



JOHN V. ROACH
HONORS COLLEGE



Proposal for Honors Colloquium

Basic information

Course title:

Instructor:

Home unit (department/school and college):

Unit head (department chair or equivalent):

Submission instructions

Please submit proposals to Rob Garnett, Honors College Associate Dean (r.garnett@tcu.edu).

Each proposal must include **three items**:

1. Integrative learning outcome

Overall competency

Honors colloquium students will achieve integrative learning: creating new connections among different modes or domains of learning.

Course-specific learning outcome

Indicate ONE of the following (whichever best captures the focus of your course).

- A. Students will connect academic knowledge to learning experiences outside the classroom
- B. Students will explore connections across disciplines, fields of study, or perspectives
- C. Students will approach complex issues in original ways by transferring skills, theories, or methodologies from one situation to new situations
- D. Students will demonstrate a developing sense of themselves as learners, building on prior experiences (e.g., discoveries, ambiguities, risks, frustrations, dilemmas) to address new situations or problems
- E. Students will demonstrate a form of integrative learning not captured in A-D, namely:

(If you select option E, please state explicitly the type(s) of integrative learning your students will achieve, making reference to the overall competency above.)

Note: While we require integrative learning to be a central learning outcome of every Honors colloquium, we do not assume that it will be the only learning outcome.

2. Action steps to achieve integrative learning

Describe in detail:

- two learning activities through which your students will achieve the integrated learning outcome specified above and
- how each learning activity will support students' achievement of this outcome.

Reference to or copying/pasting text from your syllabus will not suffice.

3. Course syllabus

A syllabus consonant with the general expectations for Honors colloquia:

- discussion-intensive seminars
- exploring big-picture questions in a manner accessible and meaningful to students from diverse disciplinary backgrounds
- enabling students to integrate their learning across various parts of their undergraduate experience
- helping students expand their capacity for critical and collaborative inquiry

A syllabus that includes all of the following:

University policies and procedures

- Academic Misconduct Policy
- Statement of Disability Services at TCU
- A final evaluative exercise scheduled during the designated final exam period (per the University's Final Evaluative Exercise Policy)

Course Policies and Requirements

- Assignments (all defined, with grading criteria indicated or promised)
- Attendance policy
- Participation (if graded, clear grading criteria provided, ideally via a rubric)
- Technology policy
- Late work policies
- Determination of course grade (all elements/weights, grading scale, +/-)

Other essential course information

- Course description (include central questions to be explored)
- Learning outcomes ("Students will demonstrate . . ."), including the integrative learning outcome identified above
- Learning materials (texts, etc.)
- TCU Online (how it will be used, if at all)
- Course calendar/schedule