

2007

## Editorial, Volume 3 - 2007

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*University of Alabama - Birmingham*

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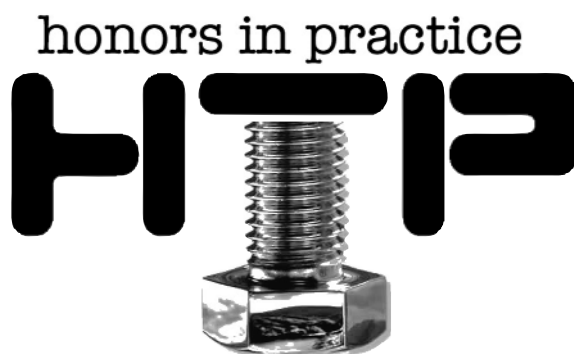


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A PUBLICATION OF THE NATIONAL COLLEGIATE HONORS COUNCIL

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## JOURNAL EDITORS

ADA LONG

DAIL MULLINS

UNIVERSITY OF ALABAMA AT BIRMINGHAM

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The cover design of *Honors in Practice* was created by Patrick Aeivoli of Long Island University: C. W. Post Campus.

The cover photograph, by Kerri Molczyk, University of Nebraska-Lincoln, shows the signing of the NCHC Declaration of Interdependence at the 2006 annual conference in Philadelphia.

## EDITORIAL POLICY

*Honors in Practice (HIP)* accommodates the need and desire for articles about nuts-and-bolts issues, innovative practices in individual honors programs, and other honors topics of concern to the membership. *HIP* complements the semi-annual scholarly journal of the NCHC, *Journal of the National Collegiate Honors Council (JNCHC)*. Both journals employ a double-blind review system. *JNCHC* publishes scholarly essays that stress research in and on honors education. *HIP* publishes practical and descriptive essays: descriptions of successful honors courses, suggestions for out-of-class experiences, administrative issues, and other matters of use and/or interest to honors faculty, administrators, and students. Submissions and inquiries should be directed to Ada Long at [ada-long@uab.edu](mailto:ada-long@uab.edu) or, if necessary, 850.927.3776.

## DEADLINE

*HIP* is published annually. The deadline for submissions is January 1.

## SUBMISSION GUIDELINES

1. We will accept material by e-mail attachment (preferred) or disk. We will not accept material by fax or hard copy.
2. If documentation is used, the documentation style can be whatever is appropriate to the author's primary discipline or approach (MLA, APA, etc.), but please avoid footnotes. Internal citation to a list of references (bibliography) is preferred; endnotes are acceptable.
3. There are no minimum or maximum length requirements; the length should be dictated by the topic and its most effective presentation.
4. Accepted essays will be edited for grammatical and typographical errors and for infelicities of style or presentation. Authors will have ample opportunity to review and approve edited manuscripts before publication.
5. We also accept submissions of honors course syllabi. A call for such submissions is sent to the NCHC listserv prior to January 1, but, if you would like more information about how to submit a syllabus, contact Ada Long at the email address below.
6. All submissions and inquiries should be directed to Ada Long at [ada-long@uab.edu](mailto:ada-long@uab.edu) or, if necessary, 850.927.3776.



