AMERICAN UNIVERSITY

General Education Sophomore Seminar Proposal Form

The purpose of this form is to enable the General Education Committee to make a provisional decision about offering a proposed “Sophomore Seminar” course. Please complete the form electronically, save it, and submit it to gened@american.edu. You need not attach a copy of the proposed course syllabus at this time, although you are welcome to do so; if the Committee finds your proposal sufficiently intriguing, it may request a syllabus for a future stage of the approval process.

A Sophomore Seminar may run up to two times before going through the permanent course approval process. After that, you must submit a New Course form to your EPC and a Supplemental GenEd Form to gened@american.edu.

Course number and title (see below)

Sophomore Seminars are offered at the 200-level and must fulfill the learning objectives of 2 or more Foundational Areas. Sophomore Seminars are numbered as GNED-2xx depending on which Areas they fall under.

Names of faculty who are qualified to teach this course, and indication of full-time or adjunct status:

Suggested enrollment ceiling:

Course Description

1. Briefly state the focus and content of the course you are proposing.
2. Explain how this course meets the requirements of the Foundational Areas for which the course is proposed.
3. Be specific about the ways those goals will be achieved. (For Foundational Area requirements, refer to the description of individual Foundational Areas in General Education in the American University Catalog or on the General Education website).
4. Explain which academic disciplines you are drawing on for the content of the course and how the course content will introduce students to the base of knowledge, major concepts, and active issues in these disciplines.
5. Please explain how the course will incorporate or address the following General Education program goals. All General Education courses must address at least two of the following:
   • Aesthetic sensibilities – Critical reflections on the nature and history of beauty and art
   • Communication skills – Interchanging ideas and information through writing, speech, and visual and digital media
   • Critical inquiry – Systematic questioning and analysis of problems, issues, and claims
• **Diverse perspectives and experiences** – Acquiring knowledge and analytical skills to understand a variety of perspectives and experiences, including those that have emerged from the scholarship on age, disability, ethnicity, gender and gender identity, race, religion, sexual orientation, and social class.

• **Innovative thinking** – Venturing beyond established patterns of thought in imaginative and creative ways

• **Ethical reasoning** – Assessing and weighing of moral and political beliefs and practices, and their applications to ethical dilemmas

• **Information literacy** – Locating, evaluating, citing, and effectively using information

• **Quantitative literacy and symbolic reasoning** – Applying mathematical, statistical, and symbolic reasoning to complex problems and decision making

6. How is this course distinctive from other offerings in its foundational area, or in the General Education Program as a whole? How will it provide students with an educational experience not currently replicated in existing courses?

7. Are there any 100-level General Education courses that should serve as prerequisites for this course?

**Course Materials**

Please briefly list representative required readings, experiments, labs, support materials, facilities, etc. Indicate to which extent these are presently available.

**Previous Offerings**

Has this course or a similar course been offered before?

Former or current course number/title

If the course has been previously offered, what adaptations have been made which respond to the General Education guidelines?

**Contact information**

Primary faculty contact:

Department Chair or Division Director: