Having Kuali forms returned for revision is frustrating for a variety of reasons. Here are a few things to keep in mind to reduce the chances of that happening. Most course changes are straightforward, but for program changes, please consult with your Associate Dean **BEFORE** submitting a Kuali form. This can save a LOT of time and hassle.

The Kuali form may seem overly detailed for the change you are trying to make, but even seemingly minor changes can introduce inconsistencies or have unintended ripple effects for students. The review process helps catch these. It also provides some degree of consistency across units in the College, which reduces confusion for students, advisors, and faculty alike.

The biggest reason forms get sent back is NOT because of the proposed change itself, but because the form has not been filled out consistently, or because required information does not appear on the required sample syllabus. Every Kuali submission is unique, but there are a small number of reasons why forms get sent back for revision. Please avoid the delay and hassle by being careful the first time you submit the form.

As you fill out the form, please think about how it will be read and evaluated by reviewers who likely know nothing about your course and/or program other than what is on the form. Even for minor changes, please be clear and specific about 1) what is changing and why, and 2) program details that help reviewers understand the change in the context of your unit’s curriculum.

Going section by section through the Kuali form, below are some of the most common reasons forms get returned for revision. Not all these sections appear on each kind of Kuali form, so ignore those you don’t see on your form.

**Justification**

* The explanation for the proposed change should be substantial and comprehensive. Avoid vague and generic statements like "we're updating our degree program", or "we're modernizing our curriculum", or "we're changing the course title".
* Clearly articulate the need or opportunity. What prompted the proposed change? What is the expected outcome? (more enrollment, less advisor overrides, etc.)

**Associated Forms**

If you have associated forms, meaning you're proposing a change that involves more than one form, please try to link them. However, do not fret too much about this, because Kuali can be a bit fickle with these depending on the status of the other forms (and how they exist in the Kuali system). If linking doesn't work but seems important, ask the Associate Registrar for help. It's OK to submit a form that isn't fully linked to related forms because those can be added later—so those need not hold you up.

**Double numbered (UG/GR) courses**

Split-level courses—courses with undergrad and grad sections—should be submitted on a SINGLE form. There is a place on the form to request a grad number.

**Short Title**

Please be as intuitive and legible as possible rather than cryptically abbreviate every word from the long title.

**Course or Program Description**

* Be sure this is focused on the general goals of the program or course content and/or how it fits into the curriculum.
* PLEASE DO NOT list any pre-reqs or co-reqs or other requirements in this section; these should be left to the requirements section later the form, as they appear in a separate section in the online Catalog. If you insist on listing requirements in the description, they must match exactly what’s on the Kuali form or your form will be returned.

**Requirements**

Kuali has a lot of options/rules for expressing requirements, especially degree requirements. Please make sure they are expressed as simply as possible and eliminate unnecessary rule nesting, which quickly becomes hard to follow.

**Course Goals**

Provide a few bullet points about what the course is trying to achieve in the big picture. These are much broader than SLOs, and are usually not specifically assessable in the way that SLOs should be.

|  |  |  |
| --- | --- | --- |
| **Comparison** | **Course Goal** | **Course Objective** |
| Meaning | A goal is a long-term purpose which a person strives to achieve. | Objectives are the achievements which can be attained only if the attempts are made in a particular direction. |
| What is it? | End result | Means to an end |
| Basis | Ideas | Facts |
| Time frame | Long term | Medium term to short term |
| Measurement | Comparatively difficult | Easy |
| Action | Generic | Specific |

From UNM Office of Assessment workshop on Strategic Planning (10/13/2021)

**SLOs (Student Learning Outcomes)**

Be sure that learning outcomes aren't too broad or big picture like course goals often are. SLOs should be specific enough that you can make a clear determination if a student is reaching the desired outcome. A SLOs starting with "Students will learn ..." is not a something you can assess very effectively. The Outcomes should be things that students can do to show they have learned core skills or material (see Table above). For a quick guide on how to write Goals and SLOs, see document called “Resources Goals and SLOs” under [College of Arts and Sciences Curriculum and Assessment](https://artsci.unm.edu/assessment/gened-assessment.html) website.

**Duplication of course content**

If relevant, this needs to be thorough and include reference to related courses, including those offered by other Colleges. If there is any possibility for overlap, please indicate what units' courses you have consulted and upload any correspondence you have with chairs or faculty. Obviously, specialized courses for majors are going to be unique so there's not much to say about them. Lower-division course proposals should be explicit about possible overlap with other units and how the new course is distinct.

**Budgetary and Faculty Load**

This statement is not just about money, nor if the instructor is already faculty or not. If you are proposing a new course taught by existing faculty, then existing courses are likely to be offered less often, if at all. Be explicit about the impact of a new course on current course offerings. If required courses are being reduced, spell out who is going to teach them instead or why there isn't as much need for them. If a part-time instructor will play a key role in delivering the course, explain how the instructor will be funded in the long-term.

**SYLLABUS general check**

It may seem inconvenient to attach a sample syllabus, but your form WILL be sent back if your syllabus does not contain key information or if information on the syllabus does not match what's on the Kuali form.

* Credit hours should be clearly stated near the top of the syllabus with other basic course data.
* The course goals and SLOs MUST be on the syllabus and match what's on the Kuali form.
* Pre-reqs and co-reqs do not need to be on the syllabus, but if they are, they must match exactly what's on the Kuali form.

**Grading Scale(s)**

* All syllabi need a grading scale that clearly indicates how a percent or number of points corresponds to different grades. Be clear about the minimum percentage or number of points required to pass the course.
* Make sure the grading scale is unambiguous, so the points or percents don't overlap with different grades. For instance, DON'T have 90-92 = A- ; 92-100 = A) (92 can’t be both grades.)
* If a split-level course (with undergrad and grad sections), it's usually easier and much clearer to include separate grading scales for undergrads and grads.
* Grad students can't earn any grades BETWEEN a C and F. Be sure they are not on your grading scale!
* A table or chart is best for clarity.
* Do not use language like "we follow a standard grading scale". What is obviously standard to you or your unit, is not necessarily standard to a student because there are no uniform standards across units.

**Credits**

* If not a standard 3 credit course, make sure an explanation why appears somewhere on the Kuali form and the corresponding workload implications.
* Make sure there aren't weird errors, like being able to repeat a course for 99 credit hours.

**Pre-reqs , Co-reqs, and Restrictions**

* Be sure this section makes sense. It is easy within Kuali to choose confusing rules, like requiring students to have Junior AND Senior standing, when you mean to indicate EITHER.
* Be sure graduate courses do not have undergraduate pre-reqs.