# DEDICATION



**WILLIAM P. MECH**

Since 1970, when he became Director of the Honors Program at Boise State University, Bill Mech has been a central figure in honors. He went to Idaho after receiving his B.S at Washington State University and his Ph.D. at the University of Illinois in mathematics. He remained dedicated to his discipline, chairing the Department of Mathematics at BSU for five years while also entering the interdisciplinary world of honors. After serving in the sequence of offices that includes the presidency of NCHC, he became the epicenter of national honors as Executive Secretary/Treasurer of NCHC from 1987 to 1996. During his tenure in this position, the NCHC experienced unprecedented growth in membership and complexity. Bill's tall and stately presence was a focal point of every national conference as well as the ever-expanding number of committee meetings throughout each year. He also welcomed the NCHC officers to his campus and his home in Boise every January, where fog and snow typically threatened to make them permanent residents. In 1997, however, Bill moved to the other side of the continent and the weather spectrum when he took the position of Founding Dean of the Honors College at Florida Atlantic University on the John D. MacArthur campus in Jupiter, Florida. At FAU, he was instrumental in developing the campus, college, curriculum, faculty, staff, student body, and endowment of the new college, and he has become a key member of the community there as chair, president, or member of numerous local boards. He has also remained active in honors nationally, serving as a consultant to many honors programs and colleges across the country and as a member or chair of NCHC committees. For his many services to the National Collegiate Honors Council and to honors education over more than three decades, we are pleased to dedicate this volume of *Honors in Practice* to Bill Mech.





ADA LONG

# Editor's Introduction

ADA LONG

UNIVERSITY OF ALABAMA AT BIRMINGHAM

This third volume of *Honors in Practice* is the longest by far, signaling the acceleration of studies within and about honors programs and colleges. Evidence is plentiful that honors education is coming of age as an integral component of higher education. It is the subject of an increasing number of doctoral dissertations—enough so that NCHC has established a special listserv for graduate students doing research on honors. The other journal of the NCHC—*Journal of the National Collegiate Honors Council*—is, like *HIP*, receiving record numbers of submissions. The annual conferences are attracting a wide spectrum of participants—faculty members, students, and honors directors and deans, of course, but also central administrators, representatives of foundations, and national leaders of other educational organizations. Conference presentations cover an expanding variety and complexity of honors-related issues.

Honors programs and colleges are no longer a frill or an option; they have become an expectation for students, parents, faculties, administrations, donors, and communities. The integration of honors into the traditional programs and departments of colleges and universities at every level has naturally generated a surge of research and information on honors-related topics. This volume of *HIP* illustrates the breadth and richness of these studies.

The first section of essays focuses on innovative honors courses. The lead essay—"Learning a Practice Versus Learning to Be a Practitioner: Teaching Archaeology in an Honors Context" by Troy Lovata of the University of New Mexico—not only provides a fascinating model for teaching a specialized subject like archaeology to non-majors but also addresses some of the challenges for both students and teachers that arise from adapting disciplinary specializations to interdisciplinary honors programs. Lovata's syllabus for *The Legacy of Ancient Technology* was selected for publication in last year's *HIP*; his detailed discussion of the course here, including its theoretical backgrounds and practical benefits, shows the kind of creativity that can arise from stretching the boundaries of one's discipline—a virtually universal requirement of honors education.

Like archaeology, the arts present special challenges in the context of honors, but P. Brent Register and his colleagues at Clarion University provide four models for honors classes in the arts in their essay "Teaching Arts and Honors: Four Successful Syllabi." In addition to the syllabi for honors courses on theater, dance, music, and art, the authors have included commentary about the courses, in each case discussing how the course fits into the context of the

## EDITOR'S INTRODUCTION

Clarion University Honors Program. Honors administrators who want to encourage faculty in the arts to offer honors courses would do well to share this article with them.

A different kind of innovation is the introduction of service learning into a composition class. Ann T. Parker describes initiating a service learning component in her honors composition class at Southern Polytechnic State University. "Service Learning in the Honors Composition Classroom: What Difference Does It Make?" includes a narrative about the first service learning project she introduced, wherein her students prepared and served breakfast at a soup kitchen. She describes the students' responses to this project before, during, and after the experience; she includes their written responses afterward; and she discusses the benefits to the class.

Another innovation to traditional courses is students teaching students. Jim Lacey, in "First-Year 'Initiation' Courses in Honors," focuses primarily on the successful role of student interns at Eastern Connecticut State University. Lacey describes two sequential freshman-level honors courses he developed where honors student interns have significant roles in teaching, discussions, assignments, and grading. Lacey provides good evidence about the benefits of students grading students, a practice that typically generates controversy and skepticism among faculty and administrators, and he describes ways to safeguard this process.

