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Editorial, volume 5 - 2009

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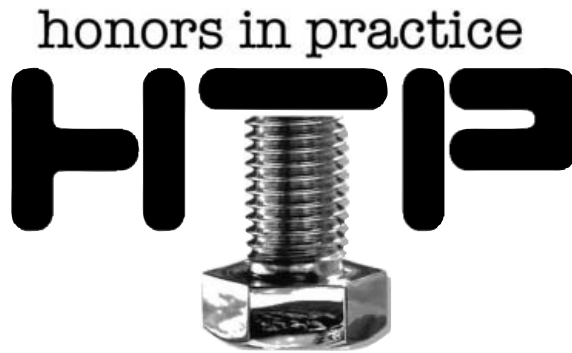
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A PUBLICATION OF THE NATIONAL COLLEGIATE HONORS COUNCIL

JOURNAL EDITORS

ADA LONG

DAIL MULLINS

UNIVERSITY OF ALABAMA AT BIRMINGHAM

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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.

DEADLINE

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

SUBMISSION GUIDELINES

1. We accept material by e-mail attachment (preferred) or disk. We do 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 are edited for grammatical and typographical errors and for infelicities of style or presentation. Authors 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



Earl and Maggie Brown

For over a decade, Earl and Maggie Brown were dynamic forces in the NCHC. From 1993 through 1997, Earl was Editor and Maggie Assistant Editor of the *National Honors Report*, the quarterly magazine that combined the roles of two current NCHC publications: *Honors in Practice* and the *Annual Report*. In 1997, when Earl became Executive Director of the NCHC, Maggie took over as Editor of *NHR*. Those of us who attended conferences in those years will always remember her impassioned pleas for submissions, which she managed to pry out of even the most reluctant writers. Earl and Maggie worked as a team in the heart of the organization throughout Earl's two terms of office as Executive Director until we wore them out, and they retired together in 2002. Earl is now Professor Emeritus of English at Radford University.

Earl and Maggie have always been a team. While Earl was directing the Radford University Honors Program (1984-97), Maggie was teaching honors courses on such topics as Vietnam, John F. Kennedy, and poverty. Both dedicated themselves to inclusivity and innovation with, for instance, early use of student portfolios as an educational and assessment strategy. They were active in the Southern Regional Honors Council and Virginia Honors Council, in both of which Earl served as president. Representing the NCHC, Earl conducted workshops and consultancies throughout the country and beyond (including Utrecht), often with Maggie at his side; they offered countless sessions and attended endless meetings; and they each wrote dozens and dozens of articles and editorials for *NHR*. Separately and together (usually together), they were key players in the evolution of the NCHC, and we gratefully dedicate this volume of *Honors in Practice* to Earl and Maggie Brown.

ADA LONG

Editor's Introduction

ADA LONG

UNIVERSITY OF ALABAMA AT BIRMINGHAM

The 2009 volume of *Honors in Practice* begins with three important speeches of 2008. The first is a slightly revised version of the presidential address that Hallie E. Savage delivered at the 2008 NCHC conference in San Antonio and that elicited a long standing ovation. The speech, titled "Stability in the Context of Change," surveys scholarship ranging from early childhood development to neurobiological studies of leadership in order to help chart a future for the NCHC that balances stability and change, tradition and adaptability. The major restructuring of the NCHC during the past three or four years is, Savage suggests, an opportunity to create flexibility, creativity, collaboration, and continuity in ways that will strengthen the organization and enhance the important roles it plays in honors education.

In another slightly revised version of a conference presentation, Samuel Schuman—with his customary grace, humor, and wisdom—addresses those who plan, sooner or later, to retire from honors and gives sound advice on how to depart with good will toward and from their academic communities. In "Ending in Honors," Schuman addresses the fundamental questions of whether, when, how, and why an honors director or dean can best leave honors behind. A reader who is not yet far enough along to consider retirement would be wise to file this essay in a safe place; those who are about to retire should study it line by line; those who have already retired can discover what they did wrong and maybe even right.

Kevin Donovan also gives advice—to those beginning rather than ending in honors. Donovan's "People Who Think Otherwise" is a talk originally given at the inauguration of an incoming group of Buchanan Fellows at Middle Tennessee State University. He speaks to these new students about how best to use their time in college in order to have fuller and better lives not just as undergraduates but thereafter. No doubt many honors directors and deans will find their own advice echoed here and will be happy to see it organized and expressed with clarity and eloquence.

