University of Nebraska - Lincoln
DigitalCommons@University of Nebraska - Lincoln

Honors in Practice -- Online Archive | National Collegiate Honors Council

1-1-2008

# Editorial, Volume 4 - 2008

Ada Long
*University of Alabama - Birmingham*

Dail Mullins
*University of Alabama - Birmingham*

Follow this and additional works at: http://digitalcommons.unl.edu/nchchip

Part of the Higher Education Administration Commons

Long, Ada and Mullins, Dail, "Editorial, Volume 4 - 2008" (2008). *Honors in Practice -- Online Archive.* Paper 79.
http://digitalcommons.unl.edu/nchchip/79

This Article is brought to you for free and open access by the National Collegiate Honors Council at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Honors in Practice -- Online Archive by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

honors in practice

HTP

A PUBLICATION OF THE NATIONAL COLLEGIATE HONORS COUNCIL

## Journal Editors

### Ada Long

### Dail Mullins

### University of Alabama at Birmingham

**The National Collegiate Honors Council** is an association of faculty, students, and others interested in honors education. Executive Committee: Hallie Savage, President, Clarion University of Pennsylvania; Lydia Lyons, President-Elect, Hillsborough Community College; Kate Bruce, Immediate Past-President, University of North Carolina-Wilmington; John Zubizaretta, Vice-President, Columbia College; Bonnie Irwin, Secretary, Eastern Illinois University; Rolland W. Pack, Treasurer, Freed-Hardeman. Interim Executive Director: Elizabeth C. Beck, headquartered at University of Nebraska-Lincoln. Board of Directors: Patrice Berger, University of Nebraska-Lincoln; Sara Brady, Hillsborough Community College; John Britt, Lee College-Texas; Deborah Craig, Kent State University; Hesham Elenagar, Northern Arizona University; Sarah Fann, University of North Carolina-Wilmington; Annmarie Guzy, University of South Alabama; Gregory Lanier, University of West Florida; Will Lee, Texas A&M University; Kathy A. Lyon, Winthrop University; Jay Mandt, Wichita State University; Shane Miller, West Virginia University; Roxanne Moralez, Texas State University-San Marcos; Rosalie Otero, University of New Mexico; Ruth Randall, Johnson County Community College; James Ruebel, Ball State University; Richard I. Scott, University of Central Arkansas; Bob Spurrier, Oklahoma State University

© Copyright 2008 by the National Collegiate Honors Council
All Rights Reserved on materials other than syllabi and specifically acknowledged materials.
International Standard Book Number 978-0-9796659-1-2
International Standard Serial Number 1559-0151

## Journal Editors

Ada Long (University of Alabama at Birmingham, Former Honors Director and Emerita Professor of English) and Dail Mullins (University of Alabama at Birmingham, Former Associate Honors Director and Emeritus Associate Professor of Curriculum & Instruction, with Ph.D. in Biochemistry); Managing Editor, Mitch Pruitt (Wake Up Graphics); Production Editor, Cliff Jefferson (Wake Up Graphics)

