



**Section 1. Proposed Course Outline** (A general statement of course content that informs class syllabus construction. Once approved, all sections of a given course must include this content, no matter which instructor teaches the course, or the mode of delivery. Divisions must include this new course outline in the Divisional Course Outline binder as required by COPPs.)

Course Number: **CG209** Full Course Title for print catalog: **Life Transitions 3**

Abbreviated Course Title for Banner: \_\_\_\_\_ (30 character limit)

Prerequisites: Women in Transition: CG207 Life Transitions 2 OR CG208 (which was CG199T Career and Life Planning 2)

Co-requisites:

Grade Option: ☒ Graded (with P/NP option) ☐ Pass/No Pass only

Number/Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
<u>3</u> Lecture	<u>3</u> hours (lecture credits x 10)	<u>3</u> hours (lecture credits x 12)	<u>3</u> hours (lecture credits x 11)
<u>  </u> Lec/Lab	<u>  </u> hours (lec-lab credits x 20)	<u>  </u> hours (lec-lab credits x 24)	<u>  </u> hours (lec-lab credits x 22)
<u>  </u> Lab	<u>  </u> hours (lab credits x 30)	<u>  </u> hours (lab credits x 36)	<u>  </u> hours (lab credits x 33)
<u>3</u> Total credits (sum)	<u>30</u> Total hours (sum)	<u>36</u> Total hours (sum)	<u>33</u> Total hours (sum)

#### Course Description (300 character limit):

This course is the third level of the Women in Transition program and is focused on the concept of “life as a relationship to everything,” and is designed to assist WIT students in their capacity to identify the healthy and enduring components of healthy attachment and relational connections that actively contribute to their well-being and ability to successfully achieve their educational goals. Topics include attachment theory; the effect of trauma on relational capacity; relationship mapping and the exploration of relational narratives; multicultural, gender and historical perspectives on relationships; looking beyond family and intimate partnerships in defining relationships; and creation of a relational engagement model of learning experiences at Lane.

#### Course Outcomes and Proficiencies

What will the student **know** or **be able to do** at the end of the course?

What **attitudes** related to the subject will the student hold?

**Upon successful completion of this course, the student will:**

Develop an applied understanding of attachment theory and its impact on an array of relational concepts.

Use critical thinking skills to create an effective, detailed plan to work successfully with over-activated attachment systems.

Understand multicultural, gender, class,

#### Assessments Planned

What evidence will demonstrate that students have achieved course outcomes? (assessment tools may include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)

**How each outcome will be assessed:**

Attachment style assessment report, weekly writing assignments, and class exercises.

Midterm project, class exercises and weekly writing assignments.

Collaborative group project and class presentation,

religion, and historical perspectives on interconnection, disconnection and interrelatedness.	class exercises and discussion.
Incorporate relationship mapping and relational concepts into a personalized model of relational energy expenditures and understand the ways relational quality impacts quality of life.	Midterm project, weekly writing assignments, and class exercises.
Develop a relational engagement model of learning experiences at Lane that embodies the central “life as a relationship” principles of attachment theory and that reflects each student’s active sense of relationship with Lane.	Final project, weekly progress reports, class presentation.

### Course Content by Major Topics

What topics will be presented? What are the main activities of the course? What are the central themes? (See sample at <http://www.lanecc.edu/cops/format3.htm>.)

<b>Topics: Week 1:</b>	<b>Life as a Relationship—looking beyond family and intimate relationships.</b> <b>Concepts and definitions of relationships</b> <b>Broadening perspectives on relational theory</b>
<b>Week 2:</b>	<b>Attachment theory, attachment styles and their impact on relationships.</b> <b>Overview of attachment theory and various attachment styles</b> <b>Assessment of individual attachment style</b>
<b>Week 3:</b>	<b>Multicultural, gender, class and historical perspectives on relationships.</b> <b>Overview of multiple perspectives on disconnection and connection</b> <b>Discussion of WIT multiple frameworks and perspectives on relationships</b>
<b>Week 4:</b>	<b>The impact of chronic stress, acute crisis, and trauma on relational capacity.</b> <b>Brain structure, brain chemistry, and bonding hormones</b> <b>Betrayal bonds, loyalty binds, and trauma pathways</b>
<b>Week 5:</b>	<b>Relational mapping and the exploration of relationship narratives.</b> <b>Relational gauging of energy expenditures and returns</b> <b>Uncovering underlying relational narratives about connection</b>
<b>Week 6:</b>	<b>Identifying relationship disruptions and the challenges of ambivalence.</b> <b>Styles of connection and disconnection</b> <b>Understanding and integrating healthy disengagement and ambivalence</b>
<b>Week 7:</b>	<b>Working effectively with over-activated attachment systems.</b> <b>Exploring strengths and challenges of various attachment systems</b> <b>Multiple approaches to de-activating over-activated attachment systems</b>