The next group of essays is subtitled "Administrative Designs." Jesse Peters of the University of North Carolina Pembroke leads off this section with an essay titled "Implementing Honors Faculty Status: An Adventure in Academic Politics." Peters describes the rationales, processes, benefits, and challenges of creating a designated honors faculty status. He provides a useful guide for convincing resistant faculty and administrators of the value that such status brings not just to faculty members but also to honors students, the institution as a

EDITOR'S INTRODUCTION

whole, and the quality of education. Above all, Peters makes the idea of a designated honors faculty seem feasible as well as worthwhile.

In "Building an Honors Development Board," Scott Carnicom and Philip M. Mathis of Middle Tennessee State University present a case study of establishing an external development board along with advice about its advantages and pitfalls. Most honors directors during the past couple of decades have dedicated more and more of their time to fundraising, and this essay will be extremely useful to those who have not yet established an external board.

Timothy L. Hulse, in "Honors *Ex Machina*: Changing Perceptions of Honors through Horizontal Integration, A Case Study," provides a model for successfully institutionalizing an honors program by subsidizing new hires in departments that staff honors courses. This model has allowed the Virginia Commonwealth University Honors College to shed its image as irrelevant or powerless and to collaborate as partners and equals with academic units that are crucial to the success of the honors college.

Beata M. Jones and Peggy W. Watson provide another useful model for intra-institutional collaboration in "Separate but Equal: Will it Work for Professional Honors Programs?" They demonstrate one way to create a cooperative relationship between a discipline-specific honors program and a traditional university-wide honors program. The Neeley Fellows program in the business school at Texas Christian University dovetails with the TCU Honors Program throughout the undergraduate curriculum so that students who complete both programs graduate with Interdepartmental Honors in Business. This model, which can be adapted to other professional schools, has led to a quadruple increase in the number of business students who complete the university-wide honors program.

The next group of essays includes innovations in curricular design and starts with two models of interdisciplinary courses in science and math, disciplines that are often challenging in the context of honors. Donna Chamely-Wiik, Jeffrey R. Galin, Krista Kasdorf, and Jerome E. Haky—in "Combining Chemistry and College Writing: A New Model for an Honors Undergraduate Chemistry Course"—provide a detailed account of the development and implementation of a second-semester advanced chemistry course that satisfies both general chemistry and college writing requirements at Florida Atlantic University. Placing this course in the context of other innovative programs in both chemistry and writing across the curriculum, the authors describe the components of the course—lecture, laboratory, rubrics, peer review, revision, and error logs—in a way that can be easily replicated at other institutions.

In "Bridging the Divides: Using a Collaborative Honors Research Experience to Link Academic Learning to Civic Issues," Alix D. Dowling Fink and M. Leigh Lunsford of Longwood University describe a joint project they designed for non-major honors students from each other's classes. As part of the assignments for each course, fourteen statistics students and thirteen mathematics students—almost all freshmen and sophomores—worked in teams

throughout the semester on a research project, starting with defining a research question on bottled water, going through all the steps of any scientific research project, and concluding with a poster session. The authors describe the obstacles and successes of this cooperative venture, and they suggest how it could be adapted to other disciplines.

In “Enhancing Environmental Literacy and Global Learning among Honors Students,” Liza Davis does more than describe a course she has designed for honors students at Kennesaw State University; she informs and inspires her readers with a specific and wide-ranging account of cultural and religious perspectives on the environment. Honors administrators and faculty will find here an excellent model for a course on the environment, and, although they will not learn as much as Liza Davis’s students did, they will receive an important education on cultures, religions, and insights into environmental issues.

“Writing War: The Memorial Design Project,” by Janine Utell of Widener University, outlines the rationales, theoretical backgrounds, and assumptions that Utell used in planning a course on the literature and art of war. The course empowered students to collaborate in the teaching and learning, and it included the design and discussion of war memorials that students imagined in commemoration of the war in Iraq. Utell describes her own transformation as the students defied her expectations and convinced her of the limitations of her own perspectives on the Iraq war.

Mark F. Vitha, Arthur Sanders, Colin Cairns, David Skidmore, Clive Elliott, and William Lewis—in “Paths to Knowledge as a Foundational Course in an Honors Program”—describe a course they have developed for the Drake University Honors Program. Starting in 2001, Paths to Knowledge has been a requirement for all honors students. Various sections adopt different models, texts, and themes, but all share a focus on the creation, nature, uses, and limitations of conflicting knowledge claims. The authors give detailed descriptions of the background, content, and evolving design of this course, including recommendations for how other honors programs might use the model most effectively.