Like Jim Lacey, Anne M. Wilson and her co-authors describe a course that gives students significant responsibility. In "Teaching an Honors Course Tied to a Large University Event," the authors describe a partially student-planned and student-run course that focused on the history of Butler University and its sesquicentennial celebration. Wilson and her co-authors, who are students at Butler University, suggest ways to tie courses into university events, and they discuss the benefits to students, teachers, alumni, administrators, and the community.

The next section of this volume includes essays on the integration of professional schools and honors programs. As almost every honors administrator knows, the accreditation requirements of professional schools present often insurmountable obstacles to student participation in honors programs. Engineering is typically the most challenging of all, but, in "The Fessenden Honors in Engineering Program," Michael Giazsoni of the University of Pittsburgh provides an outstanding model for one way to meet this challenge successfully. Honors administrators might do well to forward copies of this essay to their deans of engineering.

Education majors can be another challenge for honors administrators, and we have here two fine essays on that subject. Lynne Steyer Noble and Jennifer E. Dowling address the nature of this challenge in "Where Are the Education Majors and Faculty?" They give an account of the difficulties that education majors have in completing the Columbia College Honors Program and honors programs generally. The essay lists some potential solutions to the

difficulties and makes an appeal for inter-institutional cooperation in addressing these issues.

The next essay describes an interesting approach to these issues. "Integrating an Honors Minor, Education Major, and Global Teacher Preparation," by David M. Bishop and Kelli S. Sittason, is an account of the development of an ambitious program called Honors International Teaching Fellows. This program integrates study in and of other countries with both a major in education and participation in the Northern Kentucky University Honors Program. The authors provide a detailed description of the development, goals, benefits, and challenges of this four-year program.

The next set of essays provides ideas for ways that honors programs and colleges can better serve their students. The lead essay—"More Than an ID Number or a GPA: Developmental Advising in Honors" by Jacqueline R. Klein, Lisa French, and Pamela Degotardi—describes the elaborate and intensive roles of advisors in the William A. Macauley Honors College, formerly the CUNY Honors College. In part an outgrowth of the structure of MHC, which is an honors network spread across seven campuses, the central role of "developmental advising" has components that any honors administrator might consider adopting. Indeed, this honors advising program might serve as an ideal for any campus.

Honors housing is a support service for students that has become increasingly common in recent years, a benefit that many honors students now expect. In "The Honors Community: Furthering Program Goals by Securing Honors Housing," Nancy Reichert describes the process she has used to implement honors housing for both freshmen and upperclassmen at Southern Polytechnic State University. In a tribute to the NCHC listserv, she describes a survey she conducted there that proved essential to her efforts on her own campus. She provides the results of that survey and explains how she used the data as one of her strategies to convince administrators and others to institute honors housing.

Computer support is another service provided by most honors programs and colleges, but Scott Carnicom and his co-authors describe a top-of-the-line, if not off-the-charts, technology lab they have created at Middle Tennessee University. They describe the multiple capabilities of this lab to enhance creativity, engagement, and learning among honors students, and the detailed account of their set-up might be an inspiration as well as a handbook for honors administrators who are considering such a facility. An added benefit of the tech lab at MTSU is that it is one of the ways that the Honors College is pioneering educational innovations for the university.

The concluding essay in this section—"BBQ with the Profs' and the Development of College Associations" by Craig T. Cobane and Lindsey B. Thurman—is a description of the development and implementation of an orientation event at Western Kentucky University. "BBQ with the Profs" sends incoming honors students to faculty homes for an evening of food, fun, and information, with students already in the program facilitating these evenings.

## EDITOR'S INTRODUCTION

Administrators who want to initiate such an event will find here a detailed account of the process and how to evaluate it.