## Editorial Board

Larry Andrews (Comparative Literature), Dean Emeritus of the Honors College and Professor Emeritus, English, Kent State University; J. Robert Baker (English), Professor of English and Director of the Honors Program, Fairmont State University; James D. Bell (Entrepreneurship), Professor of Management, Texas State University; Kate Bruce (Psychology), Professor of Psychology and Director of the Honors Scholars Program, University of North Carolina Wilmington; Craig Cobane (Political Science), Associate Professor of Political Science and Director of the Honors Program, Western Kentucky University; Lisa L. Coleman (English), Professor of English and Honors Program Director, Southeastern Oklahoma State University; Deborah Craig (Evaluation and Measurement), Honors College Coordinator of Recruitment and Scholarships, Kent State University; Bruce Fox (Forestry), Director of the Honors Program and Professor of Forestry, Northern Arizona University; Annmarie Guzy (English), Associate Professor of English, University of South Alabama; Jim Lacey (American Studies), Emeritus Director of the University Honors Program and Professor of English, Eastern Connecticut State University; Karen Lyons (English, Women's and Gender Studies), Assistant Professor of English and of Women's and Gender Studies; Associate Director of the University Honors Program, University of Nebraska, Lincoln; Lydia Lyons (English), Director of the Honors Institute and Professor of English, Hillsborough Community College; Virginia McCombs (History), Director of the University Honors Program and Professor of History, Oklahoma City University; Niles Reddick (Humanities), Vice President of Academic Affairs and Dean, Abraham Baldwin Agricultural College, Tifton, Georgia; Anne Rinn (Psychology), Assistant Professor of Psychology, Department of Social Sciences, University of Houston-Downtown; Charlie Slavin (Mathematics), Dean of the Honors College and Associate Professor of Mathematics, University of Maine; Michael Sloane (Psychology), Director of the University Honors Program and Associate Professor of Psychology, University of Alabama at Birmingham; Jean Sorensen (Literature & Language), Professor of English and Honors College Coordinator, Grayson County College; Bob Spurrier (Political Science), Director of The Honors College and Professor of Political Science, Oklahoma State University; Paul R. Strom (Ethics), Director of the Kittredge Honors Program and Senior Instructor, The University of Colorado—Boulder; Norm Weiner (Sociology), Distinguished Service Professor of Sociology and Director of the College Honors Program, State University of New York at Oswego; John Zubizarreta (English), Professor of English and Director of Honors and Faculty Development, Columbia College

# TABLE OF CONTENTS

Editorial Policy . . . . . 5

Submission Guidelines . . . . . 5

Dedication to Elizabeth C. Beck . . . . . 7

*Editor's Introduction*
Ada Long . . . . . 9

## 2007 Conference Plenary Addresses

*Determining the Significance of Honors*
Katherine E. Bruce . . . . . .17

*Portable Widgets and Techie Tattoos: Honors of the Future*
Rosalie C. Otero . . . . . .21

*Honors in 2025: Becoming What You Emulate*
Craig T. Cobane . . . . . .25

*Honors 2025: The Future of the Honors College*
Richard Ira Scott and Philip L. Frana . . . . . .29

## Experiential Learning

*Majoring in the Minor: A Closer Look at Experiential Learning*
Bernice Braid . . . . . .37

*Cultural Studies as the Foundation for an Honors Program: Documenting Students' Academic and Personal Growth*
Sara E. Quay and Amy M. Damico . . . . . .43

## Innovative Courses

*Literary Ornithology: Bird-Watching across Academic Disciplines with Honors Students*
Kateryna A. R. Schray . . . . . .61

*The American Musical as an Honors Course: Obstacles and Possibilities*
Mara Parker . . . . . .79

*Honors Calculus: An Historical Approach*
Todd Timmons . . . . . .87

*Honored to be a Part of Service-Learning*
Patricia L. Powell . . . . . .97

*Learning by Leading and Leading by Teaching: A Student-Led Honors Seminar*
Luke Vassiliou . . . . . .111

## Study Abroad and at Home

*Sweden in the Summer: Developing an Honors Study-Abroad Program*
Gayle A. Levy . . . . . .121

*Literary New England: Planning and Implementing Domestic Travel Study*
Craig T. Cobane and Derick B. Strode . . . . . .127

## Senior Theses and Projects

*The Senior Honors Thesis: From Millstone to Capstone*
Jim Lacey . . . . . .143

*Mentoring Honors Thesis Students: A Lawyer's Perspective*
Linda L. Vila . . . . . .145

*Using External Review in the Honors Project Process*
Joyce W. Fields . . . . . .155

## Creating Community

*Creating Community: Honors Welcome Week Programming*
Lauren C. Pouchak, Maureen E. Kelleher, and Melissa A. Lulay . . . . .165

*Creating Faculty-Student Interaction*
Lindsay Roberts and Jessie Salmon . . . . . .177

## Book Notes

*Wholly Spirit: Searching for a Plausible God* by C. Grey Austin
Sam Schuman . . . . . .183

*A Dangerous Thing: A Memoir of Learning and Teaching* by Betty Krasne
Paul Strong . . . . . .185

## New Information from NCHC

*The Newest "Basic Characteristic" of a Fully Developed Honors Program*
Robert Spurrier . . . . . .191

About the Authors . . . . . 199

NCHC Publication Order Forms . . . . . 206

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

The cover photo was taken at the the Student Poster Session of the 2007 NCHC conference in Denver.