In “An Honors Director’s Credo,” Angela Salas of Indiana University Southeast argues that an effective strategy for evening the playing field in the liberal arts for all incoming students, regardless of their background and preparation, is assigning a text that is above all their heads. She assigned Michel Foucault’s *Discipline and Punish* to incoming honors freshmen. Each of the students struggled with the book’s difficulties, offered important perspectives, and experienced a lift in self-confidence. She suggests that asking more, rather than less, of students is the best way to build a strong foundation for their future education.

The concluding section of this volume focuses on programmatic designs. Some of the essays present ways to improve honors opportunities with little or no new financial support; given almost universal budget cuts recently, these ideas may be especially welcome. The section begins with “Networking an Honors Community out of Fragmentation,” in which Karlyn Koh, John Chaffee, and Edward Goodman of LaGuardia Community College/The City University of

EDITOR'S INTRODUCTION

New York describe a variety of strategies that the honors director and faculty used to resuscitate an honors program. Without a budget, designated space, or significant administrative support, they managed to create a dynamic community and curriculum through, for instance, collaboration with other programs and departments, partnership with Phi Theta Kappa, and development of honors colloquia.

Kristy Burton, Erin Wheeler McKenzie, and Patrick Damo describe the rationale, implementation, and success of a new course and initiative at Miami University (Ohio) in "Honors Ambassadors: A Framework for Enhancing Student and Program Development." Designed to improve recruitment for an honors program with a small staff and also to enhance the educational and personal opportunities for honors students, a series of one-credit, freshman-level courses called "Honors Ambassadors" trains students for deployment as recruiters for the program. This initiative has expanded to include increasingly responsible and autonomous positions for students as they advance to the upper levels.

Also focusing on the value of responsible instructional roles for honors students, Melissa L. Johnson—in "The Role of Peer Leaders in an Honors Freshman Experience Course"—describes the implementation and success of a peer-leader program in a first-year honors course. Johnson explains the many ways that upper-level students can benefit from and contribute to direct involvement in teaching, and she outlines the numerous roles of peer leaders in a one-hour course that introduces honors students to college life at the University of Florida.

In "Honors Living-Learning Communities: A Model of Success and Collaboration," Eric Daffron and Christopher J. Holland describe the first four years of an honors living-learning community at Mississippi University for Women. They provide a brief summary of research on living-learning communities, which readers will find useful, and their detailed analysis of what went right and wrong year by year might help other honors administrators see into the future of their own plans to set up such communities.

In the volume's final essay—"Honoring Experiential Education"—Debra K. Holman, Tony R. Smith, and Evan C. Welch provide the philosophical and pedagogical rationale for their development of a collaborative focus on experiential education at the University of Northern Colorado. Designed to foster civic engagement and global thinking, the new initiative combines community service, internships, course offerings, non-profit partnerships, and various other active-learning opportunities. Describing a package of options that have become key features of many honors programs and colleges, the authors provide a fitting conclusion of the 2009 volume of *Honors in Practice*.

ABOUT THE AUTHORS

Kristy Burton is Associate Director for Enrollment Management at Miami University of Ohio. She has been involved with the Miami University Honors Program in a variety of capacities for the past ten years, with her current position focusing on strategic planning in the areas of admission, recruitment, marketing, and communication. Her professional interests include equal access to higher education for under-represented populations and determining equitable predictors of success in the college admission process.

Colin Cairns is Associate Professor of Chemistry at Drake University. He teaches both general chemistry and advanced inorganic chemistry classes, and he carries out research in transition metal coordination chemistry in collaboration with undergraduate students. He has taught the Paths to Knowledge course since its inception.

Scott Carnicom is Associate Dean of the Honors College and Associate Professor of Psychology at Middle Tennessee State University. He earned his B.A. from Ohio University and his Ph.D. in biopsychology from Stony Brook University. This past summer, he completed Harvard's Institute for Higher Education Management Development Program.

John Chaffee is Professor of Philosophy and an advisor to the honors program and the Phi Theta Kappa chapter at LaGuardia Community College, The City University of New York. He directs a program in philosophy involving twenty-five faculty and three thousand students annually. His textbooks include *Thinking Critically* and *The Philosopher's Way*.

