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# JNCHC

Journal of the National Collegiate Honors Council

Spring/Summer 2014 Volume 15, Number 1



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# JNCHC

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JOURNAL OF THE  
NATIONAL COLLEGIATE HONORS COUNCIL

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A PUBLICATION OF THE NATIONAL COLLEGIATE HONORS COUNCIL

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## HONORS FOR SALE

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: Jim Ruebel, President, Ball State University; Barry Falk, President-Elect, James Madison University; Jerry Herron, Vice President, Wayne State University; Rick Scott, Past President, University of Central Arkansas; Kyoko Amano, Secretary, University of Indianapolis; Douglas Peterson, Treasurer, University of South Dakota. Executive Director: Hallie Savage, headquartered at University of Nebraska-Lincoln. Board of Directors: Lauren Bach, Minnesota State University, Mankato; Lopa Basu, University of Wisconsin-Stout; Suketu Bhavsar, California State Polytechnic University, Pomona; Joe King, Radford University; Soncerey Montgomery, Winston-Salem State University; Mary Kay Mulvaney, Elmhurst College; Barbra Nightingale, Broward College; Fatima Ojeda Rojas, Paine College; Marjean Purinton, Texas Tech University; Jordan Rutland, Paine College; Zachary Samples, Eastern Illinois University; Mike Sloane, University of Alabama Birmingham; Laurie Smith-Law, Iowa State University; Art Spisak, University of Iowa; Mara Steven, Loyola University New Orleans; Anna Wiegand, Ball State University; Naomi Yavneh-Klos, Loyola University New Orleans; John Zubizarreta, Columbia College-South Carolina.

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## 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)

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Sarah Halverson and Wake Up Graphics.

# CALL FOR PAPERS

The next issue of *JNCHC* (**deadline: September 1, 2014**) invites research essays on any topic of interest to the honors community.

The issue will also include a Forum focused on the theme “Rubrics, Templates, and Measurable Outcomes in Honors.” 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://nchchonors.org/jnchc-lead-essay-my-objections-to-outcome-note-the-singular-assessment>>, is by Joan Digby of LIU Post. Her essay—titled “My Objections to Outcome [Note the Singular] Assessment”—is an impassioned outcry against the increasingly quantitative approach to higher education, including honors education. Digby, as always, speaks her mind and pulls no punches, presenting a direct, unqualified, and indignant argument against quantitative outcomes assessment and its kindred rubrics and templates. Given the near-universal acceptance and adoption of the measures that she protests, an opposing voice needs to be part of the honors discourse, and now it is.

Contributions to the Forum may—but need not—respond to Digby’s essay or the issues she addresses.

Questions that Forum contributors might consider include: Have rubrics and templates made teaching in honors easier or harder? What is the purpose of rubrics (or templates or both)? Whom do they benefit and how? What does a teacher’s use of rubrics imply about his or her image of students? What does it imply about a teacher’s philosophy of learning? Are rubrics and templates inherently inconsistent with creativity? Under what circumstances are rubrics (or templates) appropriate and effective in honors education? Do rubrics help students understand what a teacher expects of them, and is this understanding an asset or detriment to good education? What cultural, social, and/or educational trend(s) gave rise to the use of rubrics, templates, and/or quantitative outcomes assessment? Have rubrics and templates improved the quality of honors education, and how? Given the requirements that legislatures, administrations, and the public have made for accountability of academic programs, what are the alternatives to quantifiable data? Is there a generation gap (or a gender gap) among teachers in attitudes about rubrics and templates and measurable outcomes?

Forum essays should focus on ideas, concepts, and/or opinions related to “Rubrics, Templates, and Measurable Outcomes in Honors.” 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).

# JNCHC 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



**GEORGE MARIZ**

**G**eorge Mariz, whom we all know as the long-time director of the Western Washington University Honors Program and contributor extraordinaire to the NCHC, is also an accomplished historian. He has co-authored two books and published more than three dozen articles in his many research fields, which include modern Europe and England, the history of social thought, and archival studies. He also chaired the history department at WWU for eight years at the same time as being honors director, a position he has held since 1987. He is and always has been indefatigable.

George leavens his expertise as a scholar, teacher, and administrator with wisdom and wit, which he brings to every interaction he has with students and colleagues. His interactions have been myriad in the NCHC, where he has been a member of the Publications Board since 1999, the *JNCHC* Editorial Board since 2000, the Conference Planning Committee since 2002, and the Governance Committee since 2006. He has held a long list of other positions in the past, given countless presentations at national conferences, and published seven articles in *JNCHC*.

Listing his roles and positions could not do justice to the quality of service that George provides year after year. He is one of the speediest and most thorough reviewers for *JNCHC*, a virtue for which he is punished by doing more than his share of reviews. When he does homework for a committee, he reads every word and is always the one to correct every lapse in grammar as well as content of the minutes and other handouts. At the same time, he provides abundant laughter along with close readings and shrewd comments.

The minute a service needs to be rendered to the NCHC, George's hand is the first to go up, and he is the first to respond to any email request for assistance—no matter how much trouble he's asking for—and to sign off with his customary "Cheers." For his perpetual generosity, expertise, wisdom, and good humor, we happily dedicate this issue of *JNCHC* to George Mariz and say to him, "Cheers!"