



Request for *Honors Colloquium* Designation for an Existing Course

Core Values

The John V. Roach Honors College encourages its students to develop a deep understanding of the ideals, principles, and beliefs that guide their behavior and shape their decisions. To promote this high level of self-understanding, the John V. Roach Honors College encourages collaboration and values diversity, integrity, equity, empathy, responsibility, and courage.

Vision

To be a world-class, values-centered Honors College characterized by critical, creative, cultural, and cross-disciplinary inquiry.

Mission

Dedicated to enriching the intellectual life of TCU, the John V. Roach Honors College seeks to empower, inspire, and motivate high-achieving students to become leaders in our global society.

To accomplish the mission, the TCU Honors College will do the following:

1. promote self-discovery, critical thinking, and conscientious understanding of world cultures through rigorous academic endeavors and creative inquiry in the context of big questions, great ideas, and relevant issues that transcend the curriculum.
2. offer unique residential, curricular, and co-curricular opportunities, fostering a community of scholars for whom vigorous engagement with local, national, and global communities becomes a way of life.

Curriculum Philosophy

The curriculum in the John V. Roach Honors College offers dynamic, student-centered learning environments where students can pursue academic excellence by confronting significant challenges that stir passions, inspire wonder, and encourage intellectual exploration. Faculty are committed to promoting active student engagement and to creating a supportive community of learners. Honors pedagogy is distinguished not by greater difficulty or additional work but by enhanced experiences that promote heightened reflection and realization. These intellectual challenges foster in students greater depth and understanding of themselves and the world.

Honors College Core Competencies

1. Critical thinking, problem solving, or creative inquiry skills
2. An understanding of world cultures and cross-cultural perspectives
3. Ability to synthesize ideas across disciplines or within a discipline

Courses and Competencies

John V. Roach Honors College offers courses designated as either Honors Elective or Cultural Visions for Lower-Division Honors and Honors Colloquium or Honors Departmental Research for Upper-Division Honors.

The John V. Roach Honors College students are expected to complete six hours of Cultural Visions courses and nine hours of Honors Elective courses for Lower-Division Honors. For Upper-Division Honors, students may choose either 12

hours of Honors Colloquia classes to complete University Honors, or Honors Departmental Research classes (number of credits varies by department) to complete Departmental Honors, culminating in the production of a thesis.

Students develop competencies outlined above through coursework as follows:

- A. Honors Elective: Competency 1 OR 3
- B. Cultural Visions: Competency 2
- C. Honors Colloquium or Honors Thesis: Competency 1 AND 3

FACULTY INSTRUCTIONS

A TCU faculty member should use this form to propose an Honors Colloquium

In proposing a colloquium, faculty members should submit this form to the Dean of the Honors College together with required documentation, specified on the following page. A sample syllabus for the proposed colloquium should be included with the form as well. The Dean of the Honors College will then convene a meeting with select faculty from the Honors College Faculty Advisory Committee that will examine the course proposal. At the Honors College Faculty Advisory Committee meeting, the faculty proposing the course may be invited to make a presentation explaining how the proposed course meets the Honors College colloquia requirements.

Please return the completed form and required documents to John V. Roach Honors College, 1016 Scharbauer Hall, TCU Box 297022 Fort Worth, TX 76129 or contact 817.257.7125 for more information.

JOHN V. ROACH HONORS COLLEGE
Request for *Honors Colloquium* Course Designation

Course Title:

Course Purpose:

Faculty Member Proposing the Course:

Faculty Member's Home Department:

Department Chair:

Semester and Year Offered, Initially:

Faculty Qualifications to Teach the Course:

List of Recent Courses Taught by the Faculty (last 2 years):

Please attach a syllabus as a supporting document for your submission. Syllabi for Honors College colloquia should reflect the *Learning Outcomes* and the use of *Student Action Steps* that correlate with Honors College requirements and include the following:

- a. University mission statement
- b. Course purpose (e.g., fulfill part of university mission or Honors College mission)
- c. Prerequisites (if applicable)
- d. List of course objectives in terms of *Learning Outcomes*
- e. Topical outline of the course
- f. Instructional methodology
- g. Description of assignments, including texts and other reading assignments, kinds and frequency of written assignments and examinations, and an outline of the semester's study.
- h. Description of grading procedures and attendance policies
- i. Representative bibliography (if applicable)
- j. Statements in reference to university policy for students with disabilities and university policy regarding academic conduct (dishonesty).