Donna Chamely-Wiik is Assistant Scientist and Director of Introductory Labs in the Department of Chemistry and Biochemistry at Florida Atlantic University. She has worked with other faculty to successfully implement curricular reforms at FAU for the past seven years. In addition, she has taught introductory chemistry courses, implementing active learning approaches to engage students in critical thinking. She has published research papers in chemical education, chromatography, and polymer chemistry.

Eric Daffron is Interim Associate Vice President for Academic Affairs and Professor of English at Mississippi University for Women. Prior to assuming his current position, he was Director of the MUW Honors College. He has presented at several past NCHC conferences on study abroad, learning communities, and assessment.

ABOUT THE AUTHORS

Patrick Damo is a junior majoring in both finance and management information systems and is a member of the Miami University Business Honors Program. He has been involved with the Honors & Scholars Program in an extracurricular manner since his freshman year in various roles, culminating in his current role as Student Recruitment Coordinator.

Liza Davis, Professor of English at Kennesaw State University, administers both the Honors and Interdisciplinary Studies Programs and has served as vice-president and president of the Georgia Collegiate and Southern Regional Honors Councils. Her academic interests include Romantic poetry, Arthurian literature and film, and environmental philosophy, sustainability, and literacy.

Kevin Donovan, Professor of English at Middle Tennessee State University, teaches in the University Honors College and directs the English Department's graduate program. His teaching and research interests include Shakespeare and Ben Jonson, modern Irish literature, and bibliography and research. Donovan is the co-editor of a two-volume anthology, *Irish Drama of the Seventeenth and Eighteenth Centuries*, and is currently completing a historical survey of criticism on *King Lear* for the *New Variorum Shakespeare*, for which he serves as associate editor.

Clive Elliott joined the faculty of Drake University's Department of Theatre Arts twenty years ago as Artist in Residence, following over thirty years of professional experience in Britain as an actor on stage and television, director, and playwright. He teaches predominantly acting, voice, musical theatre, and classic pantomime, and occasionally he performs in department productions.

Alix D. Dowling Fink is Associate Professor of Biology and Assistant Director of the Cormier Honors College at Longwood University. While she continues an active, student-centered research program in vertebrate ecology, she is currently involved in collaborative interdisciplinary projects across the university, working with colleagues in mathematics, political science, and art.

Jeffrey R. Galin is Associate Professor of English and Director of both the Center for Excellence in Writing and Writing Across the Curriculum at Florida Atlantic University. He has co-edited *The Dialogic Classroom: Teachers Integrating Computer Technology, Pedagogy, and Research* and *Teaching/Writing in the Late Age of Print* and has published articles in *College Composition and Communication*, *Computers and Composition*, and *Kairos*.

Edward Goodman is Assistant Professor of Accounting and an advisor to the honors program and the Phi Theta Kappa chapter at LaGuardia Community College, The City University of New York.

ABOUT THE AUTHORS

Jerome E. Haky is Associate Professor and Associate Chair of the Department of Chemistry and Biochemistry at Florida Atlantic University. He has been teaching introductory, intermediate, and advanced-level chemistry courses for the past twenty years and has won several teaching awards. He is director of a project that seeks to reform introductory chemistry courses through peer-led team-learning sessions, interactive web-based activities, and full integration of lecture and laboratory assignments.

Christopher J. Holland is Dean of Students at Brevard College. He earned an Ed.D. in higher education administration from the University of Alabama and has conducted research on the experiences of gay male students at traditional women's colleges, identifying how the culture of the campus influences their development and, in turn, how their experiences influence the culture. He is active in state, regional, and national organizations in collegiate housing and student affairs practices.

Debra K. Holman is Associate Director of the Center for Honors, Scholars and Leadership at the University of Northern Colorado. A past president of the WRHC, she currently serves as co-chair of the NCHC External Relations Committee and as a member of the Partners in the Parks Committee. She is also engaged in interdisciplinary doctoral studies focused on environmental education and social justice.

Timothy L. Hulsey is Associate Professor of Psychology and founding Dean of The Honors College at Virginia Commonwealth University. He has published numerous journal articles as well as a book, "Moral Cruelty: A meaning and the Justification of Harm." He has received several teaching and research awards, including the Presidential Award for Excellence in Teaching from Texas State University and the Fellowship Award of the American Psychoanalytic Association.

Melissa L. Johnson is Assistant Director of the Honors Program as well as a doctoral student in higher education administration at the University of Florida. With the honors program, she oversees a university-wide undergraduate research program and coordinates the professional development course for first-year students. Her current research focus encompasses several areas of undergraduate education, including undergraduate research, peer leaders, and general education.