# 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 adalong@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. All submissions and inquiries should be directed to Ada Long at adalong@uab.edu or, if necessary, 850.927.3776.

# DEDICATION

## Elizabeth C. Beck

A proper expression of gratitude to Liz Beck would take far more space than is available on this page. Individually and collectively, the members of the National Collegiate Honors Council have Liz to thank for the smooth sailing of the Ship of Honors through the tumultuous waters of change during this millennium. From 2003 to 2005 and from mid-2007 forward, she has served as Interim Executive Director of NCHC, with "Interim" in this case indicating her willingness to take over at the helm when she was urgently needed. Liz had ample background as well as talent for taking on this responsibility: she had already served as Executive Secretary of NCHC; she has served on nine NCHC committees starting in 1984, including the Executive Committee; she was Executive Secretary/Treasurer and President, among other positions, of the Upper Midwest Honors Council throughout most of the 1980s and 90s; she has served as an NCHC Site Visitor and as a facilitator at institutes that train site visitors; she has sponsored an Honors Semester and has another in the works; and almost without interruption she has served as Director of the University Honors Program at Iowa State University since 1977. At Iowa State as well as NCHC, she keeps trying to retire and getting called back into service when people simply cannot go forward without her, and her service has always extended beyond these organizations to include a wide range of campus and community organizations in Ames. The recurrence of "serve" and "service" in this Dedication is unavoidable, bespeaking the quantity and quality of her contributions to honors, higher education, and the public good. Smart, wise, knowledgeable, efficient, respectful, and fun, Liz Beck is always there when she is needed. Thank you, Liz, from all of us.

# Editor's Introduction

**Ada Long**
University of Alabama at Birmingham

The 2008 volume of *Honors in Practice* covers a broad range of topics useful to honors administrators, teachers, and students. It begins with essays based on plenary presentations at the 2007 NCHC conference in Denver; next come essays on experiential learning, innovative courses, study abroad and at home, senior theses and projects, and methods of creating community; following these essays are book notes; and the volume concludes with an item of information about a new (seventeenth) NCHC-Approved Basic Characteristic of a Fully Developed Honors Program.

Katherine E. Bruce leads off this volume with a revised version of her presidential address. In a clever and illuminating play on the concept of "significance" in both her academic discipline of psychology and the interdisciplinary context of honors, she defines as significant those experiments that produce important, nonrandom, unexpected, and often controversial, unsettling results. Evidence that a gorilla or sea-lion or parrot can understand and communicate abstract concepts is significant, disrupting our long-held assumption that only humans are rational animals. The task of honors, Bruce argues, is also to stretch our boundaries—between disciplines and between the sites of learning—and to contradict our assumptions about what questions to ask and how to seek the answers. In this way, both the process and results of honors education are significant.

The next three essays are versions of presentations at the open forum on "Honors in 2025: The Future of Higher Education" in Denver. Rosalie C. Otero's essay echoes the themes of Kate Bruce's presidential address and projects them into the future. In "Portable Widgets and Techie Tattoos: Honors of the Future," Otero evokes in compelling detail a future that is simultaneously exciting and dizzying, scary and reassuring. Her lists of technological gizmos that will transform honors education may send some older honors administrators scurrying to their landlines and phoning their grandchildren to find out what all that stuff is, but even they should find comfort and hope in Otero's assumption that honors educators will continue to encourage integrative, empowering, responsible, and significant learning in a Star Trek setting.

