

**CONTRACT EDUCATION COURSE PROPOSAL**

Your course is being reviewed for Academic Credit; the following information is necessary for us to complete the review. In addition to completing this form, please also attach a copy of the course syllabus and instructor(s)' CV. Please allow up to 90 days for review.

**Agency Information**

Agency sponsoring the course: \_\_\_\_\_  
Name Website

Individual proposing the course: \_\_\_\_\_  
Name Phone

\_\_\_\_\_  
Email

Name of individual(s) who will be teaching the course (please attach current CV):

\_\_\_\_\_

**Course Information**

Course Title: \_\_\_\_\_

Brief Course Description (50 words or less):

When would you *like* to begin offering this course? \_\_\_\_\_  
Month / Year

How often do you plan to offer this course? \_\_\_\_\_

Subject (Course Prefix): \_\_\_\_\_  
*For a list of Cal State East Bay academic departments please visit the [University Catalog](#)*

Any prerequisite(s) or co-requisite(s)? If yes, please list below:

\_\_\_\_\_

Grading Pattern (letter grade, credit/non-credit): Please Select

### Unit Information

The terms “unit” and “credit” are used interchangeably; 3 Semester Units (or Credits) is equivalent to 45-48 contact hours. Most Contract Education courses offer all of their units as “Units of Lecture.” If, however, you intend on including Lab, Field Work, or other types of instruction toward your unit count please let us know the breakdown below.

Proposed total units: \_\_\_\_\_

Units of Lecture (*includes Discussion or Seminar*): \_\_\_\_\_

Units of Lab: \_\_\_\_\_

Units of Supervised Instruction (*i.e. independent study, Field Work, etc.*): \_\_\_\_\_

Is this course repeatable (*can the same student take it more than once for credit*)?

Y      N

#### If yes:

Can students register for multiple sections of this same course in the same semester?

Y      N

Please enter the *total* number of units students can earn \_\_\_\_\_

### Credit Restrictions

As a contract education offering, this course will not be open to general CSUEB students. The Agency offering this course is responsible for ensuring appropriate individuals earn credit.

### Student Learning Outcomes

Student Learning Outcomes (SLOs) specifically define what students should be able to know and do upon completion of the course. Student Learning Outcomes are the basis for selecting the course materials, activities, assignments and assessments and are shared with the students in the course syllabus.

#### Key characteristics of well–designed student learning outcomes:

- Describes a learning result rather than a teaching process.
- Describes what the student will be able to demonstrate.
- Is measurable and specific.
- Addresses no more than a single result.
- Is clear (meaning faculty, students, administrators, and people outside the discipline are all able to understand it).
- Uses active verbs that specify definite, observable behaviors describing how students can demonstrate their learning.
- Can be taught and assessed.

#### Common areas for improvement with student learning outcomes:

- Outcomes that are not written at the level of the course (higher, lower).
- Using vague verbs such as “understand,” “know,” and “appreciate” that don’t measure understanding nor explained in terms of what students should be able to do in more concrete terms.
- Using the same verb for every outcome without differentiating between levels of learning (remember, understand, apply, analyze, evaluate, create).
- Confusing outcomes with learning processes. “Complete a thesis” is a learning process, not an outcome.

**Please list your Student Learning Outcomes (SLOs):**

These should be clearly articulated on your syllabus as well