Beata M. Jones is Director of the Neeley Fellows Program and Associate Professor of Professional Practice in Business Information Systems at Neeley School of Business, Texas Christian University. A Fulbright Scholar, she was born in Warsaw Poland and earned her Ph.D. in computer science from the City University of New York.

ABOUT THE AUTHORS

Krista Kasdorf is Visiting Instructor of Chemistry at Florida Atlantic University. She has earned both a Ph.D. in organic chemistry from Imperial College, London and an M.A. in English from Florida Atlantic University. Her current interests include improving pedagogical approaches in general chemistry lectures and labs, creating an effective introductory chemistry course for the university, and incorporating writing into the chemistry curriculum in order to foster critical thinking.

Karlyn Koh is Associate Professor of English and Director of the Honors Program at LaGuardia Community College, The City University of New York. She is the college's faculty representative for major scholarships and its Phi Theta Kappa contact advisor. She received a 2008 Paragon Award for New Advisors and is author of numerous articles on Asian American and postcolonial studies and on poetics.

William Lewis is Professor of Rhetoric and Communication Studies in the Department for the Study of Culture & Society at Drake University. He is also Co-Director of and a teacher in the Law, Politics, and Society Program. Some of his research interests turned out to be particularly well suited to developing and teaching Paths to Knowledge, particularly contemporary social theory and popular trials.

M. Leigh Lunsford is Associate Professor of Mathematics at Longwood University. She earned her Ph.D. in applied mathematics from the University of Alabama System (Huntsville) in 1995. Her academic interests are varied and include teaching statistics and applied mathematics, assessing student understanding of statistical and mathematical concepts, and collaborating on research and pedagogical projects with colleagues from other disciplines.

Philip M. Mathis is Professor Emeritus of Biology and former Dean (2004–2008) of the Honors College at Middle Tennessee State University. He currently carries out special assignments that promote the honors college. He holds four earned degrees, including advanced degrees from Vanderbilt-Peabody and the University of Georgia.

Erin Wheeler McKenzie serves as Assistant Director of Admission and Recruitment for the Miami University Honors Program, where she works directly with prospective and accepted students and their families and teaches first-year honors seminars. Her training is in finance and French literature although her interests currently lie in experiential learning and student development.

ABOUT THE AUTHORS

Jesse Peters is Dean of the Esther G. Maynor Honors College at UNC Pembroke and is an associate professor of English and American Indian Studies. His area of specialty is Native American literature, and he has also recently developed and offered a new honors seminar, "Cultures in Contact." This seminar builds on Mary Louise Pratt's notions of the "contact zone," and it exposes students to cultural differences through a variety of methods, including travel to another country.

Angela M. Salas is the founding director of Indiana University Southeast's honors program, where she works with almost eighty intelligent, hard-working, and thoughtful honors students. She has recently become active in MEHA and the National Collegiate Honors Council after years of watching with interest. She earned her Ph.D. in English from the University of Nebraska-Lincoln, after which she taught at Adrian College and Clarke College before moving to Indiana for the excitement of being able to implement a new program.

Arthur Sanders is Professor of Political Science and Chair of the Department of Politics and International Relations at Drake University. His research has focused on citizen politics in the United States, and he has written four books and numerous chapters and articles in that area. His most recent book, *Losing Control: Presidential Elections and the Decline of Democracy*, was published in April 2007 by Peter Lange Publishers. For the past nine years, he has served as Director of Drake's Honors Program and is a past president of the Upper Midwest Honors Council.

Hallie E. Savage is Director of the Honors Program at Clarion University and Professor of Communication Sciences and Disorders. She was President of NCHC in 2008, and she co-chairs the Assessment and Evaluation Committee. She is a member of the *JNCHC* Editorial Board and in the past served as Co-Chair of the Publications Board of the National Collegiate Honors Council.

Samuel Schuman is a former president of NCHC, creator of the "Beginning in Honors" workshop, and author of the BIH Handbook. He is past Chancellor of the University of Minnesota, Morris. Sam has two new books forthcoming: one is a study of contemporary religious colleges and universities, to be published by Johns Hopkins University Press and titled *Seeing the Light*; the other is a collection of essays he has edited for the ACE, to be published by Rowman and Littlefield, focusing on effective leadership of branch campuses.

