

Course Information Form Guidelines



Overview

These instructions are intended to walk a faculty member through creating a new course or revising a course. The guidance and forms are consistent with the Illinois Community College Board (ICCB) *Program Approval Manual* and *System Rules Manual*. Shannon McGregor (smcgregor2@lakelandcollege.edu, ext. 5334, Webb Hall 027) is here to help walk you through this process and prep you to present at the Curriculum Committee meeting.

First, let's distinguish between a new course and a revised course.

- **Creating a new course:** a course that has not been approved through the college or ICCB previously or has been inactive for more than three years.
- **Revising a course:** any course that has been approved by the college and ICCB, is currently active, and is being updated.

If revising an old course and the credit hours change, then it will become a new course, and a new title and number should be created.

Course Approval Process

Step 1: Visit the shared drive to the **S:\Academics\Academic Forms\Curriculum Development Forms** folder. Open and save the following resources to your u:/drive:

1. Course Information Form
2. Rationale for Course or Program Revisions Form – complete Rationale tab

If you are creating a **new course**, then you are ready to go and can skip to step 3.

Step 2: If this is a course revision, then request the active Excel course file from Shannon. Simply send an email with a list of courses you intend to revise.

Note: Please do not use a form you have saved in your records. Please make untracked changes to the Excel file and submit it as the revised document along with a completed **Rationale for Course or Program Revisions Form**, explaining the reason for the revisions. The Curriculum Committee packet will then include the old course information form, revised course information form, and rationale for revisions for the Curriculum Committee's review.

Step 3: Revise the course, using the Course Information Form and outlining changes on the Rationale form. ICCB and IAI require a course syllabus if submitting a new course or if submitting a course for IAI approval.

Step 4: Email the completed forms and the syllabus (if new course) as attachments to Shannon (smcgregor2@lakelandcollege.edu) for review.

Next, the Curriculum Committee takes the course through an approval process with a first reading, second reading, and approval process. When approved, there is a little more paperwork to complete, but Becky Earp and Shannon will work with you through the forms and submissions. When the ICCB and IAI (if applicable) have approved the courses, then Becky will notify you. A PDF of the approved course will be placed on the LLCshares drive at S:\Academics\Course Outlines.

Course Information Form Items

Course Number: The course number consists of 3 alphabetic characters that should match an approved subject (e.g., AUT for Automotive) and 3 numeric characters. The ICCB uses the numeric system below to designate course levels.

Note: Please look on the LLCshares drive (S:\Academics\Course Outlines) or in the college catalog to see if another course exists in your division or a different division to decide if a new course needs to be created. If one exists in another division, you are encouraged to reach out to that department to gauge if it would be appropriate to use instead of creating a new one.

Some of Lake Land College's courses were numbered before a common numbering system existed. Courses revised after January 2024 will need to adhere to the numbering structure below.

Course Numbering System

Course Number	Course Type	Notes
001 – 009	Developmental, Adult Basic, and Adult Secondary Education Courses	PCS 1.4 Developmental/Remedial PCS 1.7 Adult Basic Education PCS 1.8 Adult Secondary Education
010 – 039	General Studies	PCS 1.6 Vocational Skills PCS 1.9 English as a Second Language Does not qualify for financial aid.
040 – 075	Freshman Vocational and Technical	PCS 1.2 Career & Technical Education
076 – 099	Sophomore Vocational and Technical	PCS 1.2 Career & Technical Education
100 – 199	Freshman Transfer	PCS 1.1 Baccalaureate/Transfer

200 – 299	Sophomore Transfer	Should the course be a transfer course, or will it be included as a 2+2 course at a university? If yes, see if it exists in the Illinois Articulation Initiative already. Shannon is here to help you walk through the process.
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Courses that are clinical courses associated with another lecture course contain a C after the course number.

Title: The title is limited to 30 characters as limited by the student information system.

