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# AGLS News

*The Newsletter of  
the Association for General  
and Liberal Studies*

**Volume 21 Number 3  
Spring 2005**



## Integrations: Liberal Learning in a Diverse World

*October conference shaping up*

Come and experience the Hyatt Fair Lakes, an impressive high-rise hotel located within minutes of our nation's capital, Old Town Alexandria, and Dulles International Airport for the 2005 AGLS and AIS Joint National Conference, hosted by George Mason's New Century College and Virginia Tech, on October 6-9, 2005. The Association for General and Liberal Studies (AGLS) and the Association for Integrative Studies (AIS) are joining together for three-and-a-half exciting days to provide educators worldwide with a rare opportunity in which to explore and exchange ideas on current challenges, opportunities, and best practices in integrated learning and diversity. The theme for this year's joint conference—Integrations: Liberal Learning in a Diverse World—has already prompted the selection of over 80 proposals, with presenters representing over 22 states, the District of Columbia, Canada, and Iran. Several topics to be covered include:

- Trends in international, multicultural, and interdisciplinary education
- Integration of curricular and co-curricular learning
- Service-learning and experiential learning
- Innovative student leadership programs and leadership in the next generation
- Assessing learning in diverse student populations
- Values and character development
- Changes in student demographics

This year's joint conference promises to offer attendees a schedule rich with opportunities to spur thought-provoking and insightful dialogue. In addition to the extensive number of topics to be covered stemming from this year's theme, the planning committee is thrilled to announce the

inclusion of three keynote speakers:

- Jane

Spalding will discuss "Why and How to Promote Study Abroad Programs to Students" at Thursday's AGLS/AIS Welcome Reception, sponsored by Virginia Tech and The Wabash Center.

Jane is the Director of U.S. UMAP (University of Mobility in Asia and the Pacific), which is an international student exchange organization. She is also the Director of the Japan Portfolio at the University of Pennsylvania's Center for East Asian Studies. Prior to holding these positions, she was the Director of Programs at the Association of American Colleges and Universities (AAC&U), where she led its work to improve the articulation of two- and four-year colleges, headed several of its projects to increase minority access to and retention in higher education, directed its national consulting service, and helped found and direct its Asheville Institute on General Education.

• Dr. Randy Bass will address attendees at Friday's AGLS/AIS luncheon. Randy is the Executive Director of Georgetown University's CNDLS (pronounced "CANDLES"), a university-wide center supporting faculty work in new learning and research environments. He is the Director of the Visible Knowledge Project (VKP), a five-



For registration, speaker bios and travel information, see the conference website at:

[www.ncc.gmu.edu/integrations/registration.html](http://www.ncc.gmu.edu/integrations/registration.html)

[www.ncc.gmu.edu/integrations/speakers.html](http://www.ncc.gmu.edu/integrations/speakers.html)

[www.ncc.gmu.edu/integrations/travel.html](http://www.ncc.gmu.edu/integrations/travel.html)

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*Integrations conference, from page 1*

year project aimed at improving the quality of college and university teaching through a focus on both student learning and faculty development in technology-enhanced environments. He is also the Director of the American Studies Crossroads Project, an international project focusing on technology and education in affiliation with the American Studies Association.

• Nathanael Pollard, Jr., Ph.D, Professor of Mathematics and Executive Vice President of Johnson C. Smith University, will speak at Saturday's AGLS/AIS luncheon. His topic will cover "The Emerging 'Science of Learning'". Previous to serving as the Executive Vice President at Johnson C. Smith University, Nathanael was the Provost and Vice President of Academic Affairs at St. Paul's College; Senior Fellow at the American Association of State Colleges and Universities; President and CEO at Bowie State University; and Provost and Vice President for Academic Affairs and Acting President of Virginia State University.