Craig T. Cobane takes a more structural approach to the future of honors in "Honors in 2025: Becoming What You Emulate." He focuses on a set of interrelated structural changes that have already started: the transformation of honors programs to honors colleges; the establishment of accreditation standards and agencies for honors; and increasing similarities between tomorrow's

honors colleges and today's elite private colleges. Bucking the waves of the future, however, honors curricula will, according to Cobane's predictions, resemble the pre-AP, pre-online, and pre-accelerated coursework of the past, which was and will be again traditional, time-consuming, and strenuous in contrast to trends in non-honors curricula.

Like Cobane, Richard Ira Scott and Philip L. Frana assume that honors colleges will become the norm in the decades ahead and that more rigorous assessment and accreditation will result from this trend. In "Honors 2025: The Future of the Honors College," Scott and Frana predict that future honors colleges will require and standardize various practices that have heretofore been associated with honors education in a more sporadic way: collaborative teaching and learning; project-based coursework; shifts of authority and responsibility from teacher to student; experiential and service-based learning; extramural education; study abroad; online communities; and broad-based, diversity-sensitive recruitment.

Bernice Braid's essay overlaps categories, as she herself usually does. "Majoring in the Minor: A Closer Look at Experiential Learning" is both a plenary address, like the ones before it in this issue, and a description of experiential learning as Braid has practiced it for some four decades now. For those unfamiliar with her work, or for those who have taken part in some of the many City as Text™ experiences, honors semesters, or honors institutes she has organized, this essay will provide a theoretical perspective and overview of experiential learning as Braid has developed and promulgated it throughout her career.

The subsequent essay provides a recent example of experiential and applied-learning strategies rooted in the field of cultural studies. Sara E. Quay and Amy Damico, in "Cultural Studies as the Foundation for an Honors Program: Documenting Students' Academic and Personal Growth," give an account of the rationale, development, implementation, and challenges of a new honors program at Endicott College that combines the theory and practice of cultural studies. The essay describes in detail the program's seven learning objectives and the means of assessing them, primarily through students' self-reflective writing during and after their honors course sequence.

The next section of this issue of *Honors in Practice* includes five examples of innovative honors courses, starting with "Literary Ornithology: Bird-Watching across Academic Disciplines with Honors Students." Kateryna A. R. Schray of Marshall University presents a model of honors education at its best: team teaching; interdisciplinary study that includes the sciences, humanities, arts, popular culture, and marketing; experiential fieldwork; individual and collaborative learning; online discussion; and innovative assignments that range from scientific research to creative writing—in short, a course that incorporates virtually all the strategies described in the previous essays. In addition to being inspired to develop such a course, many *HIP* readers will no doubt wish they could take this one.

Also tantalizing is the subject of Mara Parker's essay, "The American Musical as an Honors Course: Obstacles and Possibilities." Parker describes the content, structure, and pedagogy of this successful course that she developed at Widener University. She details the methods she used during the progress of the semester to lead her students from seeing a musical as mere entertainment to analyzing all its components—especially song and dance—as elements of an artistic whole, including themes, modes of characterization, and underlying social concepts that students had not known to look for.

As any honors administrator knows, mathematics presents a special challenge in terms of both accessibility and interest to a wide range of students. Todd Timmons meets this challenge with an historical approach to teaching calculus that might serve as an excellent model for math teachers in honors. "Honors Calculus: An Historical Approach" describes the course structure, readings, and projects of the course he has developed at the University of Arkansas-Fort Smith. The course culminates in a debate that divides the class into two sides—the Newtonians and the Liebnizians—each arguing for their man as the father of calculus. This kind of debate might inspire not just mathematicians but teachers in any discipline.

Service-learning has become a component of many college curricula, and in "Honored to be a Part of Service-Learning," Patricia Powell describes the course she developed for honors students at Trinity Christian College in suburban Chicago. Each of the six students in the course developed and implemented an ambitious, semester-long service-learning project. The structural elements of the course were literature review, preparation, action, reflection, and celebration. The essay describes in detail each of these elements and concludes with synopses of three of the students' projects.