Sem Cr Hrs: Semester Credit Hours/Student Credit Hours is a calculated field that uses 1 to 1 from Lecture, 1 to 2 from Lab, 1 to 3 from Clinical, and 1 to 1 from Work-based Learning. Student credit hours should be rounded down to the nearest .5 credit hours. It is important to look at transfer schools to remain in line with other colleges' credit hours. Credit hours for courses for which ICCB credit hour grants are to be claimed shall be determined based on an expected 45 hours of combined classroom/laboratory and study time for each semester hour.

Lecture: Courses with students participating in lecture/discussion-oriented instruction are assigned one semester credit hour or equivalent for each 15 classroom contact hours (i.e., 45 contact hours = 3 credit hours), at a minimum, of instruction per semester or equivalent. It is assumed that two hours of outside study are invested for each classroom contact hour.

Contact Hour: Instructional time based on a 50–60-minute clock hour of instructional activity that may include classroom, online, laboratory, clinical, or work-based instruction or any combination of those instructional methods.

Laboratory: Courses in which students participate in laboratory/clinical-laboratory oriented instruction are assigned one semester credit hour or equivalent for each 30-60 classroom contact hours (i.e., 90 contact hours = 3 credit hours), at a minimum, of instruction per semester or equivalent. It is assumed that one hour of outside study will be invested for each two laboratory contact hours. A lab class can occur at the beginning, middle, or end of a particular course of study and may be a specially equipped room designed for experimentation, observation, and/or practice on the college campus or at the worksite with instruction and supervision performed by a Lake Land College-paid faculty member.

Clinical: Courses in which students participate in clinical experiences will receive one semester credit hour or equivalent each 30-60 contact hours, at a minimum, per semester or equivalent. It is expected that one hour of outside study time is invested for each two clinical contact hours. Clinicals take place in a college clinical lab, hospital, or other medical/health facility and require direct supervision/ instruction/monitoring by a paid qualified college instructor/employee who is present any time the student is present.

Work-based Learning: Courses in which students participate in supervised occupational experience (SOE), internship, practicum, field experience, externship,

apprenticeships, or on-the-job supervised instruction are considered work-based learning courses. A WBL course receives one semester credit hour or equivalent for each 75-149 contact hours, at a minimum (i.e., 225 contact hours = 3 credit hours), per semester credit hour or equivalent. These courses allow the application of theory to actual practice and prepare students for working independently in a specific career. Generally, this occurs after a student has completed 12 credit hours. The work-based learning course takes place at an off-campus location and is supervised by an assigned worksite employee. A qualified Lake Land College-paid instructor/employee performs periodic check-ins with the student and worksite.

Instructional Differences				
	Lecture	Lab	Clinical	Work-based Learning
Contact hours	15 classroom contact hours, per semester	30-45 classroom contact hours, per semester	30-60 contact hours, at a minimum, per semester	75-149 contact hours per semester credit hour
Credit hour example	45 contact hours = 3 credit hours	45 contact hours = 3 credit hours	90 contact hours = 2 credit hours	75 contact hours = 1 credit hour
ECH calculation	1:1	1:1	1:1	1 ECH for each 13.5 student credit hours (John Deere 9.5)
Location	Campus, Off-Campus, Online	Campus, Off-Campus	College clinical lab, hospital or other medical/health facility	Worksite
College instructor constantly present	Yes	Yes	Yes	No
Non-college paid supervision	No	No	No	Yes

Equated Credit Hours (ECH): ECH is the sum of lecture, laboratory, clinical, and work-based learning credit hours. Equated credit hour is a Lake Land College term associated with faculty pay.

Course Level: Classification of a course based on how the course counts towards a student's degree audit – check one:

- Gen Ed/IAI: must have an approved IAI agreement
- Baccalaureate/Non-IAI: any transfer course that is not an approved IAI course
- Career/Technical: connected to an associate in applied science or certificate
- Dev Ed/Not in Degree Audit: remedial coursework or courses that do not apply to any degree

Course PCS & CIPS: National classification used to uniformly categorize courses. CIPs [NCES Classification of Instructional Programs](#) classification of Instructional Programs Code. Six digits are used to denote discipline or occupational areas. These codes are assigned by the administration.