**And that's not all...**

Four pre-conference sessions will be offered on Thursday morning for an additional \$25 each. The selection of topics will include:

- Enhancing Interdisciplinary Inquiry through Service-Learning
- Workshop for New Administrators
- Electronic Portfolios for Integrative Learning
- Assessment, Pedagogy, and Technology—Capturing the Ineffable

A special "Getting to Know You" breakfast will kick off Friday's conference sessions, with both AGLS and AIS presidents scheduled to discuss their respective organizations and the goals of each.

In addition, a report will be given on the recent AGLS Planning Retreat held at the Wabash Center. And as if that isn't enough, there will also be an exceptional introductory presentation given by Susan Piedmont-Palladino, Professor of Architecture at the Virginia Tech Washington Alexandria Consortium, on the history and development of the National Capital region.

**T**he 2005 AGLS and AIS Joint National Conference is one that you can not afford to miss! We encourage you to register NOW to attend this year's conference. Registration is easy- just go the conference website (see box on page 1) and register today! If you register by August 15, you pay \$215! The registration fee for non-AGLS members is \$265, and this price includes a one year AGLS membership for FREE! Registrations made after August 15 will result in a \$20 increase in registration for both AGLS and non-AGLS members. Student registration is \$135.

Hotel reservations can also be made on the conference website. Book early to lock into the reduced \$109 per night hotel rate!

We look forward to seeing you in Fairfax in the fall!

*Ron Daniel  
Professor of Architecture  
Associate Provost for Undergraduate Programs  
Virginia Tech*

*Please contact Janette Kenner Muir, Conference Coordinator, at 703-993-4142 (jmuir@gmu.edu) or Ron Daniel, AGLS Conference Organizer, at 540-231-3341 (rdaniel@vt.edu) for further information or assistance.*

**AGLS Institutional Memberships**

- St. Joseph's College (IN)
- Wichita State University
- Virginia Tech State University
- St. Edward's University

**AGLS Mission**

The Association for General and Liberal Studies, established in 1961, is a national organization for higher education faculty and administrators who share a commitment to the centrality of general and liberal education in the undergraduate experience. The mission of the association is to extend and enrich the educational experience of college and university students by stimulating vigorous discourse among professors, prospective professors, and academic administrators about the purpose, nature, and scope of general and liberal education. General and liberal education provide for the undergraduate the breadth of knowledge, understanding, and appreciation needed to live in the world as informed, responsible, and responsive citizens. To accomplish its goals, the association holds an annual conference, publishes a newsletter, and sponsors other professional activities to encourage reform in general education, curricular innovation and excellence in classroom teaching.

**AGLS News** is the newsletter of the Association for General and Liberal Studies. Send news, information, or queries to: **Marianne Hopper, AGLS News Editor;** Dean, School of Behavioral & Social Sciences, St. Edward's University, Box 1018, 3001 S. Congress Ave, Austin, TX 78704-6489 Or e-mail to marianh@admin.stedwards.edu **AGLS News online:** [www.stedwards.edu/bss/AGLS/index.htm](http://www.stedwards.edu/bss/AGLS/index.htm)

## *The National Study of Liberal Arts Education* Institutions needed for comprehensive study

The Center of Inquiry in the Liberal Arts at Wabash College is seeking institutions for participation in the National Study of Liberal Arts Education, a large-scale, longitudinal study to investigate critical factors that affect the outcomes of liberal arts education. This is one of the most comprehensive national studies of the effects of American higher education on student learning and development ever conducted. The Center's research will help colleges and universities improve student learning and enhance the educational impact of their programs.

One of the fundamental goals of this research is to create faculty-friendly and institutionally-useful assessment for outcomes such as effective reasoning and problem solving, inclination to inquire and lifelong learning, integration of learning, intercultural effectiveness, leadership, moral character, and well-being. Research universities,

**Address comments or questions about the study to:**  
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**at (765) 361-6170 or**  
**Charles F. Blaich, Director of Inquiries**  
**at (765) 361-6331**  
**E-mail: [nationalstudy@wabash.edu](mailto:nationalstudy@wabash.edu)**

regional universities, liberal arts colleges, community colleges, and other higher education institutions are encouraged to apply. There is no fee for institutional participation in the study.

