Course Change Request (CCR) Guidelines & Planning Form

Basic Form Instructions and Course Information
This guide provides the directions and prompts that you need for a Course Change Request (CCR). It may be helpful to prepare your written responses in a separate document first and then fill out the online form on Coursedog, though all your work on any unsubmitted form is automatically saved to "Drafts." These can be retrieved by clicking on "Drafts" in the left column.

You may choose to change any combination of the following: course number, course title, course description, prerequisite, corequisite, prohibited change, topic change, cross-list change, FFC distribution tag, FFC cultural diversity tag, FFC skills tag, or FFC experiential learning tag.

Complete instructions for creating and submitting NCPs are in the "Creating NCPs and CCRs" pdf.

The menu is populated with all existing courses, including those that have been retired.

1. **Course number**

Please follow the suggestions below for assigning course numbers to new courses.
- 100-level courses are intended for introductory students, 200-level for intermediate students, and 300- and 400-level for advanced students. Sequential courses should use consecutive numbers.
- The system will not allow re-using course numbers (including retired courses).

Course #	Appropriate Course Specification
100-109, 200-209	Courses for Non-Majors
110, 120, 130	Introductory Courses
180-189, 280-289, 380-389, 480-489	Colloquia and Seminars
190-199, 290-299, 390-399, 490-499 (reserved)	Independent Study and Internships

2. **Course title**

Every course requires a title of no more than 35 characters that will appear on the course schedule, on the College website, and on students' transcripts.

- Capitalization of each word in the title is the default. If it is important that certain words are not capitalized, please make that clear in your usage.

- There is no longer a "long" title available. The long title only appeared at the beginning of the course description. If this is important to your course, you may include it at the top of your description.

3. Department or Program

Select the home department or program for the course.

4. Undergraduate or Graduate

The default is undergraduate. Only MLS and MAT courses can be graduate level.

5. Credit Type

This is only for selecting regular grading (leave the default "Undergraduate") or Pass-No Pass (choose "Pass-No Pass"). Unfortunately, the system currently forces the display of all types as options. Only select "undergraduate" or "Pass-No Pass."

6. Pass-No Pass request

A somewhat redundant question confirming the previous selection.

7. Catalog Year

Presently the only choice is the next academic year.

8. Course Description

Course descriptions should generally be between 100-150 words. Please enter here ONLY the description of the course; there are separate questions regarding any prerequisites, corequisites, and FFC tags.
- Descriptions be in **present tense**, follow standard grammar, use first-person, and avoid confusing or extensive passive voice.
- The course description should indicate general course theme and content, ideally within the first few lines.
- Extensive required time commitments outside of regular course attendance such as field trips, film screenings, concerts, symposia attendance should be noted.
- Please be aware that course descriptions are on the public webpage and are read by prospective students.
- Avoid including books, assignments, and dates that will regularly change over time (or else you will need to submit a Course Change Request a year in advance every time those features change).

- Do not include any course pre/corequisites or FFC tags—they will be automatically added by the system.

Be prepared to answer the following question:
- What is the course description for the proposed course?

9. Course Change Rationale

Please provide the rationale for any changes to this course or the curriculum.

10. Is this a change in the FFC Distribution Tag?

If you're planning on using one of these tags, ensure that you've reviewed the "Guidelines for Distribution (CP, HU, NS, SS, QR) Tags" document, which also can be found at the bottom of the "New Course Proposal Form and Instructions" page in my.lakeforest. This guide provides important information about learning goals, requirements, and assessments of these tags.
- Keep in mind that each course may have no more than one distribution tag.
- Also, please remember that a given course can only carry two FFC tags in total.

Be prepared to answer the following questions:
- What is the revised FFC Distribution Tag for this course?
- What is the rationale for this tag change?
- In the section below, please briefly summarize how the learning goals of the relevant tag will be satisfied by this course. Be sure to refer specifically to the learning goals for the appropriate tag when making this argument.
o How will the learning goals of the relevant tag will be satisfied by this course?

11. Is this a change in the FFC Cultural Diversity Tag?
If you're planning on using one of these tags, ensure that you've reviewed the "Guidelines for Domestic
Pluralism (DP) Tag" or the "Guidelines for Global Perspectives (GP) Tag" document, which also can be found at the bottom of the "New Course Proposal Form and Instructions" page in my.lakeforest. These guides provide
important information about learning goals, requirements, and assessments of these tags.
- Keep in mind that a given course cannot carry both the DP and GP tags.
- Also, please remember that a given course can only carry two FFC tags in total.

Be prepared to answer the following questions:
- What is the rationale for this tag change?
- As indicated in the linked guides above, to qualify as a DP or GP course, at least 50% of the course must address DP or GP material.
o Will at least 50% of the course address the DP/GP material?

• In the section below, please provide a brief description of the scope of the course and explain how it will focus on issues of DP or GP. How will the proposed course focus on issues of DP or GP?

• For assessment purposes, all DP or GP courses must require students to submit a written assignment that directly addresses the tag's learning goal(s). In the section below, please briefly describe such a written assignment.

  • Can you briefly describe a written assignment that directly addresses the tag's learning goal(s)?

12. Is this a change in the FFC Skills Tag(s)?

If you're planning on using one of these tags, ensure that you've reviewed the "Guidelines for Writing-Intensive
(W) Tag" or "Guidelines for Speaking-Intensive (S) Tag" or "Guidelines for Technology-Intensive (T) Tag"
documents, which also can be found at the bottom of the "New Course Proposal Form and Instructions" page in my.lakeforest. These guides provide important information about learning goals, requirements, and assessments of these tags.

• Keep in mind that a given course can only carry two FFC tags in total.

