GUIDELINES FOR EXTENDED COURSE OUTLINES (EXOs)

General

1. A hardcopy of the signed Extended Course Outline for each course offered by the College must be on file in the Office of Academic Affairs. Each academic department should maintain a file of its current Extended Course Outlines. Departments are also required to send an electronic file of a new or revised Extended Course Outline to the Office of Academic Affairs.

2. Extended Course Outlines must be reviewed every three (3) years.

3. Whenever a course is revised (for example, due to assessment or to adopting a new text), a new Extended Course Outline must be submitted to the Office of Academic Affairs. An X should be placed in the box adjacent to the section heading to indicate which section or sections have been changed.

4. The first page of the EXO must be on Dutchess Community College letterhead.

Part I.

Course Number: If this is a new course being proposed, XXX should be used after the three-letter curriculum heading until a course number is assigned by the Director of Scheduling (e.g., ARC XXX).

Course Title: The course title may be 50 characters maximum. The proposal should include a shorter title for publications (30 characters maximum) where appropriate.

Department: Indicate the Academic Department responsible for updating the EXO.

List the date of review/revision (or creation for a new EXO).

List the date of the previous review/revision (if applicable).

Indicate the program(s) to which this course is applicable.

Indicate the program(s) for which this course is required.

For existing courses, if the course has qualified as a SUNY General Education elective, indicate the name of the appendix. For new courses that may qualify as a SUNY General Education elective, indicate the name of the appendix in which inclusion is being proposed.

___ Lec. ___ Lab. ___ Cr. Hrs. (Indicate the number of Lecture, Lab and Credit Hours for this course).
Part II. Course Description

a) The Course Description should describe the course content in one paragraph and must be identical to the description in the most recent catalog or on the DCC website. The first two sentences must summarize the course description since some college publications use only the first two sentences of the course description. The description should include information about course philosophy, course objectives, depth of material covered, and technology used, as appropriate.

b) List course pre-requisites and/or co-requisites. If there are multiple prerequisites and/or co-requisites, it should be clear whether all courses are required as prerequisites or whether students have a choice between courses. This should be done via the use of either “and” or “or” between the courses. (Examples: ARC 100 and ARC 103; BUS 102 or BUS 104)

Part III. DCC Institutional Student Learning Outcomes (ISLOs) (If Applicable)

List the ISLO’s that will be achieved in this course.

DCC Institutional Learning Outcomes (ISLOs):
1. Oral Communication Outcome: Students will demonstrate oral communication skills in a clear and organized manner using appropriate verbal and nonverbal communication techniques with regard to subject, purpose and audience.
2. Written Communication Outcome: Students will produce writing that is well organized, well developed, and clear.
3. Scientific Reasoning Outcome: Students will apply the scientific method, develop hypotheses, analyze results and draw conclusions.
4. Quantitative Reasoning Outcome: Students will work with graphical, numerical or symbolic models to solve problems and interpret results.
5. Technological Competency Outcome: Students will demonstrate the ability to use technology and software applications to produce an output or perform analyses appropriate to their academic program/discipline.
6. Critical Analysis and Reasoning Outcome: Students will formulate or evaluate arguments, problems or opinions and arrive at a solution, position or hypothesis based on carefully considered evidence.

Part IV. Course Student Learning Outcomes

Provide a list of specific student learning outcomes for the course. If a student learning outcome can be linked to one or more of the DCC Institutional Student Learning Outcomes, indicate the ISLO in parentheses (e.g., 1, 2, 3, etc.).

Quality learning outcomes should be:
1. Measurable
2. Meaningful
3. Widely Accepted by Instructors Teaching the Course
4. Explicit
5. (of) Limited Number
6. Directly Mapped to Program and Institution Goals
Student learning outcomes are clearly articulated statements of what the student is expected to learn in the course. More information about writing Student Learning Outcomes can be found in Student Learning Assessment: Options and Resources by the Middle States Commission on Higher Education.

You may choose to include (or adapt) the following paragraph on the EXO. Student learning outcomes will be assessed using instruments appropriate to the discipline. Responsibility for achieving the learning outcomes will be shared by both the student and the instructor. The instructor will present material and act as a resource and guide for information. The student is responsible for demonstrating achievement of the learning outcomes.

Part V. Course Outline

a) Topics Covered
The course syllabus should be separated into clear divisions (weeks, quarters, sections). These divisions may be linked to the text, as appropriate.

b) Instructional Methods
Indicate that methods of instruction may include, but are not limited to, those listed, and may vary with the instructor. In general terms, describe the methods to be used including lectures, lab presentations, video screenings, guest speakers, group instruction, oral reports, etc. List technological requirements including computer software, video projectors, video monitors, overhead projectors, Sim Man, etc.

c) Course Requirements
List all course requirements including (but not limited to) tests, quizzes, homework, and projects (either individual or group). Include attendance policy and requirements for participation in class discussions or projects. If the course includes a required lab component, or requires attendance at field trips or events, list them and include possible time tables and costs, as appropriate.

You may choose to include (or adapt) the following sentence on the EXO. Two to three hours of student preparation are expected for each class hour.

d) Grading Practices
Indicate that grading practices may include but are not limited to those listed and may vary with the instructor. Clearly indicate how the grading practices are related to Course Requirements.

e) Required Text(s)

f) Supplementary Readings

g) Supplies and Technology Required
Indicate any additional materials (art supplies, calculator, software, etc.) that must be purchased by the student.

Part VI. Additional Items of Importance

Include required insurance and/or certification fees, or other required fees.