For additional information about the study and application forms, please visit the Center of Inquiry's website:

[www.liberalarts.wabash.edu/nationalstudy](http://www.liberalarts.wabash.edu/nationalstudy). We will begin reviewing applications May 1, 2005.

See box for contact information.

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## *From the Executive Director* Institutional memberships growing

Allow me to take a few minutes to welcome AGLS' first Institutional Members since our new Institutional Membership program was approved by our membership last summer. We welcome the following four institutions for 2005:

- St. Joseph's College (IN)
- Wichita State University
- Virginia Tech State University
- St. Edward's University

AGLS deeply appreciates the support of these universities—their commitment both to their own general and liberal education programs, as well as to our national effort to support and enhance exemplary programs. If you are interested in learning more about the programs at these institutions, direct links are provided to their home pages at our AGLS website.

AGLS has designed this enhanced Institutional Membership package both to promote an institution's general/liberal studies program and to allow institutions to support individual members at their institutions. Benefits include the following:

- Listing of the member institution in AGLS newsletter, programs, website, and other

appropriate publications. You will now find this list of Institutional Members highlighted in each issue of the AGLS News, for instance.

- Hot linking the AGLS website with the program description of the member institution.
- Three individual memberships to AGLS, designated by the member institution. Each membership includes a subscription to the *Journal of General Education* and *AGLS News*, as well as access to the AGLS listserv.
- Those same three designated institutional members receive a 20% discount off of the fall conference registration fees.
- An additional copy of the *Journal of General Education* and three additional copies of *AGLS News*.

If you or your institution is interested in becoming an Institutional Member of AGLS, details and an application form are provided on our website at <http://www.bsu.edu/web/agls/> and on the back page.

*Paul Ranieri*  
 AGLS Executive Director  
 Ball State University

## The BGeXperience: Ethical Values and Public Responsibility

*A single Liberal Studies skill is the central focus of what we have come to call the BGeXperience: the examination of values in decision making. The goal of Liberal Studies at Bowling Green is to prepare the graduate for self-reliant learning throughout life and for effective participation in a democratic society.*

In April of 2000 Bowling Green State University's President Sidney Ribeau created a Task Force of faculty, staff and administrators and asked them to develop a plan to integrate values exploration, critical thinking, civic engagement, and character development through the curricular and co-curricular experience. The university, he stated, was committed to preparing well informed, engaged, principled citizens—reflective individuals who can think critically about the private and public choices they make, assess the ethical dimensions of those choices, and become active participants in public life. He asked, specifically, that the general education program, recently renamed, BG Perspective: Twenty First Century Liberal Studies, be included in the plan. In May 2001 the group concluded its work with a proposal to create "The Bowling Green Experience (BGX)." The program will be implemented this fall of 2005 for 3,800 freshmen.

A single Liberal Studies skill is the central focus of what we have come to call the BGeXperience: the examination of values in decision making. The goal of Liberal Studies at Bowling Green is to prepare the graduate for self-reliant learning throughout life and for effective participation in a democratic society. Ethical integrity, reflective thinking and social responsibility are cited in the program mission as the chief characteristics of a liberally educated person in the twenty first century. The hope is that the BGeXperience will connect the students' liberal studies requirement, the major, and a co-curricular experience in civic engagement.

