deletion Form
   ☐ Course Change Form

Revised 4/30/2018
1. Course Title: Peak Performance Coaching

2. Course Number: ___ PSY266 ___
   Coordinate with Registrar to insure course number is available

3. Course Credits: ___3___
   Classroom Hours ___3___
   Lab Hours ______
   Other ______

4. Course Pre-requisites: PSY101

5. Course Co-requisites: none

6. Effective Date of Addition (semester/year) ____ Spring 2020

7. Course Description (as proposed for the Bulletin):

   An introduction to the field of Peak Performance Coaching that teaches students the techniques for understanding how the mind works, and how to help others make positive changes towards reaching their goals. Students will learn how to apply these methods for all avenues of performance including, sports, business, as well as for use in counseling. This course will be offered once/year.

8. Required Documentation:

   Proposed Syllabus - See Attached
8. Signatures and Recommendations. (please date)
   - Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
   - If a potential signatory disagrees with a proposal he/she should write “I disagree with this proposal” and a signed statement should be attached to this submission.

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<td>Robert Tuttle</td>
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Department chair(s) of all potentially affected programs

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Dean(s) of any potentially affected College/School.

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Registrar

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Provost (For new programs, significant revisions and revisions to the General Education Program revisions only).

Provost should check here if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.

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Chair, Academic Planning Committee. For new programs, program revisions sent via the provost. Signature indicates that the proposal has been reviewed and approved by APC.

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Chair, General Education Committee. For revisions to General Education program only. (Signature indicates that the proposal has been approved by GEC).

Revised 4/17/2018
Wilkes University Curriculum Committee
COURSE ADDITION FORM – page 1

1. Course Title: ____________________________________________________________________
   Official title for course – as opposed to the popular title

2. Course Number: ____________________________________________________________________
   Coordinate with Registrar to insure course number is available

3. Course Credits: ______
   Classroom Hours_____ Lab Hours_____ Other_____

4. Course Pre-requisites: ____________________________________________________________________

5. Course Co-requisites: ____________________________________________________________________

6. Effective Date of Addition (semester/year) ____________________________________________________________________

7. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

8. Required Documentation:
   Proposed Syllabus Attach proposed syllabi immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.

Revised 4/17/2018
PSY298
Peak Performance Coaching
Dr. Schicatano
Dept. of Psychology

Office Hours: Mon/Wed/Fri 10-11:00  Tues/Thurs 9-10:00, or by appointment
Office Room Number: Breiseth 304
Phone: 570-408-4566
Email: edward.schicatano@wilkes.edu

Textbook:
1. Required: NLP workbook (2013) Joseph O’Connor


Other Requirements? A brain. Please bring a functional brain to this class. One that is open minded and interested in improving one’s life

Purpose
Peak performance (life) coaching is a practice with the aim of helping clients clarify and achieve personal goals. It is based in the discipline of Positive Psychology as an applied approach using principles of that field. Peak performance coaches use multiple methods that will help clients with the process of setting and reaching goals. Coaching is not targeted at psychological illness, and coaches are not therapists. Coaching is unlike therapy because it does not focus on examining or diagnosing the past. Instead coaching focuses on effecting change in a client’s current and future behavior.

Additionally, peak performance coaching does not delve into diagnosing mental “abnormalities” nor analyzing the past. An approach that some peak performance coaches take is based on the techniques of Neurolinguistic Programming (NLP). NLP is the systematic study of human performance. NLP is an incredibly powerful discipline that enables people to unravel the structures of human thoughts, communication and human excellence. By doing so people can think, communicate and manage themselves, and others, more effectively. NLP explores the relationships between how we think (neuro), how we communicate (linguistic) and our patterns of behavior and emotion (programs). By studying and learning from these relationships people can effectively transform the way they traditionally think and act, adopting new, far more successful models of human excellence.

NLP provides the technology to understand and change the human mind. In essence, NLP is a powerful change management tool that transforms the way people
think and act to have the greatest impact both professionally and personally. That’s why NLP is one of the most effective skills used in Coaching, business management, psychology, sales, athletics, and all forms of personal development.

Hopefully by the end of this course, you will have a better understanding of how the human mind works - and how others think. Perhaps more importantly, you will have greater insight into how you think and how you can easily make positive changes in your life. For many people, learning NLP can have a transformative effect. It changes the way you think about life. In my opinion, it also can have a transcending effect, providing the individual with the tools to reach their fullest potential. And in this sense, NLP teaches you how to live a fulfilling life.

Objectives

- Learn about the NLP perspective.
- Learn about the Life Coaching Perspective
- Learn how to understand your own emotional and psychological states.
- Understand what effective communication involves.
- Transform the way you go about everyday tasks.
- Be more aware of your impact on others and how to manage your behavior for optimal results.
- Better understand your own motivations, needs and behaviors and use these positively to have the greatest impact.
- Demonstrate your understanding of NLP and Life Coaching through written papers, and hands-on interactions.
- Understand how relationships succeed or fail.

Course Outline

1/14 Syllabus and Introduction
1/16 What is NLP? Well Formed Outcome Chs 1 and 2
1/16 Contd.
1/18 Presuppositions pp5-6, 253-257
1/23 Contd. (Failure Pattern) MW- Ch 30
1/25 Mind & Mind Body Connection
1/28 Contd.
1/30 CANI, Metaphors and Questions pp 157-162
2/1 Contd.
2/4 Beliefs
2/6 Representational Systems pp 48-60
2/8 Submodalities pp 94-96
2/11 Rapport pp 39-45


2/13 States – Anchoring
2/15 Anchoring
2/18 Exam 1
2/20 Technology and Peak Performance
2/22 Contd.
2/25 Contd.
2/27 Logical Levels of Change
3/1 No CLASS

SPRING BREAK!!