- Week 8:**           **Communication, collaboration, and creative commitment toward self and others.**  
                           **Construction of relational language and relationship models**  
                           **Positive, action-based collaboration and relationship building**
- Week 9:**           **Building an articulated vision of flourishing relational energy.**  
                           **Capacity for “I-thou” or “I-it” relational energy in daily life**  
                           **Creating an expanded vision of interrelatedness**
- Week 10:**       **Creating relational engagement in learning experiences at Lane.**  
                           **Relational connections in the arena of higher education**  
                           **Personal engagement and its impact on passion, and goal completion**
- Finals:**           **Relational gifts to the world—sharing insight, passion, and inspiration.**

## Section 2. Proposal Information

**Course Developer:**

Cara DiMarco

**Date:** April 16, 2012

**Catalog year to take effect:**

2012-2013

**Type of Proposal**

☐ New course

☒ Currently 199 or 299

☐ Experimental Course

☐ 199 Special Studies

☐ 299 Trends

☐ Revised course (If increasing credits, use credit change form)

☐ Reactivated course with no change

☐ Reactivated course with changes

**Type of Course:**

☒ Lower Division Collegiate (transfer)

☐ Professional/Technical (required or elective)

☐ Developmental, numbered below 100

### Rationale:

How does this proposal further the goals of the program or department?

The addition of Life Transition 3 fits the Women in Transition program goals of continuing to be responsive to the growing need of developing, sustaining and enhancing students' capacity to successfully persist in their chosen academic path and achieve completion of their degree goals at Lane. Consistently, students have indicated the need for substantive coursework on relationship dynamics, and the past two terms the course has been enrolled at full capacity, with more students seeking enrollment than class space allows.

What assessment evidence supports this proposal?

Follow up data collected on the effectiveness of the Women in Transition program has historically shown that 95% or more of students successfully complete the core WIT courses and that 71% enroll for an additional term at Lane. This figure drops to 50% after three terms, and in follow up interviews, women have consistently stated that it is a mix of “relationship concerns and problems” along with financial concerns that are their significant reasons for halting their educational process. It is our belief that by offering well-developed curriculum for Life Transition 3 that speaks directly to the very issues that cause WIT students to disengage from their educational progress that we can effectively address these concerns and increase students' capacity to persist through those moments and successfully achieve their educational and career goals.

How do you know there is a demand for this course?

Narrative statements gathered from course evaluations each term speak to students' desire for advanced coursework focused on a psychologically grounded understanding of the components that allow all kinds of relationships to function well, and how to effectively manage relationship challenges in ways that do not derail their academic progress and their ability to complete their educational goals. Currently, as this proposal is in process, students are already clamoring to find out if there is yet an opportunity to register for the course, and interest is high enough to suggest that we can easily fill two sections for fall term.

### **Section 3. Curriculum Equity (<http://www.lanecc.edu/cops/curric.htm>)**

**To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane's Curriculum Equity policy in the following way(s):**

**Utilization of course materials, student assessments and learning activities that encompass culturally and ethnically diverse perspectives of understanding attachment and relationship theory.**

**Increasing understanding of cultural competence as an essential component in the creation of healthy adult relationships.**

**Exploration of current attachment models from an array of cultural and gender perspectives.**

**Identification of common relational themes woven through various cultures, religions, age groups, genders, sexual orientations, and class backgrounds, culminating in group projects that incorporate the themes of interrelatedness in relationships.**

### **Section 4. For revised courses only: PREVIOUS Catalog/Course Information:**

Course Number: \_\_\_\_\_ Course Title in Banner: \_\_\_\_\_ (30 characters maximum)

Full Course Title in print catalog:

Prerequisites:

Co-requisites:

Grade Option: ☐ Graded (with P/NP option) ☐ Pass/No Pass only

<b>Number/Type Credits</b>	<b>Term Minimum Contact</b>	<b>Term Maximum Contact</b>	<b>11-Week Term Contact</b>
___ Lecture	___ hours (lecture credits x 10)	___ hours (lecture credits x 12)	___ hours (lecture credits x 11)
___ Lec/Lab	___ hours (lec-lab credits x 20)	___ hours (lec-lab credits x 24)	___ hours (lec-lab credits x 22)
___ Lab	___ hours (lab credits x 30)	___ hours (lab credits x 36)	___ hours (lab credits x 33)
___ <b>Total credits (sum)</b>	___ <b>Total hours (sum)</b>	___ <b>Total hours (sum)</b>	___ <b>Total hours (sum)</b>

