Revising an Active Course
A Step by Step Guide

Step 1: Login
Log into Ohlone's CurricUNET® website

Enter your **User Name** and **Password** note these are case sensitive. If you don’t know your login and password, or have forgotten it, please contact Mike Taguchi at ktaguchi@ohlone.edu or Kimberly Robbie at krobbie@ohlone.edu.

This is the screen you should see if you have successfully logged in:

Every active course is **locked** so you don’t inadvertently make changes to it. Therefore, you will need to make a **copy** of the existing active course so that you may modify it.
Step 2: Course Copy and Creating Your Course Review Proposal

On the left side of the screen is a NAVIGATION Pane.

From this pane, select BUILD: COURSES

Select Courses: Modify Active Course from the left menu:

The next screen will look like this:

Type in the number of the course you want to revise under Course Search. Check to make sure the Department listed is correct. If the Department is not correct, use the drop down arrow to find the right one. Hit OK. The next screen will look like this:

Click on the “Copy Course” icon
Click on the icon in the Actions column for the course you want to revise. You will then see:

Click on the drop down box under Proposal Type and select Course Revision Major for 6-Year Review.

Your proposal will now open and you may begin making changes.

**Step 3: Making Modifications**

On the right hand of the screen is the Course Checklist.

**Cover**

Begin with the Cover section, and work your way through each of the 12 listed criteria. Click on the titles to activate that section. After you finish each area, select Save and then click Finish. Note: When you finish a section, a check mark will appear in the box. You will not be able to launch your proposal until each area has been completed and all boxes are checked as shown below.
The Cover Section will look like this when you click on it.

If you require Additional Approvals (General Education [GE] Plan A or Distance Education [DE]) click the appropriate box(es). An additional section selection will appear on the Course Checklist.

Additional Approvals
Courses requesting Additional Approvals will be screened by the appropriate Curriculum Subcommittee. Approval and reaffirmation are not guaranteed. Rationales, justifications, and all sections in the additional application areas will be reviewed by the committee. More information about completing the Additional Approvals section is available in the documents linked below:

- The Guidelines for Getting Courses Approved for Ohlone General Education Plan A is located on the GE Committee homepage. If you have questions, please contact the current GE Committee Chair.
- The DE CurricUNET® Guidelines (PDF) is available on the Distance Education Subcommittee homepage. Please keep in mind that DE approval is required for any course to be taught fully online or as a hybrid. Complete the DE addendum at least one semester before the class will be offered. Approval is for the course, not for individual instructors, so the department should establish those standards. If you have questions, please contact the current Distance Education Committee Chair.

Catalog Description
Your Catalog Description should contain a well-developed overview of topics covered. It should contain enough detail to allow comparison with similar courses at other colleges, to distinguish it from other courses at our college, and to identify the role of the course in the curriculum. It should be concise enough to encourage a quick read. It is also a good idea to include a statement about the students for whom the course is intended.

At the bottom of this page is a Course Justification box. For major and minor revisions, this section should contain what was changed and why it was changed. Below is an example of what you might write.
Writing “Six Year Course Review” in this section is insufficient and will be rejected by the Chancellor’s Office. If you are unsure of the changes you will be making to your course, you may return to this section after you have completed your revisions. In this case, you would click on Save but not Finish.

Details

The Details Section: Double check the unit value and the lecture and lab hours. Remember that 1 lecture hour = 1 unit. 3 lab hours = 1 unit. Double check the Grade Options. Check the Repeatability section. New limits on repeatability have been set. Check with your Dean if you have questions regarding the repeatability of your course.

Student Learning Outcomes (SLO’s)

SLOs begin with a verb and demonstrate higher level critical thinking. Use the Taxonomy button to view Bloom’s Taxonomy list to give you an idea of words that may be used here to improve your current SLOs. To edit your SLOs, first click on the green Edit button in the lower right hand corner. To add an SLO, click on the Add button.

Then, click on the pencil icon next to the SLO you want to edit. To delete your SLO, click the scissor icon.

IMPORTANT NOTE: If your SLOs are identified as prerequisite skills in another course, you will not be able to
delete them. Contact the Curriculum Committee Chair for next steps to take in this event. To change the order of your SLOs, click on the up or down arrows.

When your list is complete, click on the Finish button.

Outline/Content
This section should be reviewed to make sure content is still applicable and relevant. Content items should be subject based and in outline format arranged by topic with sub-headings. Keep in mind that the content listed in the course outline is required to be covered by all faculty teaching the course unless marked as optional. The outline is detailed enough to fully convey the topics covered, but not so lengthy that a quick scan cannot be used to determine the scope of the course.

If course includes both lab and lecture, items should be categorized accordingly to reflect items covered in lab versus those covered in lecture. Content should be relevant to the objectives and learning outcomes for the course.

Assignments
Assignments should support the Student Learning Outcomes of the course. Give examples of reading, projects and writing assignments. For example, rather than using “homework” as an assignment, include an example of homework such as “Completion of human anatomy coloring book pages identifying major muscles used in yoga postures.” This section should establish that critical thinking is expected of students, taught to them in class, practiced in outside assignments, and evaluated. This does not have to be an exhaustive list of assignments but should include those that all faculty who teach the course will use. Examples of lab assignments should also be included here.

Methods of Evaluation Section
In this section, indicate how each of the SLOs will be assessed using the assignments that have been described in the prior section or by other methods. Each method of evaluation should link to at least one SLO and the SLO being assessed should be shown in parentheses following the method of evaluation, as shown below. If you use quizzes and exams, briefly describe the content and connect it to the SLOs.