The final essay in this section—"Learning by Leading and Leading by Teaching: A Student-Led Honors Seminar" by Luke Vassiliou—describes an innovative pedagogical approach in a sequence of two one-hour honors seminars at Abraham Baldwin Agricultural College. After providing some preparation for the approach during the first semester and part of the second, Vassiliou entrusts pairs of students with leading each class session. He provides a detailed account of the rationale, planning, implementation, and outcomes of this pedagogy. The outcomes for the students include increased involvement in the honors program, greater success beyond the college, heightened sophistication about teaching, and deeper scrutiny of teachers, all of which have not only benefited the honors program and its students but transformed the campus culture.

Along with service-learning, study abroad has experienced rapid growth on college campuses during the past decade or two; both are trends that Otero, Scott, and others predicted will continue in their "Honors in 2025" essays that appear in this issue of *HIP*. In "Sweden in the Summer: Developing an Honors Study-Abroad Program," Gayle A. Levy accomplishes two major objectives: (1) an account of the origin and evolution of an honors summer-abroad experience in Uppsala sponsored by the University of Missouri-Kansas City, and (2) an

argument that the goals of honors and study abroad are not only compatible but perhaps identical. She suggests that any study abroad is an honors experience and that any honors experience should ideally include study abroad.

Craig T. Cobane and Derick B. Strode of Western Kentucky University describe a way of accomplishing the objectives of study abroad within the United States. "Literary New England: Planning and Implementing Domestic Travel Study" is an account of the rationale, planning, implementation, and aftermath of a course designed to provide a study-abroad experience in New (rather than Old) England. The course began with reading Melville, Hawthorne, Emerson, Thoreau, and other writers from New England; it culminated in a two-week trip to sites associated with their lives and works. Cobane and Strode describe the course from the earliest planning stages to the final evaluation of its success.

Three essays in this issue focus on senior honors projects and theses. Jim Lacey leads off with "The Senior Honors Thesis: From Millstone to Capstone," which is a clear, brief, and straightforward account of how in two years he turned a moribund thesis component of his honors program into a viable and rigorous capstone experience for all honors students at Eastern Connecticut State University.

In "Mentoring Honors Thesis Students: A Lawyer's Perspective," Linda L. Vila, of Long Island University, C. W. Post Campus, explains how she has applied her legal background to helping honors students succeed in not only writing their theses but preparing for their post-baccalaureate studies and careers. Her approach to mentoring includes four broad components: "think like a lawyer"; "build an argument"; "communicate effectively"; and "act professionally." She includes detailed teaching tips within each category as well as examples of her success. The strategies described here, although they derive from Vila's legal background, can serve thesis mentors in any discipline.

Joyce W. Fields examines another possibility for strengthening the thesis experience for honors students in "Using External Review in the Honors Project Process." She suggests that a useful way to distinguish honors from non-honors capstone projects is to incorporate a requirement for external review. This kind of review can be accomplished by requiring that students submit their work for publication, for conference presentation, or for a grant. Fields describes the design, execution, and success of such a requirement at Columbia College in South Carolina.

The next two essays provide ideas for creating community in honors. Lauren C. Pouchak, Maureen E. Kelleher, and Melissa A. Lulay of Northeastern University describe such an initiative in "Creating Community: Honors Welcome Week Programming." The essay details the conception, goals, implementation, and results of the orientation week, including a day-by-day schedule of activities. Although Welcome Week is expensive—$76,000, or $230 per student—the authors also suggest ways to reduce the costs.

In "Creating Faculty-Student Interaction," Lindsay Roberts and Jessica Salmon describe student-initiated events in the Towson University Honors

College that are designed to increase the connections between students and faculty. At Seminar Night, honors teachers describe the courses they will be offering the next semester. Generation Jeopardy is an evening event that pits teams of students against teams of faculty. Both of these events are organized by members of the Honors College Student Council in order to encourage fun and educational interactions between students and teachers.

A new feature in this issue of *HIP* is a section called "Book Notes," providing commentary on new books by members of NCHC. Sam Schuman discusses C. Grey Austin's new book, *Wholly Spirit: Searching for a Plausible God*, and Paul Strong describes *A Dangerous Thing: A Memoir of Learning and Teaching* by Betty Krasne. Both Schuman and Strong have done an outstanding job not only of describing the books but inspiring us to buy them. We will happily include book notes in future issues of *HIP* and encourage NCHC members to submit them.

