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# JNCHC

## Journal of the National Collegiate Honors Council

**Forum on Rubrics, Templates, and  
Outcomes Assessment**

Vol. 15, No. 2 | Fall/Winter 2014



# Journal

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OF THE National Collegiate Honors Council

## RUBRICS, TEMPLATES, AND MEASURABLE OUTCOMES IN HONORS

JOURNAL EDITORS

Ada Long and Dail Mullins

University of Alabama at Birmingham

**The National Collegiate Honors Council** is an association of faculty, students, and others interested in honors education.

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## CALL FOR PAPERS

The next issue of *JNCHC* (**deadline: March 1, 2015**) invites research essays on any topic of interest to the honors community.

The issue will also include a Forum focused on the theme “Honors and the Future of the Humanities.” We invite essays of roughly 1000–2000 words that consider this theme in a practical and/or theoretical context.

The lead essay for the Forum, which is available on the NCHC website <<http://nchc.honors.org/jnchc-lead-essay-the-humanities-are-dead-long-live-the-humanities>>, is by Larry Andrews of Kent State University. His essay—titled “The Humanities Are Dead! Long Live the Humanities!”—signals both bad and good omens for the humanities in a culture where they are often pronounced to be dying. Andrews then describes the deep connections of honors to the humanities in its history, values, and purpose.

Contributions to the Forum may—but need not—respond to Andrews’s essay.

Questions that Forum contributors might consider include: Is the connection of honors to the humanities essential to its basic nature? Is it possible to imagine—or desire—an honors education that is not heavily reliant on the humanities? Would the downfall of the humanities spell the downfall of honors? What changes, if any, need to be made in honors education to secure its future within the current climate? Should honors detach itself from the humanities and, if so, how? Are current data-driven trends in honors education, such as rubrics and outcomes assessment, a move away from the humanities and toward the social sciences, and are these trends beneficial or perilous to honors? Are the humanities a luxury of the past while vocationalism and speed-learning are harbingers of the future, and should honors educators fight or accept a future-oriented stance? Will the humanities become the purview of the privileged while the 99% move further toward technical education, and, if so, what will this mean for the diversity and quality of honors education? Does its connection to the humanities bolster the notion that honors is elitist? Is the critical thinking engendered by honors and the humanities a benefit or a threat to democracy? Is a political agenda at work in the current assault on or neglect of the humanities, and does this agenda imperil honors education as well?

Forum essays should focus on ideas, concepts, and/or opinions related to “Honors and the Future of the Humanities.” Examples from one’s own campus can be and usually are relevant, but essays should not simply be descriptions of “what we do at our institution.”

Please send all submissions to Ada Long at [adalong@uab.edu](mailto:adalong@uab.edu).

## EDITORIAL POLICY

*Journal of the National Collegiate Honors Council* is a refereed periodical publishing scholarly articles on honors education. The journal uses a double-blind peer review process. 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. Submissions and inquiries should be directed to Ada Long at [adalong@uab.edu](mailto:adalong@uab.edu).

## DEADLINES

March 1 (for spring/summer issue); September 1 (for fall/winter issue)

## SUBMISSION GUIDELINES

We accept material by email attachment in Word (not pdf). We do not accept material by fax or hard copy.

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 strongly preferred, and the editor will revise all internal citations in accordance with MLA guidelines.

There are no minimum or maximum length requirements; the length should be dictated by the topic and its most effective presentation.

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.

Submissions and inquiries should be directed to Ada Long at [adalong@uab.edu](mailto:adalong@uab.edu) or, if necessary, 850.927.3776.



## DEDICATION



**Ann Raia**

Ann Raia is Professor Emerita of Modern and Classical Languages at the College of New Rochelle, where she has been on the faculty since 1964. Ann has devoted her seemingly endless energy both to her discipline of classical studies and, fortunately for the NCHC, to honors education at the local, regional and national levels. In addition to presenting numerous papers and workshops, she has published articles, translations, and reviews in her academic discipline and has contributed numerous publications in honors, including chapters in the NCHC monographs *Place as Text: Approaches to Active Learning* and *Writing on Your Feet: Reflective Practices in City as Text™*. She has won major awards and grants in both classics and honors, the most recent being her selection as an NCHC Fellow in 2013.

Ann's influence on honors education began on her own campus, where she was founding director of the honors program from 1974 to 1983 and from 1986 to 2001. In the Northeast Region of the NCHC, she held the full range of offices, including president in 1981–82, and was founding editor of the regional newsletter. She has provided national service to honors in many ways and venues—as a member of the Executive Committee, as a consultant to some eighteen or more honors programs around the country, and as chair

or member of various NCHC committees—with two of her most prominent realms of influence being the Small College Honors Programs Committee and the Honors Semesters Committee. Within the context of the latter, Ann has directed two Honors Semesters, one at LIU Brooklyn and the other at her home campus, and has served as facilitator and evaluator for many more.

Ann's gentle authority and seriousness of purpose have bolstered the dignity, heart, and integrity of the NCHC for some thirty-five years, and we are pleased to honor her and her many contributions to honors education.