Methods of Instruction
The methods of instruction should be appropriate to the objectives and learning outcomes for the course. Only include “distance learning” if the course is taught fully online or as a “hybrid”. Remember to complete the DE form located in the Cover section.
Textbooks
If a textbook is required for your course, update to the most current edition available. If your textbook is older than seven years, please provide an explanation as to why this is the book of choice. This may be as simple as indicating that you are using a reference manual that is a long standing classic in your respective field and that no new editions have been printed.

Supplies
This section should include any required materials or other equipment such as a sports item, lab equipment, tools, art materials or anything else the student must have to participate effectively in the course.

Entry Knowledge
Prerequisites and advisories should be evaluated to make sure they are still appropriate. Prerequisites must have discipline faculty agreement that the requisite is essential to student success in the particular course. Consensus must be reached only after careful examination of syllabi, course assignments and course exams.

This screen will appear when you click on Entry Knowledge. If nothing has changed, click Finish.

To add a prerequisite, corequisite or advisory, enter the skills the student must have in order to succeed in this course. Click Add.

When the new page opens, click on Match Entry Knowledge to Outcomes. This will allow you to select the Student Learning Outcomes that identify the requisite skills.
Using the drop down arrow, select the Department in which the identified prerequisite course resides.

Select the course.

Select the SLOs that support the requisite skills. Click Add.

Repeat this process if you have multiple prerequisites. When all requisites skills have been aligned with an SLO, click Finish.

**Requisites**

Click on Edit.

Click on the pencil to edit existing requisites.

Click the drop down box that reads Advisory to choose among Advisory, Corequisite or Prerequisite.

Click Add to open a new page into which you will enter the prerequisite.

Determine the Type of Pre/Corequisite.

If prerequisite is required by statute or regulation, indicate which statute.

Provide documentation from three or more UC or CSU courses with comparable prerequisite for equivalent course.
Enter **Condition**. Choose “and/or” if they may choose between two courses to meet the prerequisite.

Click on the blank space if there are no conditions.

Click on the “and” or click on the “or” as appropriate.

Enter the **Requirement Type**. Choose between Assessment, Course, Equivalent or Other.

Enter the **Course # and Title**. This should populate with the course(s) chosen in the **Entry Knowledge** section.

Enter any minimum grade requirement.

Enter any comments pertinent to prerequisite/corequisite. This should contain, at the very least, the names of faculty members from prerequisite course department with whom you have discussed the appropriateness of the course as a prerequisite/corequisite, and any statistical validation you have done to determine student success over the past two years with and without the prerequisite/corequisite course.

Click on **Add** if you have additional prerequisites to add. Click on **Finish** when completed.

**Library**

List library resources that may be needed to complete this course. Examples of available resources include print material (books, periodicals), audio-visual materials (videos, DVDs) or librarian assistance with research, library orientations, or information on most current resources within the discipline. Click **Finish**.

**Almost finished...**

If you did not complete the **Course Justification** (located in the **Cover** section), go back to that section and indicate *what was changed and why* it was changed. Click **Save** and **Finish**.

**Launching Your Proposal is a Two-Step Process:**

**Step 1**

All boxes in the Course Checklist should now be checked. When all sections are complete, a green **Audit** button will appear in the left menu. Click on this icon to **PRE LAUNCH** your proposal.

You may **AUDIT** your course now. **Audit**
Step 2
A link will appear after you click on the green **Audit** button. Click on the link to take you to the **My Approvals** section. Click on the **Next** button.

Find your course and click on the **Action** button.

Your course will pop up with a text box into which you should enter the changes that were made and why they were made. You might also include “Six Year Review” if appropriate.

Click on the drop down box in the **Action** area and click on **Originate Proposal**. Click **Save**.

**Success! Yay! You did it. Congratulations!**

Your proposal will go to your Dean’s CurricUNET® queue to await approval. Once approved, it will go to the Articulation Officer and then the Curriculum Committee for screening. Screening meetings are typically held monthly on the third Monday. A Curriculum Committee member will contact you to discuss your proposal and work through any issues that may interfere with its approval. After being screened and approved by the screener, your course will go to the Curriculum Committee for approval. These meetings are typically held on the first Monday of the month. Check the [Curriculum Committee website](#) for a current calendar of meeting days, times and locations.
Explanation of CurricUNET Icons:

- **The Additional Approvals icon (A):** If you have requested DE or GE Approval, you may view the information submitted for each approval process.

- **The Word Report icon (R):** Click this icon to view the Course Outline of Record (COR) in PDF format.

- **The Course Copy icon (C):** Click this icon to view the revisions that have been made to the COR:

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**OHLONE COLLEGE**  
Ohlone Community College District  
**OFFICIAL COURSE OUTLINE**

### Description of Course:

1. **Department/Course:** TD - 112  
2. **Title:** Acting Styles: Classical  
3. **Cross Reference:**  
4. **Units:** 4  
   - **Lee Hrs.:** 4  
   - **Lab Hrs.:** 2  
   - **Total Hrs.:** 108.00  
5. **Repeatability:** Yes, Times: 1-6  
6. **Grade Options:** Grade Only (GR)

### Catalog Description:

This course is a study of dramatic literature for the purpose of performance, including major study of Shakespeare. Shakespeare comedies, tragedies, and histories. Background examination and approval performance will highlight each area of study. The emphasis is upon performance of characters in monologue and scene work from selected comedies, histories, and tragedies. Nine plays. Selected plays.

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**The Check Status icon (S):** Click this icon to find comments from each approver at every step in the approval process. You are encouraged to follow the progress of your proposal:

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*See the course’s progression by following the dates of each approver’s comment.*