

Course

ILLINOIS STATE COURSE SYSTEM (ISCS)						
COURSE						
Data Elements	Code	Value	Description	Data Type	Edit Validations	Mandatory/Optional
Federal Course Identifier	ISBE		Consists of two parts, a Subject Area and a Course Identifier within that Subject Area. For example, the course <i>General Math</i> is coded as 02002—Subject Area Mathematics (02) and Course Identifier (002). Please see the <i>Secondary Course Classification System: School Codes for the Exchange of Data (SCED)</i> http://nces.ed.gov	N/A	N/A	Provided in Federal codes
		Subject Area	These are 22 general content categories, each represented by a two-digit code. The categories are mutually exclusive and, to date, can include any course offered in secondary schools. The Subject Areas are listed in an exhibit at the beginning of chapter 3 of the SCED (School Codes for the Exchange of Data) manual, <i>Course Codes and Descriptions</i> . Subject Area identifies a single course when it is combined with the Course Identifier. See Subject Area Tab.			
		Course Identifier	Courses within a Subject Area are distinguished by a three-digit code. The codes carry no meaning within themselves. As with all entries in the NCES (National Center for Educational Statistics) handbook series, "999" is reserved for courses coded as "other." Only some numbers between 001 and 999 have been used in this system; unused numbers can accommodate new courses as these are added to the SCED (School Codes for the Exchange of Data).			
Federal Course Title	ISBE		Name of Federal course.	N/A	N/A	Provided in Federal codes
Federal Course Description	ISBE		The Course Descriptions are fairly general. They provide enough specificity to identify the course's topic and to distinguish it from other courses in that Subject Area. However, the Course Descriptions do not include course objectives.	N/A	N/A	Provided in Federal codes

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Data Elements	Code	Value	Description	Data Type	Edit Validations	Mandatory/Optional
State Course Identifier	ISBE		Consists of three parts, a Subject Area, Course Identifier within that Subject Area, and a State generated alphanumeric identifier. For example, the course State General Math I is coded as 02002A005—Subject Area Mathematics (02),Course Identifier (002) and State identifier (A005).	char(9)		Mandatory
		Subject Area	These are 22 general content categories, each represented by a two-digit code. The categories are mutually exclusive and, to date, can include any course offered in secondary schools. The Subject Areas are listed in an exhibit at the beginning of chapter 3, Course Codes and Descriptions. Subject Area identifies a single course when it is combined with the Course Identifier. See Subject Area Tab.			
		Course Identifier	Courses within a Subject Area are distinguished by a three-digit code. The codes carry no meaning within themselves. As with all entries in the NCES (National Center for Educational Statistics) Handbook series, "999" is reserved for courses coded as "other." Only some numbers between 001 and 999 have been used in this system; unused numbers can accommodate new courses as these are added to the SCED (School Codes for the Exchange of Data).			
		State Identifier	Unique Number assigned by the State to identify a State course.			
State Course Title			Name of State course.	varchar(100)		Mandatory
State Course Description			The Course Descriptions are fairly general. They provide enough specificity to identify the course's topic and to distinguish it from other courses in that Subject Area. However, the Course Descriptions do not include course objectives.	varchar (Max)		Mandatory

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Max Carnegie Unit	ISBE	Example (1.00)	(Available Credit) identifies the amount of Carnegie unit credit available to a student who successfully meets the objectives of the course. A course meeting every day for one period of the school day over the span of a school year offers one Carnegie unit. A Carnegie unit is thus a measure of "seat time" rather than a measure of attainment of the course objectives. While some schools and districts use a performance—or competency—based metric of student progress, the Carnegie unit remains the predominant metric of student progress in schools in the United States and is part of the SCED (School Codes for the Exchange of Data) framework. Available Credit is coded as a one-digit number carried out to two decimal places, with an explicit decimal. That is, one Carnegie unit would be coded as 1.00. A half-unit of Carnegie credit would be reported as 0.50. Note that Available Credit for a given course can vary from school district to school district.	char(3)	x.x	Mandatory
Course Start Year	ISBE		School Year that course started.	char(4)		Mandatory
Course End Year	ISBE		School Year that course ends.	char(4)		Optional
Course Status	ISBE		Status of course. Open or Closed.	char(1)		NA
Cluster	ISBE		The Career Clusters initiative began in 1996 in the United States as the Building Linkages Initiative and was a collaborative effort between the U.S. Department of Education, the Office of Vocational and Adult Education (OVAE), the National School-to-Work Office (NSTWO) and the National Skill Standards Board (NSSB). The purpose of the Initiative was to establish linkages among state educational agencies, secondary and postsecondary educational institutions, employers, industry groups, other stakeholders and federal agencies. The goal was to create curricular frameworks in broad career clusters, designed to prepare students to transition successfully from high school to postsecondary education and employment in a career area. See Cluster Tab.	char (2)		Mandatory