The academic basis of the BGeXperience is a small Liberal Studies course enrolling 25 freshmen, initiated through an integrated three-day program prior to the first week of class, and emphasizing critical thinking about values. An undergraduate peer advisor who has taken the course assists the faculty teaching the course and helps freshmen adjust to the campus. Courses are selected from across BG Perspective, a modified distribution general education program similar in form to that of most universities. A four-day workshop in the spring assists faculty to develop strategies for incorporating critical thinking about values into their courses and developing assignments reflecting such thinking, a far more natural

proceeding than one might at first believe. Three days before the first week of classes, faculty meet with their classes to help them get acquainted with each other, using some innovative values exercises. The second day faculty hold a seminar on the language of values with their class, and in the afternoon introduce students to the course for which they are enrolled and some of the values inherent in that discipline or interdisciplinary area. In the evening faculty and the peer advisor talk about values on campus, including academic honesty, residential living, the use of alcohol, and sexuality. The following morning, a common reading is discussed in relationship to the values inherent in it. This is followed by a closing and evaluating session in the afternoon with President Ribeau addressing the BGeXperience philosophy of values and civic engagement.

BGeXperience is enhanced beyond the freshmen year by an annual "Values and Ethics Week," an integrated series of lectures sponsored by the university; a Junior Year Bridge Program, available for some students, to be undertaken during the week before classes in January or over spring break focusing on a service learning experience; sufficient opportunities to enable all graduates to have had at least one service learning experience; and a senior capstone experience that incorporates intensive writing and the exploration of professional values. The hope is that a single campus-wide philosophy emphasizing critical thinking about values and public responsibility will help bridge the common divisions of liberal studies and the major, vocation and career development, the university and the community. Though carefully planned assessments are in place, this is a very new program and judgments are not yet possible. However, it does seem, thus far, that general education skills and content can be employed to provide foundation and scaffolding for the unification of the curriculum.

*Beth Casey  
Assoc Prof. of English and Kristen Fellows  
Bowling Green State University*

## *National Academic Advising Association News*

### **NACADA Academic Advising Summer Institutes**

**June 12-17, 2005 – St. Paul, MN**  
**July 31-August 5, 2005 – Colorado Springs, CO**

Come One! As a full-time advisor, faculty advisor, or administrator, attend the Summer Institute to build individual strengths and formulate action plans for improving or revising advising programs on your campus.

Come All! Your institution may want to try the TEAM approach to strengthening advising by sending a group of advisors and administrators to the NACADA Academic Advising Summer Institutes. By the end of the week, everyone can be on the same page and ready to roll with reinforcement for continuing strong programs or innovative ideas for strengthening advising at your institution with a "plan of action." Some institutions have found it beneficial to send part of their team to the first institute and others to the second institute!

Either way, for the most complete consideration of advising available, you and/or your team should meet in either St. Paul, MN, or Colorado Springs, CO, at this year's week-long Summer Institutes. Developing strong networks among colleagues at the Institutes will be only one of the benefits to you, your team, and your program. Expert faculty will share pertinent information in a variety of ways—through general sessions, workshops, topical sessions, and small group discussions. You can't afford to miss this chance to make a difference at your institution through the knowledge you will gain, as participants will develop an action plan for change on their campus. For more information on the Institute and examples of action plans from past participants, visit [www.nacada.ksu.edu/Events/SummerInst/index.htm](http://www.nacada.ksu.edu/Events/SummerInst/index.htm).

### **The NACADA Clearinghouse of Academic Advising Resources puts advising resources at your fingertips.**

From resources that can help advise students to practitioner authored overviews of relevant advising topics, the Clearinghouse

([www.nacada.ksu.edu/Resources/index.htm](http://www.nacada.ksu.edu/Resources/index.htm)) is a practitioner's one-stop shop for up-to-the-minute advising resources. Currently featured in the Clearinghouse: Creating a Blueprint for First-Year Advisors  
[www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/First-Year-Advisors.htm](http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/First-Year-Advisors.htm).