For each of the two competencies listed below:

1. Please explain in detail how students will achieve in your course ONE of the listed *Learning Outcomes* through the use *Action Step(s)* and how you will assess the student learning. Please indicate which *Action Step(s)* you will use to accomplish the *Learning Outcome(s)*.
2. In describing your method of assessment, please address the *Learning Outcome* and discuss who, what, and when.

ALL HONORS COLLOQUIA WILL DEVELOP THE FOLLOWING TWO COMPETENCIES:

COMPETENCY 1: John V. Roach Honors College Laureates will by **oral and written means** demonstrate the ability to **INQUIRE CREATIVELY, THINK CRITICALLY, AND SOLVE PROBLEMS**

Honors College <i>Learning Outcomes</i>	Honors College <i>Action Steps</i>	<i>Method of Assessment</i>
<p>Students will:</p> <ol style="list-style-type: none"> 1) Develop a creative process of inquiry and synthesis. 2) Apply knowledge, skills, and tools necessary to articulate a problem clearly. 3) Use broad in-depth analysis of evidence to make decisions and communicate beliefs clearly and effectively. 4) Argue for and develop solutions to specified problems. 	<p>e.g., Students will be exposed to and study the analytical materials and techniques relevant to the colloquium topic.</p> <p>Students will apply discipline-specific techniques to developing, presenting, and writing arguments of their own device.</p> <p>Students will use close reading and/or research to identify both abstract and “real-life” problems</p> <p>Students will articulate, explain, and propose solutions to problems.</p> <p>Students will reflect on issues pertinent to the colloquium topic, differentiate salient elements associated with the issue and develop a process to further analyze and explore this issue.</p> <p>Students will articulate further implications/responses arising from careful consideration of an issue and respond using any of the various forms of creative expression.</p>	<p>e.g., Students will be required to identify and define several analytical techniques specific to the colloquium topic area and place their own beliefs/thinking within this analytical context.</p> <p>Given a “problem,” students will choose an analytical protocol, define methodology, and apply the methodology to the problem in question.</p> <p>Students will present a process and a product of creative inquiry that produces an artifact adding to contemporaneous understanding of the colloquium topic.</p>

COMPETENCY 2: John V. Roach Honors College Laureates will by **oral and written means** demonstrate the ability to
SYNTHESIZE IDEAS ACROSS DISCIPLINES OR WITHIN A DISCIPLINE

Honors College <i>Learning Outcomes</i>	Honors College <i>Action Steps</i>	Method of Assessment
<p>Students will:</p> <ol style="list-style-type: none"> 1) Identify and access information from relevant discipline(s). 2) Explain disciplinary or multidisciplinary ideas in context and evaluate relevance. 3) Apply disciplinary or multidisciplinary knowledge to new situations. 	<p>e.g.,</p> <p>Students will be given conceptual explications from several diverse disciplines and then be charged with finding commonalities among these concepts.</p> <p>Students will draw conclusions about how their understanding of conceptual commonalities between disciplines has enriched their understanding of these concepts.</p> <p>Students will explore information presented in various forms (writing, art, film, music, etc.) and identify salient elements in each relative to topics specified.</p> <p>Students will propose approaches to problem solving using ideas and methodology taken from multiple disciplines.</p> <p>Students will solve problems using conceptually related information taken from multiple disciplines.</p> <p>Students will address issues as specified using conceptually related information taken from multiple disciplines.</p> <p>Students will transfer discipline-specific information previously identified and defined to solve a problem or better explicate a concept or idea in a different discipline.</p> <p>Students will generate new ideas, hypotheses, or lines of reasoning based upon their study of concepts in across disciplines.</p>	<p>e.g.,</p> <p>The instructor provides a generalized concept statement. Students are charged with identifying, analyzing, and explaining manifestations of this concept in at least several disciplines.</p> <p>Students will present evidence of the salience of information provided relative to the discipline in which it is found as well as the concept(s) to which it might be applied.</p> <p>Students will be given related concepts from diverse disciplines. They will then use these concepts to solve a problem or critically assess a more global issue as provided by the instructor.</p> <p>Students will propose a hypothesis relevant across as well as beyond the disciplines under study. The student will then prove the validity of the hypothesis using information and concepts taken from the multiple disciplines.</p>

Approval signature of department chairperson

Approval signature of Honors College Dean