We conclude this issue with an essay by Robert Spurrier entitled "The Newest 'Basic Characteristic' of a Fully Developed Honors Program." Spurrier cites the new (seventeenth) characteristic, approved by the NCHC Executive Committee on November 23, 2007, which states that a fully developed honors program provides priority enrollment for active honors students. Spurrier discusses the reasons for adding this new characteristic. He concludes, and thus this issue of *HIP* concludes, with the amended Basic Characteristics of a Fully Developed Honors Program as well as Basic Characteristics of a Fully Developed Honors College.

# ABOUT THE AUTHORS

**Bernice Braid** is Professor Emeritus of Comparative Literature at Long Island University Brooklyn, where she designed cross-disciplinary curricula for the University Honors Program and directed the program for thirty-seven years. She was one of the founders of NCHC's Honors Semesters, into which she introduced City as Text™ to be the integrative field-based seminar in l981. She continues to experiment with, write about, and facilitate faculty workshops and institutes on experiential learning strategies for liberal education.

**Katherine E. Bruce** is Professor of Psychology and Director of the Honors Scholars Program at the University of North Carolina Wilmington. She conducts research on animal cognition in rats as well as mate selection in live-bearing fish, and she has benefited from the insights of many honors students who have studied these topics with her. Kate is active in state, regional, and national honors councils and has served as president of the National Collegiate Honors Council, the Southern Regional Honors Council, and the North Carolina Honors Association.

**Craig T. Cobane** is Director of the Honors College and Associate Professor of Political Science at Western Kentucky University. He earned his B.S. from University of Wisconsin-Green Bay and his M.A. and Ph.D. from the University of Cincinnati, all in political science. His scholarly interests include terrorism/counter-terrorism, international relations, and political philosophy. Cobane is the recipient of a number of teaching awards and fellowships. In 2005, he was awarded the Distinguished Alumni Award from UW-Green Bay.

**Amy M. Damico** is an associate professor in the School of Communication at Endicott College. She has been involved in various honors-oriented roles over the past eight years. Her interests include interdisciplinary work in the areas of cultural studies, media literacy, children's media, and mass communication. She is excited to be a part of developing Endicott's new Endicott Scholars Program in her role of faculty advisor.

**Philip L. Frana** is Assistant Professor of Science Studies and Assistant Director of the University of Central Arkansas Honors College. He earned a Ph.D. in the history of science and technology at Iowa State University. Dr. Frana has published on the origins of the Internet, computer software as science and business, medical informatics, and biomedical research. His primary domains for pedagogical practice are collaborative e-scholarship and technology in honors education.

**Maureen E. Kelleher** is Director of the Honors Program and Associate Professor of Sociology at Northeastern University. She is a member of the teaching team with upper-class mentors for a first-year honors course called Enhancing Honors 101, and she also teaches an upper-level honors seminar. Her research interests include risk-taking behavior on college campuses.

**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 Developing in Honors panels and honors publications and is a past president of the Northeast Regional Honors Council and an NCHC-Recommended Site Visitor.

**Gayle A. Levy** is Associate Professor of French and Honors Program Director at the University of Missouri-Kansas City. Her publications have mainly concerned nineteenth-century French literature, but her current research project is on French resistance fighters during WWII who went on to fight in the wars of decolonization.

**Melissa A. Lulay** is in her second year as a graduate assistant for Northeastern University's Honors Program. She will graduate in May 2008 with a master's degree in counseling and applied psychology with a concentration in college student development and counseling. Before attending Northeastern, Melissa received a bachelor of arts from Ithaca College.

**Rosalie C. Otero** is Director of the Honors Program at the University of New Mexico and Associate Dean of University College. She is a past president of the NCHC and the WRHC and presently co-chair of the Assessment and Evaluation Committee. She is also an NCHC-Recommended Site Visitor and co-author of *Assessing and Evaluating Honors Programs and Honors Colleges: A Practical Handbook,* published by NCHC in 2005.