### **Kansas State University offers a Graduate Certificate in Academic Advising in partnership with NACADA.**

Development is ongoing to offer the 14 semester-credit hour program "at a distance" via the Internet. All courses are self-paced within a semester time-frame. Students work independently, yet share comments and questions via electronic communications. The Academic Advising Graduate Certificate Program provides an opportunity for faculty, full-time academic advisors, and administrators to gain an understanding of myriad issues and skills needed to deliver effective academic advising. This program is designed for practicing advisors and administrators who desire more formal education relating to academic advising, faculty seeking advising knowledge beyond their discipline, and graduate students who are anticipating academic advising roles. For more information on the Graduate Certificate in Academic Advising Program visit [www.nacada.ksu.edu/GraduateCertificate/index.htm](http://www.nacada.ksu.edu/GraduateCertificate/index.htm).

### **Campus Advising Awards**

The NACADA would like to recognize individuals who received campus awards in 2005 for outstanding academic advising or advising administration. These campus advising award recipients will be listed on the NACADA website at [www.nacada.ksu.edu/Awards/CampusAwards.htm](http://www.nacada.ksu.edu/Awards/CampusAwards.htm). Please note that these individuals do not need to be current NACADA members to have their names posted. If your institution has given campus advising awards this year, please e-mail the following information to Julia Wolf at the NACADA Executive Office at [jqwolf@ksu.edu](mailto:jqwolf@ksu.edu): exact name of the award plus the award recipient's name, position title, depart-

ment/unit, institution, complete mailing address and e-mail address. A congratulatory e-mail will be sent to each advising award recipient for whom notification is sent to NACADA. Thank you for helping NACADA to recognize these academic advising professionals!

### **Academic Advising As Teaching**

The National Academic Advising Association has had a blue ribbon Task Force, led by Tom Grites from Richard Stockton University, focus on developing a clear definition of academic advising. Their work, while still in draft form, clearly establishes the essential connection between advising and teaching in higher education.

Effective academic advising continues to be a major focus of institutions recognized for high graduation and completion rates (Kuh et al., 2005). These institutions, through their programs and missions, are clearly focused on student learning and quality teaching which is the foundation of academic advising. The work of the Definition Task Force demonstrates this with the following draft statement:

Academic advising is an educational process that, by intention and design, facilitates students' understanding of the meaning and purpose of higher education and fosters their intellectual and personal development toward academic success and lifelong learning (NACADA, 2004).

This draft statement emphasizes that advising is an educational process – focusing on both learning and teaching with a clear curriculum. The curriculum must include the value, scope, and purpose of the general education core at the university and assist students in connecting the general education core to their undergraduate experience and beyond.

To learn more about Advising as Teaching, visit the NACADA web site ([www.nacada.ksu.edu](http://www.nacada.ksu.edu)) for information on joining NACADA

## Exemplary Session Overviews

*At the AGLS Meeting in Charlotte we invited the presenters of recommended sessions to write up their presentation for publication in this newsletter. The following articles are based on recommended sessions.*

### Correcting the Cosmos: The Rhetoric of Revolution in Hippocrates, Copernicus and Martin Luther King, Jr.

*A panel presented by faculty from Seton Hall University and Norfolk State University*

Our panel built bridges on many levels. The focus was to examine three primary sources from very different cultures and times, each of which aimed to change the received wisdom of their times. Our panel included presenters and participants from both the AGLS and the HBCU. Marian Glenn, Professor of Biology and Interim Director of the Seton Hall University Honors Program, spoke first. She explained how the panel was conceived while the three participants were engaged in the NEH-funded project: "Bridging the Gap between the Humanities and Sciences: An Exemplary Model for Core Text Humanistic Education," sponsored by the Association for Core Texts and Courses. Modeling the seminar, the panelists explained how discussions of these texts with colleagues in other disciplines such as history, philosophy, religious studies, and psychology opened new perspectives to their understanding. The panel suggested how these texts promote cross-disciplinary conversations among liberal arts and sciences faculty, as well as fostering students' ability to engage in close readings of a primary text, with the goal of increased integration of the general education curriculum across disciplines.

