


Preparing a Course Proposal for Approval as a Work-Based Learning (WBL) Course

1 SOCS 1010 Search Archive - OR - History Propose New Course 3

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Course Code	Title	Workflow	Status
SOCS 1010	General Sociology		edited


Export to PDF  **Changes saved but not submitted** 2 Edit Course


1. Use the search bar to enter the Course Code or Title for an existing course (e.g., SOCS 1010) and click the green Search button.
2. Click on the green Edit Course button.
 - a. If you have an existing course that already has an experiential learning component (e.g., clinical, practicum, co-op, fieldwork, performance, internship), you will only need to complete the WBL portion of the CIM form at this time. However, it is always recommended to complete the entire form if all information is not already in the system. See below for how to save this change.
 - b. If you are adding a WBL component to an existing course, you will need to submit a course revision proposal reflecting a change in SLOs following the steps below.

OR

3. If you are proposing a new course, click on the green Propose New Course button.
 - a. If you are proposing a new course that will also be a WBL course, please also refer to the Completing a New Course Proposal Instructions.

1 Is this course currently approved as a Work-Based Learning course or would you like this course evaluated for Work-Based Learning approval?
 Yes No




2 Select the type of work-based learning experience
 Select... 


3 Briefly describe how the course incorporates Work-Based Learning across all sections of the course with an industry partner


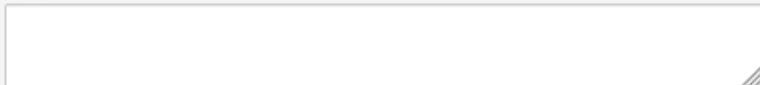
4 Select at least two competencies that align with the Work-Based Learning component of the course.

- Career and self-development - Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and outside one's organization.
- Communication - Clearly and effectively exchange information, ideas, facts, and perspectives with people inside and outside of an organization.
- Critical thinking - Identify and respond to needs based on an understanding of situational context and logical analysis of relevant information.
- Teamwork - Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.
- Equity and Inclusion - Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.
- Leadership - Recognize and capitalize on personal and team strengths to achieve organizational goals. Professionalism Knowing work environments differ greatly, understanding, demonstrating effective work habits, and acting in the interest of the larger community and workplace.
- Technology - Understand and leverage technologies ethically to enhance efficiency, complete tasks, and accomplish goals.

5 Integrated: List the SLOs that align with the career competencies (selected above) and how they will be measured.

6	7	8
Single aligned SLO	How will this be measured?	
		

9 Relevant: How is the WBL experience relevant to the student's field of study and real-world work experiences?


10 Reflective: What artifact(s) will be used to demonstrate student reflection and how will this be assessed?


- 1. Is this course currently approved as a Work-Based Learning course or would you like this course evaluated for Work-Based Learning approval?** - “yes” will be selected if this courses is currently approved as a WBL course; otherwise, select yes to indicate you would like it to be evaluated for WBL approval.
- 2. Select the type of work-based learning experience** – select the type of work-based learning experience the course includes from the dropdown menu.

3. **Briefly describe how the course incorporates Work-Based Learning across all sections of the course with an industry partner** – type how the course incorporates WBL across all sections with an industry partner.
4. **Select at least two competencies that align with the Work-Based Learning component of the course** – select at least two competencies that align with the WBL component of the course from the list.
5. **Integrated: List the SLOs that align with the career competencies (selected above) and how they will be measured.** – Meaningful career competencies should be integrated to connect coursework with transferable skills through learning outcomes and experiences with industry or community partners.
6. **Single Aligned SLO** - type the SLO(s) for the course, with numbers, that align with the key indicators in the textbox.
 - a. Note: the more you think this through in advance, the easier it will be for faculty during the course assessment phase.
7. **How will this be measured?** – type the ways in which the SLO will be measured/assessed.
8. **Green (+) button** – click this button to add your additional rows in the table.
9. **Relevant: How is the WBL experience relevant to the student’s field of study and real-world work experiences?** – type how the WBL experience is relevant to the student’s field of study and real-world work experience in the textbox.
 - a. Note: In WBL experiences, students should perform meaningful tasks that apply academic knowledge and skills to demonstrate academic and career readiness. Work-based learning projects, tasks, and opportunities should include current industry-focused knowledge and technical skills that mirror those in the workplace and align with the field of study and/or enhance relevant career competencies.
10. **Reflective: What artifact(s) will be used to determine student reflection and how will this be assessed?** – type the artifact(s) that will be used to determine student reflection and how it will be assessed.
 - a. Note: As determined by the instructor, students should describe the experiences and skills gained through a work-based learning opportunity by providing an artifact, e.g., self-reflection, an updated resume, a LinkedIn profile, and/or other relevant measures of the work-based learning experience. Students should be able to navigate and align educational, workplace, and career paths with personal goals.



1. **Cancel** – click the red Cancel button to exit the screen without saving your work.
2. **Save Changes** – if you have an existing course that already has an experiential learning component, click the Save Changes button to save the information you have entered, without submitting the proposal and email workbasedlearning@ccri.edu and crc@ccri.edu for notification.
3. **Start Workflow** – if you are submitting a course revision or new course proposal, click the green Start Workflow button to enter it into workflow once your proposal is complete, which starts the review process.

Questions? Contact crc@ccri.edu