

Honors Course Proposal Rubric:

Category	Description	1 – Needs Major Revision	2 – Adequate	3 – Strong	4 – Outstanding
Learning Outcomes & Assessment	Demonstrates clear alignment with WSU Honors Program learning outcomes and provides meaningful assignments/assessments that show how students will achieve and demonstrate these outcomes.	No alignment or unclear	Limited alignment; weak evidence of assessment	Strong alignment with outcomes; clear evidence of learning	Comprehensive integration of outcomes; innovative, well-articulated assessments
High Impact Educational Experiences	Incorporates High Impact Educational Experiences (HIEEs) that elevate the course beyond standard instruction, such as research, collaborative projects, community engagement, experiential learning, or other practices that foster deep, transformative learning.	No evidence of HIEEs	Limited mention of HIEEs, not well integrated	Clear inclusion of HIEEs, meaningful to the course design	Multiple, well-integrated HIEEs central to the Honors experience
Relevance & Student Appeal	Designed to engage a wide range of Honors students, with approaches that are appealing and meaningful across disciplines.	Narrow focus; limited appeal	Some relevance; may be niche in scope	Clear relevance; broad student appeal	Highly engaging; exceptional reach across majors and perspectives
Clarity & Feasibility	Proposal is well-written, structured, realistic, and implementable.	Proposal vague / unrealistic	Mostly clear, minor gaps	Clear, feasible plan	Polished, detailed, and compelling
Syllabus & Supporting Materials	Provides a syllabus or supporting materials that clearly reflect the course structure, outcomes, and alignment with Honors values.	Missing or poor quality	Provided but incomplete	Clear, useful syllabus with basics	Polished, complete, professional syllabus fully aligned with Honors ethos