**Mara Parker** is Associate Dean of Humanities and Associate Professor of Musicology and String Performance at Widener University, where she teaches music history, chamber music, and cello. She has published and presented papers on eighteenth-century chamber music, particularly the string quartet, and on cello literature. She presents a cello recital every year as part of Widener University's Honors Week.

**Lauren C. Pouchak** is Associate Director of the Honors Program at Northeastern University. She has an M.P.A. from Northeastern University in political science and a M.Ed. from Lynchburg College. She coordinates the Honors Welcome Week Program and a variety of other programmatic initiatives that include editing *The Honors Perspective,* a 2006 winner of the NCHC newsletter competition.

**Patricia L. Powell** is Associate Professor of Education at Trinity Christian College, where she teaches courses in special education. She was named the 2007 Illinois Teacher Education Division Council for Exceptional Children Excellence in Teaching Award Recipient and was a past recipient of a Studs Terkel Humanitarian award and an Illinois Woman of the Year award.

**Sara E. Quay** is Coordinator of the Endicott Scholars Honors Program at Endicott College as well as Dean of the School of Education. She has published widely in the fields of cultural studies, including books on the cultural history of reading in America and popular culture since September 11th.

**Lindsay Roberts** is a sophomore double-majoring in international studies and French at Towson University. She is vice president of the Honors College Student Council and co-editor of the TU pre-law journal. As an active member of the Towson community, Lindsay encourages others to take advantage of numerous opportunities available to them.

**Jessie Salmon** is a junior biology major and Spanish minor at Towson University. Her undergraduate research is in conservation ecology, observing the effects of urban and rural stream settings on fish. As treasurer and president she has been active in developing the Honors College Student Council. Her many interests are well suited to the interdisciplinary Honors College, and she hopes to spread her enthusiasm to fellow students.

**Kateryna A. R. Schray** is Professor of English and Coordinator of the Graduate Certificate Program in Medieval and Renaissance Studies at Marshall University, Huntington, WV. In addition to teaching honors courses, she serves as a writing mentor for Marshall's Yeager Scholars program, accompanying a group of honors students through a sequence of four interdisciplinary seminars. Dr. Schray is the recipient of several teaching awards and the author of numerous articles on medieval and modern authors.

**Sam Schuman** is Chancellor Emeritus of the University of Minnesota, Morris. He has served in several capacities in the NCHC, including a term as president. Sam created the "Beginning in Honors" workshop and authored the *Beginning in Honors Handbook*. His most recent book is *Old Main: Small Colleges in Twenty-First Century America* (Johns Hopkins University Press), and he is currently at work on a book on religious colleges and universities.

**Richard Ira Scott** is Professor of Sociology and Director of the University of Central Arkansas Honors College. He holds a Ph.D. in sociology from the University of Nebraska. Researching poverty and hunger, he helped devise the United States Index of Food Security. He also writes and speaks about pedagogy and curriculum development. Dr. Scott is on the NCHC Board of Directors and has been in honors education since 1985.

**Robert Spurrier** is Director of The Honors College at Oklahoma State University and a past president of NCHC. A political science professor (public law) and NCHC-Recommended Site Visitor, he is co-author of *Assessing and Evaluating Honors Programs and Honors Colleges* (2005) and founded NCHC's Developing in Honors workshop.

**Derick B. Strode** is International Student Adviser at Western Kentucky University. He earned his B.A. and his M.A.E. at Western Kentucky University, where he also found a passion for study abroad and travel-based study as a student. Strode has participated in numerous travel study trips, domestic and abroad, as both a student and staff member.

**Paul Strong** is Kenyon Distinguished Professor of English at Alfred University. He's been Honors Director since 1985 and will retire—from both honors administration and teaching—in the spring of 2008.

**Todd Timmons** is an associate professor of mathematics and history of science at the University of Arkansas-Fort Smith. He holds master's degrees in mathematics and the history of science as well as a Ph.D. in the history of science from the University of Oklahoma. He currently teaches courses in both the mathematics and history departments at UA-Fort Smith.

