HONORS COURSE EVALUATION RUBRIC

Course Syllabus Audit

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Term: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator Initials: \_\_\_\_\_\_\_\_\_

Student Performance Outcome: Honors students will demonstrate more specialized and in-depth knowledge as well as higher cognitive skills (e.g. analysis, synthesis, and evaluation) than their non- honors peers in general education courses

Evaluate the attached course syllabi by circling the appropriate evaluation that matches each statement:

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| **Honors Objective:** The content of honors sections are more enriched than regular sections of general education courses. Enrichment might include supplementary units, in-depth units, specialized units, supplementary texts, primary texts, interdisciplinary approaches, etc. | | | |
| Statement: Compared to the syllabi of regular sections of this course, this course syllabus demonstrates a level of enrichment that is: | | | |
| No Different  1 | Somewhat Higher  2 | Higher  3 | Much Higher  4 |

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| **Honors Objective:** Honors sections favor assessment of learning objectives that involves writing, problem-solving, and experimenting rather than objective testing, such as multiple-choice tests. | | | |
| Statement: Compared to the syllabi of regular sections of this course, the level of writing, problem solving, and experimenting in this honors section is: | | | |
| No Different  1 | Somewhat Higher  2 | Higher  3 | Much Higher  4 |

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| **Honors Objective:** Honors sections allow more time for discussion than lecture. Evidence of discussion can be found in class sessions devoted to discussion, in-class participation, small-group activities, out-of-class activities, etc. | | | |
| Statement: Compared to the syllabi of regular sections of this course, the planned discussion level in this honors section is: | | | |
| No Different  1 | Somewhat Higher  2 | Higher  3 | Much Higher  4 |

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| **Honors Objective:** Honors sections require more ambitious assignments. Evidence of ambitious assignments might include research papers, oral presentations, group and individual projects, hand-on experiments, etc. | | | |
| Statement: Comapred to the syllabi of regular sections of this course, the level of the ambitiousness of the assignments in this honors section is: | | | |
| No Different  1 | Somewhat Higher  2 | Higher  3 | Much Higher  4 |

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| **Honors Objective:** Honors courses emphasize at least two of the three identified assessment areas for the honors college | | | |
| Statement: Compared to existing classes, this course incorporates more opportunities for students to demonstrate 1) Critical Thinking and Breadth of Inquiry 2) Undergraduate Research 3) Community Engagement and Experimental Learning | | | |
| No Different  1 | Somewhat Higher  2 | Higher  3 | Much Higher  4 |

Please feel free to make additional comments about the course syllabi here:

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