3/11 Techniques - Swish, Spinning, Eye Scramble
Fast Phobia Cure
3/13 Metaprograms
3/15 Modeling
3/18 Contd. New Behavior Generator
3/20 Information Gathering & Language
Meta Model & Milton Model
3/22 Relationships
3/25 Relationships Contd. Modeling Papers due
3/27 Contd.
3/29 Exam 2
4/1 Neuroassociative Conditioning
4/3 Life Coaching strategies
4/5 Contd.
4/8 Mindfulness
4/10 Time Management & Persuasive Language
4/12 Hypnosis
4/15 Hypnosis Contd.
4/17 Contd.

Advertisement Fliers due

4/19 No Class
4/22 EFT
4/24 Peak Performance strategies
4/26 Clinical Application
4/29 Work on Personal Change Paper
5/1: Exam 3

Final’s Week: Personal Change Paper due

Modeling Paper:

The original purpose of NLP was to model excellence. The premise is simple; if there is something you want to do, find an expert, and model them. Determine what strategies they use to attain excellence. The goal of this paper is for you to “get into the head” of someone else. Pick a behavior that they do, and determine what strategies they use to accomplish this behavior. I don’t need to know who the person is.
First state the behavior you are modeling. (ex: John Doe’s excellent golfing skills. Mary Jane’s ability to remain thin (and healthy))

Then write your observations about that behavior.

You may attempt to make some observations in an unobtrusive manner (unnoticed by the person you are observing). Please refrain from “stalking” someone in order to complete this project. But probably the best way to “elicit” an expert’s strategy is to ask them how they do what they do.

This paper should be at least 2 pages long (typed and double-spaced).

Failure to hand in on time will result in a 5 point reduction/day

Advertising Flier:

You will create a 1 page flier that promotes some service that you offer or that someone else you know offers. This doesn’t have to be a real service. For example, you can project into the future and consider what you might be doing in a job. Or advertise an idea for a business that you’ve thought about.

Examples:
Joe’s Counseling Services - Because Joe is the expert on how people think
Smoking Cessation with Dr. Mary - Let the expert help you quit as thousands have already quit.
Learn a Foreign Language Easily – We show you how easy it really is to learn!!
Babysitting Services - Because every child deserves special attention
Magnum Car Wash - Be the envy of your neighborhood with the shiniest car in town!!

I won’t be grading the content of your service (e.g. if I think Counseling is more valuable than a car wash). Instead, I am more interested in how you get your message across or how you go about attracting the reader of this flier. This exercise will allow you to apply many NLP concepts for effective and persuasive advertising (communication).

Failure to hand in on time will result in a 5 point reduction/day

Personal Change Paper:

The goal of this paper is to employ some of the techniques and concepts learned in this course to improve your own life.

Pick a behavior that you want to change. Maybe chose something you want more of; e.g., thinking more positively, exercising more, better study habits, or something you want to do less of; eat less junk food, procrastinate less. Whatever you want to change is up to you.

Be clear about your goals – provide a well-formed outcome. Use the Information Gathering steps in guiding you, then provide a few techniques that you would employ to change the behavior. The goal of this paper is to employ some of the techniques and concepts learned in this course to improve your own life.
You can start this assignment after Spring Break (if you wish), allowing yourself time for the changes to set in. Your personal change paper is due on the last day of class. This paper requires you to apply what you have learned in this class. Note: I want you to actually use the techniques to try to make changes. This paper should be between 3-5 pages long (typed and double spaced). Failure to hand in this paper on the scheduled due date will result in a 10 point deduction from the paper grade.

**Life Coaching Assignments**
There will be 4 Life Coaching assignments that you will hand in during the session. The purpose of these assignments is for you to gain insight into your own goals, values and lives. Each assignment is worth 5 points.

**Tests and Assignments**

Exam 1 = 50 points  
Exam 2 = 40 points  
Exam 3 = 50 points  
Modeling Paper = 15 points  
Advertising Flier = 10 points  
Life Coaching Assignments 12 points (four assignments – 3 points each)  
Personal Change Paper = 25 points  
Attendance = 42 points

Total Points Possible = 244

**Grading Criteria:**

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<tr>
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<td>3.5</td>
<td>85 – 89%</td>
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<td>3.0</td>
<td>80 – 84%</td>
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<td>2.5</td>
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<td>60 – 64%</td>
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**Attendance Policy:**

Because of the nature of this course, **attendance is critical**. If you attend every class, you will get 42 out of 42 points. Each class is worth 1 point!! You will lose this point if
you miss class (even with an excuse). If you miss more than 3 classes – without an excuse, you will lose 3 additional points from your grade for every class missed.

**Additional Considerations:**

1. Please try to be ON TIME for class. I understand when students are occasionally a couple of minutes late (especially with the parking issues on this campus). However, being more than 5 or 10 minutes late is distracting to your fellow students. Try to be on time as a way of showing respect to me and others. By showing respect, you will gain respect.

2. Please avoid walking out of the classroom too often in the middle of class. After all, how would you like it if your teacher did this to you?

3. This course will involve group activities and lots of discussion – including listening to the opinions of others. Whether we agree with another person’s opinions or not, we must always show respect to that person.

4. This course will also allow you to talk about your own thoughts and feelings. You are not required to describe anything that may make you feel uncomfortable. Furthermore, although we may talk about issues or problems that you might have, please do NOT think of this class as a “Personal Counseling Session”. If you are having personal problems, it is recommended that you visit the campus counselor.

5. Please turn off your cell phones before entering class.

6. I would like to suggest that you change your seat each class. Don’t sit in the same seat week after week. This will give you a different perspective with each new class. Try it!!

7. Enjoy this class. Paying attention and learning the material is important, but practicing and applying the material may change your life.