

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

---

Journal of the National Collegiate Honors  
Council –Online Archive

National Collegiate Honors Council

---

2013

## NCHC PUBLICATION ORDER FORM

Follow this and additional works at: <https://digitalcommons.unl.edu/nhcjournal>



Part of the [Gifted Education Commons](#), and the [Higher Education Commons](#)

---

"NCHC PUBLICATION ORDER FORM" (2013). *Journal of the National Collegiate Honors Council –Online Archive*. 385.

<https://digitalcommons.unl.edu/nhcjournal/385>

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 Journal of the National Collegiate Honors Council –Online Archive by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

## NCHC PUBLICATION ORDER FORM

Purchases may be made by calling (402) 472-9150, emailing [nchc@unl.edu](mailto:nchc@unl.edu), visiting our website <<http://www.nchchonors.org>>, or mailing a check or money order payable to:  
 NCHC • University of Nebraska–Lincoln • 1100 Neihardt Residence Center • 540 N. 16th Street • Lincoln, NE 68588-0627. FEIN 52-1188042

	Member	Non-Member	No. of Copies	Amount This Item
<b>Monographs:</b>				
Assessing and Evaluating Honors Programs and Honors Colleges: A Practical Handbook	\$25.00	\$45.00		
Beginning in Honors: A Handbook (4th Ed.)	\$25.00	\$45.00		
Fundraising for Honors: A Handbook	\$25.00	\$45.00		
A Handbook for Honors Administrators	\$25.00	\$45.00		
A Handbook for Honors Programs at Two-Year Colleges	\$25.00	\$45.00		
The Honors College Phenomenon	\$25.00	\$45.00		
Honors Composition: Historical Perspectives and Contemporary Practices	\$25.00	\$45.00		
Honors Programs at Smaller Colleges (3rd Ed.)	\$25.00	\$45.00		
Inspiring Exemplary Teaching and Learning: Perspectives on Teaching Academically Talented College Students	\$25.00	\$45.00		
The Other Culture: Science and Mathematics Education in Honors	\$25.00	\$45.00		
Partners in the Parks: Field Guide to an Experiential Program in the National Parks	\$25.00	\$45.00		
Place as Text: Approaches to Active Learning (2nd Ed.)	\$25.00	\$45.00		
Setting the Table for Diversity	\$25.00	\$45.00		
Shatter the Glassy Stare: Implementing Experiential Learning in Higher Education	\$25.00	\$45.00		
Teaching and Learning in Honors	\$25.00	\$45.00		
<b>Journals:</b>				
Journal of the National Collegiate Honors Council (JNCHC) <i>Specify Vol/Issue ____/____</i>	\$25.00	\$45.00		
Honors in Practice (HIP) <i>Specify Vol ____</i>	\$25.00	\$45.00		
<b>Total Copies Ordered and Total Amount Paid:</b> _____\$ _____ <i>Shipping costs will be calculated on the number of items purchased.</i>				

Name \_\_\_\_\_  
 Institution \_\_\_\_\_  
 Address \_\_\_\_\_  
 City, State, Zip \_\_\_\_\_  
 Phone \_\_\_\_\_ Fax \_\_\_\_\_ Email \_\_\_\_\_

**Print-on-Demand publications will be delivered in 4-6 weeks.**

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

# NCHC 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.

*Fundraising for Honors: A Handbook* by Larry R. Andrews (2009, 160pp). Offers information and advice on raising money for honors, beginning with easy first steps and progressing to more sophisticated and ambitious fundraising activities.

*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 (Third Edition, 2011, 80pp). Practical and comprehensive advice on creating and managing honors programs with particular emphasis on colleges with fewer than 4000 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.

*The Other Culture: Science and Mathematics Education in Honors* edited by Ellen B. Buckner and Keith Garbutt (2012, 296pp). A collection of essays about teaching science and math in an honors context: topics include science in society, strategies for science and non-science majors, the threat of pseudoscience, chemistry, interdisciplinary science, scientific literacy, philosophy of science, thesis development, calculus, and statistics.

*Partners in the Parks: Field Guide to an Experiential Program in the National Parks* by Joan Digby with reflective essays on theory and practice by student and faculty participants and National Park Service personnel (2010, 272pp). This monograph explores an experiential-learning program that fosters immersion in and stewardship of the national parks. The topics include program designs, group dynamics, philosophical and political issues, photography, wilderness exploration, and assessment.

*Place as Text: Approaches to Active Learning* edited by Bernice Braid and Ada Long (Second Edition, 2010, 128pp). Updated theory, information, and advice on experiential pedagogies developed within NCHC during the past 35 years, including Honors Semesters and City as Text™, along with suggested adaptations to multiple educational contexts.

*Setting the Table for Diversity* edited by Lisa L. Coleman and Jonathan D. Kotinek (2010, 288pp). This collection of essays provides definitions of diversity in honors, explores the challenges and opportunities diversity brings to honors education, and depicts the transformative nature of diversity when coupled with equity and inclusion. These essays discuss African American, Latina/o, international, and first-generation students as well as students with disabilities. Other issues include experiential and service learning, the politics of diversity, and the psychological resistance to it. Appendices relating to NCHC member institutions contain diversity statements and a structural diversity survey.

*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.