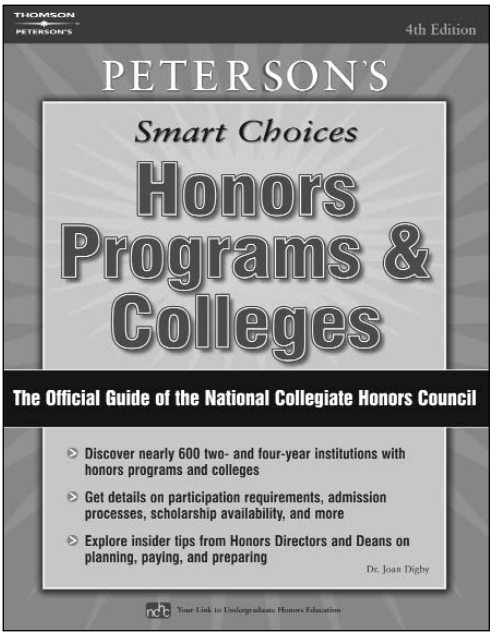
**Luke Vassiliou** is Director of the Honors Program and Associate Professor of English at Abraham Baldwin Agricultural College. He teaches freshman writing courses and survey courses on American, British, and world literature in addition to teaching the college's honors seminars. He is originally from Athens, Greece, and he earned an M.A. in English at Illinois State University and a Ph.D. in English at Louisiana State University, both as a recipient of a Fulbright scholarship.

**Linda L. Vila** is Assistant Professor and Chair in the Department of Health Care & Public Administration at the C.W. Post Campus of Long Island University. She is an attorney with a research interest in pedagogic methodologies and curriculum development.

# 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.
**NCHC members may order copies for only $20 each**
**(a 33% savings) and get free shipping!**
Send check or money order payable to NCHC to:
NCHC, 1100 NRC-UNL, 540 N. 16th St., Lincoln, NE 68588-0627.
Or call (402) 472-9150 to order with a credit card.

# NCHC PUBLICATION ORDER FORM

Purchases may be made by calling (402) 472-9150, emailing nchc@unlserve.unl.edu, or mailing a check or money order payable to NCHC to:

NCHC • 1100 Neihardt Residence Center • University of Nebraska-Lincoln
540 N. 16th Street • Lincoln, NE 68588-0627

FEIN 52–1188042

| | Member | Non-Member | No. of Copies | Amount This Item |
|---|---|---|---|---|
| **Monographs:** | | | | |
| Assessing and Evaluating Honors Programs and Honors Colleges: A Practical Handbook | $10.00 | $12.50 | | |
| Beginning in Honors: A Handbook (4th Ed.) | $10.00 | $12.50 | | |
| A Handbook for Honors Administrators | $10.00 | $12.50 | | |
| A Handbook for Honors Programs at Two-Year Colleges | $10.00 | $12.50 | | |
| Honors Composition: Historical Perspectives and Contemporary Practices | $10.00 | $12.50 | | |
| Honors Programs at Smaller Colleges (2nd Ed.) | $10.00 | $12.50 | | |
| Innovations in Undergraduate Research and Honors Education: Proceedings of the Second Schreyer National Conference | $10.00 | $12.50 | | |
| Place as Text: Approaches to Active Learning | $10.00 | $12.50 | | |
| Teaching and Learning in Honors | $10.00 | $12.50 | | |
| **Journals:** | | | | |
| Journal of the National Collegiate Honors Council (JNCHC) Specify Volume/Issue _____/_____ | $10.00 | $12.50 | | |
| Honors in Practice (HIP) Specify Volume _____ | $10.00 | $12.50 | | |
| **Other Publications:** | | | | |
| Peterson's Smart Choices (The official NCHC guide to Honors Programs & Colleges) | $20.00 | $29.95 | | |
| NCHC Handbook | $15.00 | $20.00 | | |

**Total Copies Ordered and Total Amount Paid:** _____ $_____

*Apply a 20% discount if 10+ copies are purchased.*

Name _____

Institution _____

Address _____

City, State, Zip _____

Phone _____ Fax _____ Email _____

# 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™ 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 accomodates 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.