ABOUT THE AUTHORS

David Skidmore is a professor in the Department of Politics and International Relations at Drake University. Skidmore currently serves as Director of the Drake University Center for Global Citizenship and is past Director of the Drake Curriculum and First-Year Seminar programs. His research and teaching interests lie in the areas of international political economy, American foreign policy, international relations theory, and Latin American politics. Skidmore is author, co-author, or editor of five books and has published numerous articles and book chapters.

Tony R. Smith is Experiential Education Coordinator for the University of Northern Colorado, where he has created and implemented a university-wide internship program. He serves as state representative for Colorado (Western Region) and 2009 Planning Committee member for the National Society for Experiential Education.

Janine Utell is Assistant Professor of English at Widener University in Chester, PA. Her research and teaching focuses on twentieth-century British literature. In addition to publishing her work in such venues as *Journal of Modern Literature*, *James Joyce Quarterly*, *The Space Between*, and *Feminist Teacher*, she also serves as Associate Editor of *The CEA Forum*, the online journal of teaching and learning for the College English Association.

Mark F. Vitha is an associate professor of chemistry at Drake University. His interest in teaching Paths to Knowledge grew out of his liberal education at the University of St. Thomas, St. Paul, MN. His interest in the history of atomic weapons started with an interest in fission and grew to include politics and related issues.

Peggy W. Watson is Associate Professor of Spanish and Director of the Honors Program at Texas Christian University; she will be Dean of the John V. Roach Honors College in fall 2009. Her B.A. and Ph.D. are from Tulane University. In addition to teaching interdisciplinary honors courses, she has published on the literature of Spain and the Caribbean and frequently takes students to study abroad in Seville, Spain.

Evan C. Welch is Director of Student Activities at the University of Northern Colorado. He and his staff are currently assessing and evaluating how UNC Student Activities can more effectively incorporate civic engagement principles in leadership development.

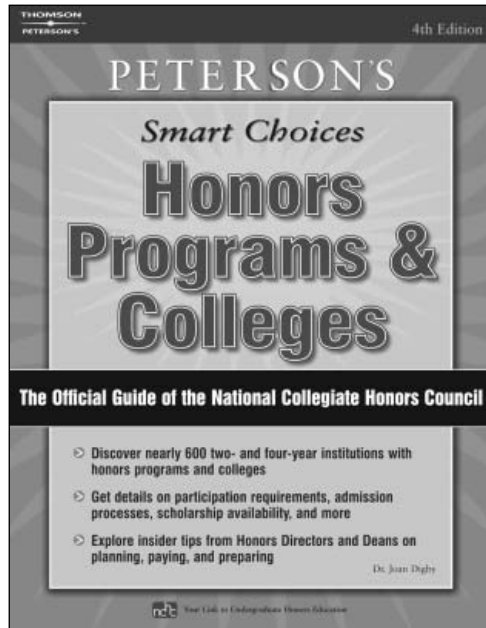
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The official guide to NCHC member institutions has a new name, a new look, and expanded information!

- 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.

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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.

The Honors College Phenomenon edited by Peter C. Sederberg (2008, 172pp). This monograph examines the growth of honors colleges since 1990: historical and descriptive characterizations of the trend, alternative models that include determining whether becoming a college is appropriate, and stories of creation and recreation. Leaders whose institutions are contemplating or taking this step as well as those directing established colleges should find these essays valuable.

Honors Composition: Historical Perspectives and Contemporary Practices by Annmarie Guzy (2003, 182pp). 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.

Inspiring Exemplary Teaching and Learning: Perspectives on Teaching Academically Talented College Students edited by Larry Clark and John Zubizarreta (2008, 216pp). This rich collection of essays offers valuable insights into innovative teaching and significant learning in the context of academically challenging classrooms and programs. The volume provides theoretical, descriptive, and practical resources, including models of effective instructional practices, examples of successful courses designed for enhanced learning, and a list of online links to teaching and learning centers and educational databases worldwide.

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.

Shatter the Glassy Stare: Implementing Experiential Learning in Higher Education edited by Peter A. Machonis (2008, 160pp). A companion piece to *Place as Text*, focusing on recent, innovative applications of City as Text™ teaching strategies. Chapters on campus as text, local neighborhoods, study abroad, science courses, writing exercises, and philosophical considerations, with practical materials for instituting this pedagogy.

Teaching and Learning in Honors edited by Cheryl L. Fuiks and Larry Clark (2000, 128pp). 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.