- PCS 1.1 Baccalaureate/Transfer
- PCS 1.2 Career & Technical Education
- PCS 1.4 Developmental/Remedial
- PCS 1.6 Vocational Skills
- PCS 1.7 Adult Basic Education
- PCS 1.8 Adult Secondary Education
- PCS 1.9 English as a Second Language

Repeatable: The number of times the course can be repeated for credit. The ICCB allows a course to be taken once and repeated up to three (3) times. The first enrollment is not counted as part of the repeat number. Courses are approved for repeatable status only if the course meets the requirements established in ICCB Rule 1501.309h. Justification for repeatable status for a specific course must be included with the submission of Form 11 through Illinois Community College Information System (ICCIS), which faculty will complete with Becky Earp or Shannon McGregor as the course is submitted to ICCB. This is also required for courses being modified from 0 to 1-3 repeats. GPA is included in the repeatable course with each repeat of a course.

Note: A rationale of repeatability is also required in the Additional Course Information section at the bottom of the form. What would be a good rationale? Typically, a student might choose to retake a class for credit to update their skills because a software or product has been updated or to prepare for a new certification. This information is required for ICCB paperwork.

The college's catalog, the course syllabus, and the course classification form requesting approval of repeatability by the ICCB must indicate the number of such credits that will apply to degree or certificate completion for a single course or a combination of the course as repeated. Courses that may be repeatable are those in which the content varies from term-to-term or from student-to-student (e.g., independent study, special topics, internships, courses needed to maintain certification and licensure, adult basic and secondary education, and remedial/developmental courses).

Note on special topics courses: No topic/issue/seminar can be offered more than twice within three (3) years.

**** Notes on Repeatability:** Section 1501.309 h) of the ICCB Administrative Rules outlines requirements for courses to be approved as repeatable. Subsection h)2)

outlines options specifically for vocational skills courses that must be retaken by law for persons employed in a related occupation to maintain employment. These courses may be approved for repeatability beyond the limits described in Subsection h)1)A).

Pass/Fail: When a grade of P or F is assigned and is not calculated in the student's GPA.

Variable Credit: The maximum amount of credit allowable to earn. If a course is being requested as variable credit 0.5 – 3.0ch, 3.0 is entered into this field. This includes independent study, internship, or special topics courses whose subject matter and number of credit hours may vary from section-to-section, term-to-term, or student-to-student. The syllabus must show the increments of credit for which the course can be taken. For courses other than internships, independent study, and special topics courses, it is often easier to offer each increment or module as a separate course. The method of determining the amount of credit for each section, term, or student must be specified in the catalog and on the syllabus. Justification for variable credit must be included with the submission of the Form 11 through ICCIS. This is also required for courses being modified from non-variable to variable credit. The college's catalog, the course syllabus, and the course classification form requesting approval of variable credit by the ICCB must show the increments of credit for which the course can be taken and must indicate the number of such credits that will apply toward degree or certificate completion for the single course or a combination of the course at variable credit hours. The ICCB Course Master File lists the maximum hours for the course.

Note: A special topics course (topic/issue/seminar) cannot be offered more than twice within three (3) years.

Prerequisites/Corequisite: When a course must be taken prior to or concurrently with a course, placement scores must be at a designated level, or a student seeks admission into a special admissions program, permission must be granted before enrolling.

Catalog/Course Description: Summary explanation of what is covered in the course in a brief 40-word limit.

Major Course Segments: Topic areas that are to be covered in the course. This is a high-level list with associated contact hours based on the categories as defined above. A detailed list of segments may be included on the syllabus or on a separate sheet.

Evaluation: Identify the different types of evaluation tools used in the course.

Course Materials: Include all rented or purchased textbook materials that are required for the course and any access keys or special software that must be utilized for the course. When possible, use the most recent published materials that are more accessible for purchase than older versions. Additionally, the course outline should be updated with any material changes placed through the Bookstore.