The final two essays in this volume focus on honors student research. Christina Ashby-Martin, in "Multi-Level Benefits of Using Research Journals in Honors," describes how she uses such journals in honors seminars at Texas Tech University. The benefits of these journals, she writes, include preparing students to do senior-level research; introducing students to the kinds of expectations they will encounter in graduate school and the work world; preventing plagiarism; creating a collaborative learning environment; and keeping students organized and focused on a topic. This essay spells out the components as well as the benefits of honors research journals in upper-level honors classes.

Faculty members who want to help students publish their work in peer-reviewed journals will benefit from "Ten Steps to Honors Publication: How Students Can Prepare Their Honors Work for Publication," written by Ellen B. Buckner of the University of Alabama at Birmingham. Her essay provides advice about the submission process, focusing especially on finding the right journals, writing queries to editors, understanding the review process, and doing revisions.

This volume of *Honors in Practice* concludes with our regular feature of six sample syllabi of honors courses. We send out an appeal for syllabus submissions on the NCHC listserv every fall and try to present a range of disciplinary and interdisciplinary courses at all levels. All syllabi adhere to a standard format so that they serve as accessible snapshots of successful honors courses. Contact information about the authors is provided for readers who wish to request further information. These and other submitted syllabi are posted on the NCHC web site (<http://nchchonors.org/>).

# ABOUT THE AUTHORS

**Christina Ashby-Martin**, Assistant Professor in Texas Tech University's Honors College, teaches courses on U.S. history and on fine arts and society. Having taught in the honors program for six years, she has special interests in pedagogy and curriculum development. Her research interests explore the fine arts as tools for social reform.

**David Bishop** received his doctorate in literacy education from the State University of New York at Buffalo. In 1997, he came to Northern Kentucky University as a literacy professor. For the last twenty years he has taught several honors seminars. In 2005 he helped initiate the HITF program.

**Tyler D. Blakley** is a junior at Butler University. Tyler presented at both the 40th and 41st annual NCHC conferences. His undergraduate research interests involve comparative genomics and bioinformatics, including an internship at Oxford University in the summer of 2006. Tyler expects to graduate in May 2008 with a B.S. in biological sciences and a B.S. in chemistry.

**Ellen B. Buckner** is Professor of Nursing and Coordinator of Honors in Nursing at the University of Alabama School of Nursing, University of Alabama at Birmingham. Students in the nursing departmental honors program have been successful in having publications in national peer-reviewed journals. Dr. Buckner serves on the UAB Honors Council.

**Robert Bullington**, Assistant Professor of Theatre at Clarion University, earned an M.F.A. in acting at the University of Alabama and a B.F.A. in acting at Ohio University. He has also studied voice and acting with Shakespeare & Company in Lenox, MA, and is a junior member of the teaching faculty there. He has been teaching acting and voice for the stage (both Lessac and Linklater) since 1990.

**Scott Carnicom** is Associate Dean of the Honors College and Associate Professor of Psychology at Middle Tennessee State University. After earning his Ph.D. at Stony Brook, Scott taught at Marymount University, where he helped found and direct the honors program. His scholarly interests include honors pedagogy, motor learning, and the philosophy of science.

**Craig T. Cobane** is Director of the Honors Program and Associate Professor of Political Science at Western Kentucky University. He earned his B.A. from UW-Green Bay and his M.A. and Ph.D. from the University of Cincinnati. His academic specialties include terrorism/counter-terrorism, international security policy, and modern political philosophy. Dr. Cobane is the recipient of several teaching awards and fellowships including the AAAS Science and Technology Fellowship, where he was assigned to the Office of the Secretary of Defense at the Pentagon (2004–2005).

## ABOUT THE AUTHORS

**Pamela Degotardi** has been a Macaulay Honors College advisor at Queens College, NY, for the past five years. She is a licensed development psychologist with research interests in pediatric rheumatology. Currently she is serving as secretary/treasurer of the Association of Rheumatology Health Professionals.