### **Course Description:**

What will change? ☐ Course Number ☐ Title ☐ Course Description ☐ Credit hours ☐ Contact hours

**Section 5. Support Courses (New Professional/Technical course proposals must complete.)**

Professional/Technical courses are tracked within programs for purposes of Carl Perkins funding and budgetary planning. Indicate all degree or certificate programs for which this course will be required.

Program	Division
N/A	

**Section 6. Overlap Courses (New course proposals must complete.)**

While overlap of course materials is not necessarily a flaw, duplication of course materials may lead to inefficient use of college resources. If there is overlap, the faculty of overlapping courses must agree on the extent of overlap and attach a rationale explaining its necessity.

Indicate all departments/courses that this course may overlap. Division Dean of existing course enters one of two options at right. Note: N/A is not an option.

Options:

1. Approved: overlap is acceptable. Rationale attached.
2. Disapproved: reasons attached.

Division	Course Number / Title	% Overlap	Option	Division Dean of existing course (Signature required for all options)	Date
WIT	CG220	5%			
CG	CG203	5%			

**Section 7. Qualification to fulfill degree requirements** (complete all relevant forms, available at <http://www.lanec.edu/currshed/drrcforms.htm>, and send to Mary Brau for the Degree Requirements Review Committee):

☐ Form(s) applying for the following degree requirement status have been attached. (Only check this box when forms have been completed and attached.)

**AAOT, ASOT-Bus, OTM:**

- ☐ Arts & Letters                      N/A Elective Course
- ☐ Social Sciences
- ☐ Science /Computer Science
- ☐ Mathematics

**AAOT:**

- ☐ Cultural Literacy Option

**AAS, 1-year and 2-year certificates:**

- ☐ Human Relations

## Section 8. Library Impact Statement

Under accreditation standards, Library consultation is essential for new programs, new courses and for substantively revised courses when the revisions entail any change in library use.

### What assignments will require the use of library and information resources?

One assignment will require library resources: Students will be asked to identify a female author of their choosing and identify, describe, and explore how that author expresses themes of anxious, avoidant, and secure attachment theory in the interrelationships of characters and situational choices. Additionally, students will be asked to highlight multicultural, gender, class and historical perspectives connected to issues of relational engagement and interconnectedness.

Each academic area has a Liaison Librarian (<http://www.lanec.edu/library/services/liaison.htm>). Contact the designated librarian to discuss the library needs of your course. Please allow the librarian at least one week to assess library resources.

#### To be completed by Liaison Librarian:

☐ Library resources are adequate to support this proposal.

☐ Additional resources are needed but can be obtained from current funds.

☐ Significant additional Library funds/resources are required to support this proposal.

\_\_\_\_\_  
Liaison Librarian

\_\_\_\_\_  
Date

## Section 9. Divisional Approval (To be completed by Division Chair and Administrative Assistant)

### Human, Physical, and Financial Resources:

☐ Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course.

Source of funding:

☐ No additional instructional resources (staff, materials, services or facilities) are needed to offer this course.

Explain:

### Required Certifications:

☐ We have developed minimum course certification standards according to the COPPs procedure "Instructor Qualifications: Credit," to be filed with ASA upon course approval.

☐ We have completed faculty certification form(s) for faculty qualified to teach this course, to be filed with ASA and Human Resources upon course approval.

### Fees:

☐ We have completed fee rationale and fee request forms to be submitted to ASA upon course approval, in compliance with the COPPs procedure, "Fees: Special"

☐ No special fees will be required for this course.

### Divisional Recommendation:

☐ The Division Chair and Administrative Assistant have reviewed this course proposal and kept a copy for divisional files.

☐ Faculty review of this course was completed within the division on \_\_\_\_ (date).

☐ Pass

☐ Do Not Pass

\_\_\_\_\_  
Administrative Assistant/Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Division Dean

\_\_\_\_\_  
Date

## Section 10. College Approval

\_\_\_\_\_  
Curriculum Committee Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Executive Dean

\_\_\_\_\_  
Date

Curriculum Approval

Committee hearing: \_\_\_\_\_

Date	Vice President, Academic Affairs & Chief Academic Officer	Date
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