Major Course Segments/Hours/Learning Outcomes: Course segments are the broad topics that the course covers. The hours indicate approximately how much class time will be spent on each segment. Learning outcomes are concepts students will learn either as a result of a specific lesson or on a grander, more general scale of the entire

course, targeting knowledge, skills, or attitudes for change. Learning outcomes might be identified by someone outside of the instructor, such as statewide or departmental standards.

Bloom's taxonomy is a framework for learning, teaching, and educational achievement in which each level depends on the one below. It is often depicted in the form of a pyramid—similar to Maslow's hierarchy of needs—or on a continuum, as depicted in the table at the end of this document. Bloom's Taxonomy specifically targets these by seeking to increase knowledge (cognitive domain), develop skills (psychomotor domain), or develop emotional aptitude or balance (affective domain).

The taxonomy provides a basis for developing sub-goals and assessment methodology to meet these goals. It is important to note that learning outcomes are goals and are not the activities performed to achieve those goals. Outcomes can be categorized into broad, global outcomes that may take many years to achieve and provide direction for education; educational goals that guide curriculum development over the weeks or months it takes to complete a specific course; and instructional goals that narrowly focus on the daily activities, experiences, and exercises used in a specific lesson plan.

Bloom's is a hierarchical classification of the different levels of thinking and should be applied when creating learning outcomes and course outcomes. They often tie directly into assessment outcomes and are brief statements that describe what students will be expected to learn or experience by the end of the course or program. Writing clear outcomes is critical to creating and teaching a course or program.

How to create learning outcomes: Use Bloom's Taxonomy. Determine what students need to be able to do or know within each unit of study, course, or program. In some cases, advisory boards are very helpful in identifying what needs to be taught. Developing a Curriculum (DACUM) workshops can also identify learning outcomes. Accreditation agencies (ACEN, CODA, CAPTE, etc.) often drive what the learning outcomes need to be. Use the [Objective Builder](#) for assistance in forming an acceptable outcome.

Outcomes: Broad components of the learning outcomes. Typically, course outcomes can be identified in 3-5 themes, which become the course outcomes. Avoid using more than one Bloom's verb in the outcomes.

Additionally, the Laker Learning Competencies are preloaded for you to select one primary and one secondary Laker Learning Competency. You will find the Laker Learning Competencies PDF at [this link](#).

How to create an Outcome Statement: A three-part statement that includes a subject, a verb (using Bloom's), and an object, and it is a clear statement of what students will know, value, or be able to do upon the completion of a unit of study, course, or program.

Format – students (subject) will be able to...(action verb that is measurable) and (object – what you want students to be able to do).

Examples: Students will be able to . . .

- **describe** the characteristics of bacteria, protists, and fungi.
- **evaluate** sustainable alternatives to fossil fuels and unsustainable agricultural practices
- **explore** personal and cultural biases and differences that affect one's teaching and interactions with others
- **deliver** an informative speech encompassing effective content, organization, and delivery
- **calculate** direct and countercyclical payments resulting from Farm Bill legislation

Additional Course Information

Course Effective Date: The date when the course is to begin or changes to the course are to take effect. See Curriculum Committee deadlines published each year at S:\Committees\Standing Committees\Curriculum Committee.

Program Associated: Any non-transfer course must have a program with which the course is associated.

Catalog Term Effective: The term in which the program is to begin, which cannot be a past term. The deadline for catalog build must be met for the start of the effective term. See Curriculum Committee deadlines published each year at S:\Committees\Standing Committees\Curriculum Committee.

Replace/Equate: If this course is replacing a prior course in the model and any student can receive credit in place of the prior course, please note to which course this connects. Also, briefly explain how it equates or replaces the course.

Course Fees:

How to Determine Course Fees		
Level 1	Applied to courses with limited equipment and/or supplies with equipment not rapidly becoming obsolete.	\$25
Level 2	Applied to most courses using computers or other highly specialized equipment in a rapidly changing technology and courses using large amounts of supplies	\$50
Level 3	Applied to courses requiring very expensive or very high usage of supplies	\$75
Level 4	Applied to courses requiring very expensive equipment and very high usage of supplies, rental of facilities and equipment, great distances traveled to visit S.O.E. students, etc.	\$76 and Up
Any courses with a lab component should have a course fee.		