**Jennifer E. Dowling** is a senior education major, currently completing her directed teaching semester. Jennifer worked with Dr. Noble and combined travel opportunities, education courses, and other research efforts for her honors project. She is as determined as Dr. Noble to see education students be able to complete the honors program.

**Barbara Draude** is Director of Academic and Instructional Technology Services in the Information Technology Division at Middle Tennessee State University. She manages campus resources that integrate technology with teaching and scholarship. She also co-directs the university's Learning, Teaching and Innovative Technologies Center where she helps provide professional development opportunities for faculty across campus.

**Lisa French** has been a Macaulay Honors College advisor at the College of Staten Island for almost two years. Before her work with the MHC, she worked as Assistant to the Dean of Undergraduate Studies at Brooklyn College. She also holds an M.F.A. from Brooklyn College.

**Michael Giazzoni** is an academic advisor at the Honors College of the University of Pittsburgh, where he also teaches a seminar in the humanities. He earned a B.S. in physics and an M.A. in English, and he is completing his Ph.D. in education with a dissertation that deals with hermeneutic issues of communication among academic cultures.

**K. Watson Harris** holds an Ed. D. from Vanderbilt University and an M.B.A. from the University of Tennessee at Chattanooga. Watson is Director for Academic Technology Planning and Projects/ADA Campus Coordinator in the Office of the Executive Vice President and Provost at Middle Tennessee State University. She also teaches in the Educational Specialist Graduate Degree Program at MTSU.

**Jacqueline R. Klein** has been a Macaulay Honors College advisor at Baruch College for the past two years. She is a doctoral candidate at the University of Iowa in the Student Development in Postsecondary Education program. Her current research interests are civic engagement and moral development of the undergraduate honors student population.

**Jim Lacey**, Professor Emeritus of English, was Director of the University Honors Program at Eastern Connecticut State University for ten years. He is a frequent contributor to Development in Honors panels and honors publications and is a past president of the Northeast Regional Honors Council and an NCHC-recommended site visitor.

## ABOUT THE AUTHORS

**Kathryn A. Leciejewski** is a fourth-year pharmacy student at Butler University. She has been involved in the Butler University Honors Program since her freshman year as a student mentor. Recently she has helped coordinate and teach the student-run honors course, 150 Years of Butler University. She will graduate with a Doctor of Pharmacy degree in 2009.

**Troy R. Lovata** is Assistant Professor in the University Honors Program at the University of New Mexico. He earned a doctorate in anthropology, with a focus on the visual presentation of archaeological research, from the University of Texas. His book on archaeological re-creations, replicas, and hoaxes, entitled *Inauthentic Archaeologies: Public Uses and Abuses of the Past*, was just released by Left Coast Press.

**Phil M. Mathis** is Professor of Biology and Dean of the Honors College at Middle Tennessee State University. Author of many books, manuals, and professional articles, his awards and recognitions for teaching, research, and service are numerous. He holds four earned degrees, including advanced degrees from Vanderbilt-Peabody and the University of Georgia.

**Scott McDaniel** is Assistant Professor in the Department of Academic Enrichment at Middle Tennessee State University. His research interests include pedagogies for teaching with technology. He has received numerous internal and external grants and awards for his work in developing learning modules for statistics courses. He received his B.S., M.S., and Ed.S. from MTSU and has his doctorate in curriculum and instruction from Tennessee State University (2003).

**Lynne Steyer Noble** is Professor of Early Childhood Education at Columbia College. She has designed and taught two interdisciplinary honors seminars (one with a travel component), and has worked with seven education majors on their honors projects.

**Ann T. Parker** is Lecturer in the English, Technical Communication, and Media Arts Department at Southern Polytechnic State University in Marietta, Georgia. She has been a member of the honors faculty for two years, teaching Composition II. Her areas of interest include service learning, multi-modal literacy, and the integration of composition and photography.