Be prepared to answer the following questions:

• What, if any, FFC Skills Tags are needed for the proposed course? [W, S, T, or No Skills Tag]

• Follow-up questions will vary by tag.

For the Writing-Intensive (W) Tag, you will be asked:

• What is the rationale for this tag change?

• Will at least 50% of the course grade be based upon formal written work?

o Reminder: Senior Studies courses cannot be designated as satisfying the Writing-Intensive designation.

• Will the course assign a minimum of 18-20 pages/5000-6000 words of formal writing?

• Can you briefly describe how the instructor will provide writing-focused feedback on formal writing assignments?

• Can you briefly describe how the instructor will provide formal classroom instruction in writing?

For the Speaking-Intensive (S) Tag, you will be asked:

• What is the rationale for this tag change?

• Will the course give students multiple opportunities to offer oral presentations during the semester, and at least one formal, individual presentation of at least 8-10 minutes in duration?

• Will at least 25% of the course grade be based on oral presentation assignments?

•   Can you briefly describe how the instructor will provide presentation-focused feedback on oral presentation assignments?
•   Can you briefly describe how the instructor intends to provide substantial, explicit classroom instruction concerning oral presentations?

For the Technology-Intensive (T) Tag, you will be asked:
•   What is the rationale for this tag change?
•   Will at least 25% of the course grade be based on assignments that use the specified technology?
•   Will the course require students to use software-based technology that is relevant to the specific field or discipline?
•   Can you briefly describe how the instructor will provide formal classroom instruction in the effective use of the specified technology?

13. Is this a change in the FFC Experiential Learning Tag?

If you're planning on using the EL tag, ensure that you've reviewed the "Guidelines for Experiential Learning (EL) Tag" document, which also can be found at the bottom of the "New Course Proposal Form and Instructions" page in my.lakeforest. This guide provides important information about learning goals, requirements, and assessments of these tags.
•   Keep in mind that a given course can only carry two FFC tags in total.
Be prepared to answer the following questions:
•   What is the rationale for this tag change?
•   Will the course include experientially-focused activities outside of a traditional classroom requiring an amount of time equivalent to at least 1/3 of the total class time for a semester-length course for each student (a minimum of 14 hours)?
o   Time commitment excludes travel time.
•   How will the experience build upon the student's completed classroom work?
•   What new skills/competencies can students expect to gain through this course?
o   Please summarize skills students will gain and how these may relate to their other academic experiences and to post-graduate outcomes.
•   How will the instructor integrate the required written reflection into the course experience?
   •   Please explain how students will develop their capability to describe the value of this course to a target audience (employer, graduate school, etc.).

14. Is this a change in the FFC Senior Studies designation?

A senior studies course, also known as a senior "capstone," is a culminating experience in the student's major. The course emphasizes writing and speaking and encourages integration of the methods and content explored in the major.
•   Senior studies courses carry the SS tag, so they can only have one additional tag because a given course can only carry two FFC tags in total.
Be prepared to answer the following questions:

- What is the rationale for this change?

15. Credits
Semester-length Lake Forest courses carrying 1.0 course credits should require students to devote a minimum of 12 hours of total work per week (in-class time plus out-of-class work). Full-credit courses taught during shorter periods of time (e.g., during summer session) should require an equivalent amount of work as a semester-length course. Courses offered for fractional course credit (e.g., 0.5 or 0.25 course credits) should require an appropriate proportion of the total workload of a full credit semester-length course.

16. Is this a cross-listing change?

In the section below, please explain whether this course will this course contribute formally to any other major or minor program (e.g., as an elective or as a cross-listed course).
- If you propose cross-listing, the other department/program chair(s) will be asked to approve this request.
- When possible, cross-listed courses should use the same number (e.g., RELG 160 & ASIA 160) because it reduces potential confusion. However, it is permissible to have separate course numbers across departments/programs.
Be prepared to answer the following questions:
- What is the rationale for the cross-list change?

17. Is this a prerequisite, corequisite, or prohibited change?

Prerequisites must be completed before this course can be taken, whereas corequisites can be taken concurrently with this course. Often, instructors are allowed to waive the prerequisite or corequisite (i.e., "or by permission of instructor").
- If any prerequisites or corequisites come from a department/program other than the one proposing the new course, the other department/program chair(s) must endorse this request.

Prohibited courses refer to any courses for which students cannot also receive credit. For example, if a student takes ECON 130 (Applied Statistics), the student will not receive credit for MATH 150 (Intro to Probability & Statistics). Similarly, MATH 150 is not open to students who have taken ECON/BUSN 180 or ECON 130.
Be prepared to answer the following questions:
- What is the rationale for this prerequisite or corequisite change?
- What are the revised prerequisites or corequisites?
- Can the prerequisite or corequisite be waived by permission of the instructor?
- If the prerequisite or corequisite comes from another department/program, has the other department/program chair approved?
- What is the rationale for the prohibited course(s) change?
- What are the revised prohibited course(s) for this course?

18. Major or Minor Requirements

In the section below, please explain how, if at all, the list of major and minor requirements on your department or program webpage would need to be changed if these course changes were to be approved.

a.   Please be as specific as possible, using your current Requirements webpage as a template.

b.   NOTE: you must provide the exact wording of any needed change to your Requirements webpage. CPC will review the proposed wording to make sure it is clear, and then the Registrar's Office will use this information to update your webpage appropriately.

c.   If you are sure that no webpage changes will be required, write "No changes required."

Be prepared to answer the following question:

d.   How, if at all, will the list of major and minor requirements on your department/program webpage change if this course is approved?

19. Integration-related fields

Ignore these questions. Presently these cannot be hidden. The minimum and maximum enrollments for your course are <u>not</u> determined by these fields.