Rationale for Repeatability: If this course was indicated as being repeatable for credit (at the top of the form), please provide the required rational for ICCB submission.

Reserved or Special Program: If this course is only allowed for specific majors and special types of students, please indicate so the registration rule can be applied.

Assessment Process: If the change is a result of an assessment progress, please indicate yes or no. If yes, please briefly explain.

Note: Before a program change goes to the Curriculum Committee, Shannon will run the "Where Am I Required?" report in *Tableau* and discuss it with the faculty and division chairs. Programs impacted will be notified before the meeting as well as upon Curriculum and ICCB approvals. This will aid programs in anticipating, discussing, and adapting to changes more effectively.

General Education Course Requirements

General Education Course Requirements				
	Associate in Arts	Associate in Science	Associate in Liberal or General Studies	Associate in Applied Science
Communications (IAI C)	9 hours (6 writing, 3 oral)	9 hours (6 writing, 3 oral)	6 hours	3 hours
Mathematics (IAI M)	3 hours	9 hours (1 MAT 100 or higher)	7 hours	3 hours
Physical Science (IAI P)	1 Course 3-4 hours	1 Course 3-4 hours (1 CHM, ESC, PHY 100 or higher)		
Life Science (IAI L)	1 Course 3-4 hours	1 Course 3-4 hours (1 from BIO 100 or higher)		
Humanities and Fine Arts (IAI H, F, HF)	9 hours (1 from H and 1 from F remaining either)	6 hours (1 from H and 1 from F)	3-6 hours	3 hours
Social and Behavioral Science (IAI S)	9 hours (ANT, ECO, GEO, HIS, PSY, POS, SOC, SOS select from 2)	6 hours (ANT, ECO, GEO, HIS, PSY, POS, SOC, SOS select from 2)	3-6 hours	
Additional Hours	—	—	—	6 hours from any above
Electives	26-27 hours	26-27 hours	42 hours	45 hours core
Total	64	64	60-64 hours	60 - 72

CIP codes should be used along with IAI-approved codes as classification for Gen Ed requirements.

Lake Land College is approved to award only the Associate in Arts and the Associate in Science degree for 64 hours. All program course models for concentration-specific requirements must be 64 hours.

Program Model Requirements

ICCB Degree Code	Title	Credit Hours	PCS Code
01	AA (Associate in Arts)	64	1.1
02	AS (Associate in Science)	64	1.1
03	AAS (Associate in Applied Science)	60 - 72	1.2
04	AGS, ALS, and AGE (General Studies Degree)	64	1.0
11	Developmental Studies or Basic Skills	None	1.4, 1.7, 1.8 & 1.9
18	Vocational Skills Shell Curricula Course Enrollee	None	1.6 & 1.9 - VOC 1.1 & 1.2 - Transfer
20	Occupational Certificate (CRT)	30 – 50	1.2
30	Occupational Certificate (CRT or NDP)	24 – 29 = CRT 9 – 23 = NDP	1.2
35	Occupational Certificate (NDP)	< 9	1.2
40	Certificate of General Studies	< 30	1.5
50	AFA (Associate in Fine Arts)	64	1.1
51	AES (Associate in Engineering Science)	60-68	1.1
53	GECC (General Education Core Curriculum Credential)	60	1.1

Sources: Lake Land College Catalog, ICCB Administrative Rules, ICCB Program Manual, and LLC Faculty Contract.

Helpful Resources

[Illinois Community College Board \(ICCB\) Program Approval and System Rules Manuals](#)

[iTransfer/Illinois Articulation Initiative \(IAI\) Course Descriptions](#)

Bloom's Taxonomy (Revised) Educational Learning Outcomes

Based on Anderson et al. (2001), Fayetteville Technical Community College (2023), Hokkanen (n.d.), The LearnWell Projects (n.d.), and the University of Florida Faculty Center (n.d.)