**Nancy L. Reichert** is Director of the University Honors Program and Associate Professor of English at Southern Polytechnic State University. Her scholarly interests include Southern literature (specifically the literature of Eudora Welty), rhetoric and composition, and alternative grading practices (specifically contract portfolio grading practices).

**P. Brent Register** is Professor of Music at Clarion University, where he teaches woodwinds and music history, and Assistant Director of the Honors Program, where he works with scholarships, advising, and special programs. He has a profound interest in the integration of the visual and



## ABOUT THE AUTHORS

performing arts that has led to numerous national and international collaborations with fellow artists.

**Michelle L. Sams**, a senior at Butler University, is working towards a bachelor's degree in chemistry with a minor in Spanish. She has enjoyed taking a variety of courses outside of her major and participating in student organizations such as Colleges Against Cancer and Pre-Health Society, and she works as a contract laboratory technician at Dow AgroSciences. Michelle will attend Indiana University School of Medicine.

**Kelli Sittason** graduated from Northern Kentucky University with undergraduate and master's degrees in elementary education. After a twelve-year public-school teaching career, she returned to NKU to teach general studies and topic seminars in the Honors Program.

**Susan A. Surber** is a fourth-year pharmacy major at Butler University. She has been involved in the Butler University Honors Program since her freshman year and became an Honors Student Mentor for entering freshman pharmacy students. Her recent achievement in the program includes her involvement in the implementation of a student-organized and student-governed honors course, 150 Years of Butler University.

**Joe A. Thomas** is Associate Professor of Art History at Clarion University of Pennsylvania, where he is responsible for the entire art history curriculum. His specialty is modern and contemporary art, particularly Pop Art and the 1960s, as well as sexuality and representation in all eras. He has published and presented papers on topics ranging from Italian Renaissance art to the history of pornography.

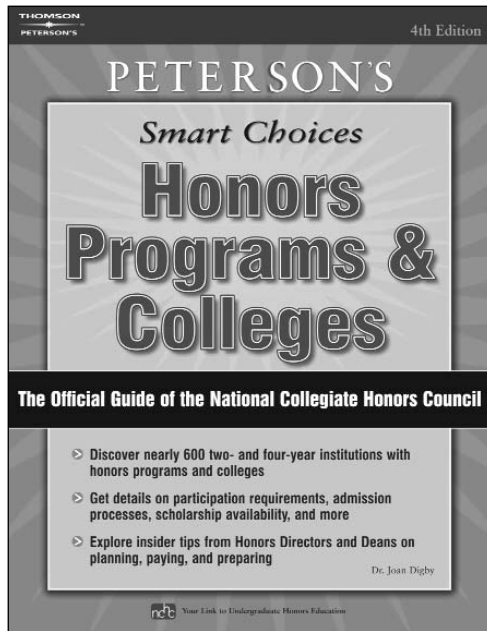
**Lindsey B. Thurman** is a senior English major and history minor at Western Kentucky University, where she is involved with WKU's Dynamic Leadership Institute, Spirit Masters (official student ambassadors to the University), and, as a student assistant, the University Honors Center. She is the creator and student advisor for the HonorsToppers (an ambassadorial program for honors students). She is the recipient of the 2006 NCHC Honors Student of the Year Award. Lindsey plans to pursue graduate studies in higher education and academic administration.

**Anne M. Wilson** is in her third year as Honors Program Director at Butler University. She is also a faculty member in the Department of Chemistry teaching primarily organic chemistry. Dr. Wilson has mentored over fifteen students in undergraduate research in her ten years at Butler, resulting in five publications with student co-authors. She has also been involved in interdisciplinary efforts through the Butler University Honors Program, teaching a course on Food and the sesquicentennial course, 150 Years of Butler University.

NOTES

NOTES

## NOTES



The official guide to NCHC member institutions has a new name, a new look, and expanded information!

