



Changes to Course Goals/Perspectives

Instructions and Procedures

Please thoroughly read these instructions regarding the process for getting new courses approved before filling out the form. Please contact the Registrar's Office for submission deadlines.

The Process

- After the Registrar has determined that all necessary information and signatures are included and the form is complete, the proposal is presented to CoAA for review.
- CoAA reviews the proposal and approves or rejects the proposal. Rejected proposals will be returned to faculty to address questions and resubmit.
- After the course is approved, CoAA will notify the proposing faculty member and the Registrar's Office will enter the course into the PeopleSoft Student Information System.

Course Information

Instructor: _____ Department/Program: _____

Status of faculty Member: _____ Permanent
_____ Temporary - Term of appointment: _____ to _____

Subject Code and Course Number: _____

Course Title: _____

Educational Goals (relevant to the curriculum for students beginning before fall 2026)

Goals: Which aspirational goal(s), if any, does this course address, either partially (P) or substantially (S)?
CoAA recommends that:

- No course be listed as substantially addressing more than two goals; courses that substantially address one goal may substantially address one more goal or partially address one or two more goals.
- No course be listed as partially addressing more than three goals; courses that partially address multiple goals would not likely address more than three goals.
- In general, at least 2/3 of a course's content should relate to a goal for substantial satisfaction, and about 1/3-1/2 of content should relate to the goal for partial satisfaction.
- If you believe this course is an exception to these general guidelines, please provide a justification for CoAA to consider. However, exceptions will be rare.

To review the aspirational goals, see: <https://www.hws.edu/offices/oafa/curriculum/goals.aspx>

_____	P	_____	S	The ability to reason quantitatively
_____	P	_____	S	An experiential understanding of scientific inquiry
_____	P	_____	S	A critical and experiential understanding of artistic process
_____	P	_____	S	A critical understanding of social inequalities
_____	P	_____	S	A critical understanding of cultural difference
_____	P	_____	S	An intellectual foundation for ethical judgment as a basis for socially responsible action

Justification: Please provide a short justification for each of these goal designations.

--

Assessment: How will these goals be assessed in the course? Please note that the course syllabus should reflect both content of the goals covered in the course and any assessment of those goals.

--

Perspectives (relevant to students beginning in the fall of 2026 or after)

Perspectives: *The four perspectives provide students a broad foundation of knowledge, foster intellectual curiosity and analytical reasoning, and encourage the exploration of multiple academic disciplines and approaches. These perspectives underscore the imperatives of a liberal arts education to provide a breadth of knowledge and the means to engage that knowledge effectively.*

Which perspective(s), if any, does this course address?

(Courses may address more than a single perspective. Students, however, must take four unique courses to address all four goals. A description of the Perspectives can be found [here](#).)

- ☐ Scientific and Quantitative Reasoning
- ☐ Artistic and Creative Expression
- ☐ Global and Cultural Connections
- ☐ Ethical and Social Responsibility

Justification: Please provide a short justification for how the course substantively meets each of these perspective designations.

Assessment: How will these perspectives be assessed in the course? Please note that the course syllabus should reflect both content of the perspectives covered in the course and any assessment of those perspectives.

Action of the Committee on Academic Affairs

Approved: _____
Did Not Approve: _____
Revise and Resubmit: _____

Signature of Chair, CoAA

Date