	Remember Level 1	Understand Level 2	Apply Level 3	Analyze Level 4	Evaluate Level 5	Create Level 6
Description	Define or retrieve knowledge from long-term memory accurately	Paraphrase meaning from instructional messages	Carry out procedures in a specific situation	Break down the material into parts	Make judgments based on a set of criteria	Create an original product, put together separate elements into a coherent whole
Action Verbs	Adjust Choose Cite or quote Count Define Document Identify Label List Match Name Point Read Recall Recite Record or Repeat Reproduce Select Spell State or tell Tabulate Trace Underline Visualize	Associate Categorize Clarify Classify Compare Compute Describe Discuss Distinguish Estimate Exemplify Explain Express Extend Extrapolate Interpolate Illustrate Locate Paraphrase Predict Rank Report Represent Restate Review Summarize	Calculate Complete Compute Demonstrate Determine Dramatize Employ Execute Experiment Extrapolate Generalize Graph Illustrate or sketch Implement Inform Interpret Operate Organize Practice or test Produce Relate Report Restructure Schedule Solve Translate	Appraise Attribute Compare Contrast Debate Deconstruct Deduce Demonstrate Diagram Differentiate Discriminate Distinguish Examine Focus Forecast Inquire Inspect Integrate Inventory Organize Outline Predict Question Separate Summarize Structure	Arrange Assemble Assess Check Collect Compose Conclude Coordinate Critique Detect Formulate Imply Judge Measure Monitor Organize Plan Prepare Prescribe Propose Rate Reflect Score or grade Synthesize Test Write	Construct Critique Design Determine Develop Estimate Formulate Generate Judge Hypothesize Perform Plan Present Produce Recommend Revise Synthesize Standardize Validate

Some words are not as easily demonstrated or measured, and they should not be used in outcomes. The “red flag” words in the left column of the chart below represent those unmeasurable words. Review the alternatives at the right and compare them with similar words in the chart above to see where they fall on the continuum.

Words and Phrases to Avoid

Below is a list of verbs and phrases that are not observable or measurable (Bilon, 2019), and these verbs should not be used when creating learner outcomes.

- | | | |
|--------------------|-----------------------|---------------------|
| • Acquainted with | • Depth | • Listen |
| • Adjusted to | • Enjoyment of | • Memorize |
| • Anxiety | • Experience | • Perceive |
| • Appreciate | • Familiar with | • Realize |
| • Appreciation for | • Feel | • Recognize |
| • Attitude of | • Feeling for | • See |
| • Awareness of | • Hear | • Self-actualize |
| • Believe | • Immaturity | • Self-confident in |
| • Capable of | • Insecurity | • Think |
| • Capacity | • Intelligence | • To become |
| • Cognizant of | • Interest in | • To reduce |
| • Comprehend | • Interested in | • Understand |
| • Comprehension of | • Know | • Understanding of |
| • Conceptualize | • Knowledge of | • Value |
| • Conscious of | • Knowledgeable about | |

For assessment purposes, faculty will be asked to use a measuring tool to gather assessment data. Examples of these may include, but are not limited to: tests, clinical evaluations, presentations, performances, reports, surveys, interviews, focus groups, internship, and employer surveys, etc. Having measurable verbs helps associate an appropriate measurement tool.

References

- Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. E., Raths, J., & Wittrock, M. C. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman.
- Fayetteville Technical Community College. (2023). [Bloom's taxonomy chart.] <https://www2.faytechcc.edu/IEAdocs/Blooms-Taxonomy-Chart.pdf>
- Hokkanen, L. (n.d.). *Bloom's taxonomy: Action verbs and activities*. <https://gme.med.ufl.edu/wordpress/files/2020/12/bloom-taxonomy-action-verbs-and-activities-1-638.pdf>

The LearnWell Projects. (n.d.). *Learning sufficiency diagram*. <https://thelearnwellprojects.com/resources>

University of Florida Faculty Center. (n.d.). *Bloom's taxonomy*. <https://fctl.ucf.edu/teaching-resources/course-design/blooms-taxonomy>