- Peter Sederberg's essay on honors colleges brings readers up to date on how they differ from honors programs.
- Lydia Lyons' new essay shows how two-year honors experiences can benefit students and lead them to great choices in completing the bachelor's degree and going beyond.
- Kate Bruce adds an enriched view of travels with honors students.

These and all the other helpful essays on scholarships, community, Honors Semesters, parenting, and partnerships make the 4th edition a must in your collection of current honors reference works. *This book is STILL the only honors guide on the market*, and it is your best tool for networking with local high schools and community colleges as well as for keeping your administration up to date on what your program offers.

*Peterson's Smart Choices* retails for \$29.95.

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# NATIONAL COLLEGIATE HONORS COUNCIL MONOGRAPHS & JOURNALS

*Assessing and Evaluating Honors Programs and Honors Colleges: A Practical Handbook* by Rosalie Otero and Robert Spurrier (2005, 98pp). This monograph includes an overview of assessment and evaluation practices and strategies. It explores the process for conducting self-studies and discusses the differences between using consultants and external reviewers. It provides a guide to conducting external reviews along with information about how to become an NCHC-recommended Site Visitor. A dozen appendices provide examples of "best practices."

*Beginning in Honors: A Handbook* by Samuel Schuman (Fourth Edition, 2006, 80pp). Advice on starting a new honors program. Covers budgets, recruiting students and faculty, physical plant, administrative concerns, curriculum design, and descriptions of some model programs.

*A Handbook for Honors Administrators* by Ada Long (1995, 117pp). Everything an honors administrator needs to know including a description of some models of Honors Administration.

*A Handbook for Honors Programs at Two-Year Colleges* by Theresa James (2006, 136pp). A useful handbook for two-year schools contemplating beginning or redesigning their honors program and for four-year schools doing likewise or wanting to increase awareness about two-year programs and articulation agreements. Contains extensive appendices about honors contracts and a comprehensive bibliography on honors education.

*Honors Composition: Historical Perspectives and Contemporary Practices* by Annmarie Guzy (2003 182 pp). Parallel historical developments in honors and composition studies; contemporary honors writing projects ranging from admission essays to theses as reported by over 300 NCHC members.

*Honors Programs at Smaller Colleges* by Samuel Schuman (Second Edition, 1999, 53pp). How to implement an honors program, with particular emphasis on colleges with fewer than 3000 students.

*Innovations in Undergraduate Research and Honors Education: Proceedings of the Second Schreyer National Conference* Edited by Josephine M. Carubia and Renata S. Engel (2004 145pp). Essays on the importance of undergraduate research, course models, connections to service learning, and learning strategies that support undergraduate research.

*Place as Text: Approaches to Active Learning* edited by Bernice Braid and Ada Long (2000, 104pp). Information and practical advice on the experiential pedagogies developed within NCHC during the past 25 years, using Honors Semesters and City as Text<sup>®</sup> as models, along with suggestions for how to adapt these models to a variety of educational contexts.

*Teaching and Learning in Honors* edited by Cheryl L. Fuiks and Larry Clark (2000, 128 pp). Presents a variety of perspectives on teaching and learning useful to anyone developing new or renovating established honors curricula.

*Journal of the National Collegiate Honors Council (JNCHC)* is a semi-annual periodical featuring scholarly articles on honors education. Articles may include analyses of trends in teaching methodology, articles on interdisciplinary efforts, discussions of problems common to honors programs, items on the national higher education agenda, and presentations of emergent issues relevant to honors education.

*Honors in Practice (HIP)* is an annual journal that accommodates the need and desire for articles about nuts and bolts practices by featuring practical and descriptive essays on topics such as successful honors courses, suggestions for out-of-class experiences, administrative issues, and other topics of interest to honors administrators, faculty and students.

*NCHC Handbook*. Included are lists of all NCHC members, NCHC Constitution and Bylaws, committees and committee charges, and other useful information.