Kristina Chew, Writing Instructor, English Department and Seton Hall University Honors Program, explained how Hippocrates called for the use of empirical observation in diagnosing and treating illness in his treatise "Tradition in Medicine"; she then compared the Hippocratic Oath in its classical and modern versions to suggest how Hippocrates conceived of his treating of patients as a profession, the art of medicine. She also examined the rhetoric of Copernicus' letter to Pope Paul III, his preface to his (aptly named) *On the Revolutions*, in which he presents his justification for accepting a sun-centered celestial model. Copernicus' cautious yet indignant voice is evident, a sign that he was more than aware of the theological and philosophical implications of a cosmos that was not centered around the earth. Page R. Laws, Professor of English and Director of Norfolk State University Honors Program, introduced her discussion of Martin Luther King Jr.'s "Letter from Birmingham Jail" by reviewing her annotated bibliography of secondary sources and then provided an extensive, and illuminating, close reading of King's text. Many of us learned that the date of the "Letter"—April 16, 1963—was Good Friday. Reading and rereading sentences and phrases—"patient and reasonable," "injustice anywhere is a threat to justice everywhere"—Professor Laws revealed the art of King's rhetoric of revolution.

The discussion that followed our presentation was enlightening. Many members of the audience described their own experiences teaching these texts or teaching courses with a similar interdisciplinary focus. The audience learned about two different institutions, Norfolk State University, a historically Black institution, and Seton Hall University, a Catholic, diocesan institution, and their respective Honors Programs. The audience was led to integrate these and other primary sources in the classes that they teach or the programs they administer and experienced the intellectual engagement of discussing texts across disciplines. This writer, who taught all of these texts in a Basic Skills

freshman composition course this semester, learned many new strategies for her teaching, all of which have been fruitful in engaging my students in the texts, in their ideas, and in thinking about how the kind of work they choose to do can make a revolution, however small, in the world.

*Kristina Chew, English Department, Seton Hall University*

### Transferring from a community college to a university

*Panel members: Gigi Derballa, Mark Ellison, Alicia Shope, and Sarah Nunez*

The panel included a student who recently transferred from a community college to a four-year institution, a community college staff member, a four-year institution assistant registrar, and an admissions officer with transfer articulation experience.

The session was highly interactive with numerous questions from the audience, which provided a rich exchange of ideas. One topic that was heartily discussed was the Comprehensive Articulation Agreement (CAA). In North Carolina, for instance, the CAA was developed to facilitate the transfer of credits from one community college to another and from the community college to the four-year institution.

Provided the student has completed the 44 hours comprising the general education transfer core and has an overall grade point average of 2.00 with a grade of C or better in all CAA courses, the articulation agreement allows the student who has completed an AA or AS degree to transfer with a minimum of 64 semester hours. All lower level general education requirements at the receiving institution are fulfilled, even if the course equivalents are not exact.

This is based on the premise that there is sufficient commonality in the lower-level general education requirements among all universities in the UNC system to develop a common core component at the community colleges for the purpose of transfer. It is felt the competencies and knowledge gained in a core program as a whole are more important than individual courses; therefore the core courses transfer as a block, fulfilling lower level requirements. Any graduation requirements at the 4-year institution, such as foreign language or health and fitness, must still be completed, either prior to or after transferring.

It should be noted that an AA or AS degree alone does not satisfy the terms of the CAA; students must meet all eligibility requirements. Some of those requirements were also discussed in the panel session.

Session participants cited challenges facing transfer articulation that include communication of information to the appropriate counselors and advisors, adequate preparation at the community college for transfer to the four year campus, keeping institutional autonomy, and the limiting of general studies programs with articulation agreements. Panel members and participants agree that faculty and staff involved in the transfer process from two- and four-year institutions need to meet on a regular basis to discuss issues.

## AGLS Executive Council

The following is a list of Executive Council members. If you have any issues, concerns or questions you would like taken up by the Executive Council, please contact us. We would like to hear from you.

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## AGLS NEWS

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