



JOHN V. ROACH  
HONORS COLLEGE



## Evaluation of Honors Colloquium Proposals

Course title:

Instructor:

### **Overall assessment**

- No revisions required
- Minor revisions required
- Significant revisions required
- Proposal incomplete

### **Integrative learning outcome**

#### Overall competency

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

Each course must achieve ONE of the following outcomes:

- 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 options A-D, namely:

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Note: Faculty who select option E must state explicitly the type(s) of integrative learning their students will achieve, making reference to the overall competency.

## **Action steps to achieve integrative learning**

### **Action step 1**

- Well-articulated explanation (learning activity → designated learning outcome)
- In need of revision

Reviewer comments:

### **Action step 2**

- Well-articulated explanation (learning activity → designated learning outcome)
- In need of revision

Reviewer comments:

## **Syllabus: General expectations for Honors colloquia**

- \_\_\_ Accept  
\_\_\_ One or more items in need of revision (as indicated below)

- (1) Discussion-intensive seminars
- (2) Exploring significant, cross-disciplinary questions (relevant to all University Honors students) in a manner appropriate to students from diverse disciplinary backgrounds
- (3) Helping students expand their capacities for collaborative and critical inquiry

Reviewer comments:

## **Syllabus: Compulsory items**

- \_\_\_ Accept  
\_\_\_ One or more items in need of revision (as indicated below)

### 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