

General Education Feedback Form

Start of Block: Default Question Block

Q2 General Education Feedback Form The purpose of this form is to gather faculty feedback on the 115 proposals to renew JMU's General Education Program (GEP). Your responses will help determine which large-scale/structural ideas will be fully developed by faculty teams during Summer 2025. There is an opportunity at the end of the survey to provide your contact information if you are interested in joining or getting involved in summer working groups. Please see this link for an estimated timeline for GEP renewal. The form, created by the Core Curriculum Appraisal Task Force (CCATF), has two sections. The first section presents themes that run through multiple proposals. These themes are grouped into competencies, pedagogies, and structure/operations. The second section presents more complex curricular ideas that are better considered independently. Links to full proposals are included where appropriate. Both sections ask you to determine the degree to which JMU should develop each idea further. Both sections also provide space for open-ended comments. You may skip any items. Please complete the feedback form only once per respondent. Typical response time is 15 minutes, not including providing open-ended feedback. The CCATF will anonymize and summarize all feedback and share this with faculty and Academic Affairs leaders. Not every idea submitted by faculty is reflected in this feedback form. Some ideas not explicitly referenced include ones that point to concerns around implementation as opposed to the content of curriculum. Others include elements required by SACSCOC accreditation (e.g., including natural science/mathematics, humanities/fine arts and, social/behavioral sciences, and aligning the GEP to the university's mission), recommendations for how faculty should be assigned to teach in the GEP, and proposals addressing GEP administration (e.g., enacting transfer-credit-friendly practices, and messaging about the GEP). All proposals can be found here. If you have questions, please contact Fletcher Linder, CCATF chair, at lindergf@jmu.edu or 540-568-5270.

End of Block: Default Question Block

Start of Block: Block 1

Q3 Competencies Multiple competencies emerged as themes. It should be noted that these competencies are not exhaustive of all the competencies that will be covered in a general education program. Please review the descriptions of these competencies and share your thoughts in the questions below. **New Literacies** - The GEP should equip students with the skills and ethical awareness necessary to navigate the digital world responsibly. This includes an understanding of technology's role in an age of artificial intelligence and an emphasis on responsible digital citizenship. **Wellness** - The GEP should support students in developing knowledge and skills essential to multiple dimensions of wellness, including financial, physical,

and emotional well-being. A commitment to holistic student wellness should be embedded throughout the curriculum. **Civic Engagement** - The GEP should prepare students to actively participate in a democratic society by developing the knowledge and skills necessary for civil discourse, public problem-solving, and social responsibility. In an era of increasing polarization, students must learn how to engage in productive discussions, even when perspectives differ. Additionally, fostering a culture of civic responsibility should include understanding the role of philanthropy, volunteerism, and community engagement in addressing societal challenges. **Cultural Awareness and Competency** - The GEP should foster students' ability to understand, appreciate, and interact with people from diverse cultural backgrounds and belief systems. This includes recognizing how language, history, religion, and traditions influence social interactions within and across communities. **Communication** - The GEP should emphasize foundational communication skills, including written and oral expression, to ensure students can effectively convey ideas in academic, professional, and civic settings. As digital technologies evolve, maintaining strong communication skills remains essential.

Q6 Please rate the level of priority each competency should have in the general education program.

	Not a priority (1)	Low priority (2)	Medium priority (3)	High priority (4)	Essential (5)	No Opinion (6)
New Literacies (Digital citizenship) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wellness (Holistic development) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civic Engagement (Democratic Knowledge and Skills) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural Awareness/Cultural Competency (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 Please share any additional thoughts you have about these competencies.

End of Block: Block 1

Start of Block: Block 2

Q9

Pedagogies

Various themes emerged about "how" to deliver course content. We have placed these themes into the broader category of "pedagogies" which reflects different methods and strategies used to engage student learning. Please review the descriptions of these pedagogies and share your thoughts in the questions below.

Experiential Learning - The GEP should provide students with opportunities to apply their learning in real-world contexts. This includes internships, externships, student research, study-away programs, and community engagement. By connecting coursework to relevant situations and problems, experiential learning enhances student understanding and career preparedness.

Interdisciplinary Learning - The GEP should foster collaboration across disciplines, breaking down traditional silos to create integrated learning experiences. By engaging with experts from multiple fields, students can develop a broader perspective and a deeper understanding of the connections between disciplines to address enduring questions and "wicked problems."

Career Readiness - The GEP should prepare students for success in evolving professional environments. Recognizing that students will navigate multiple vocational settings throughout their careers, the curriculum should emphasize both content knowledge and transferable skills that support lifelong adaptability and growth.

Ethics and Ethical Reasoning Across the Curriculum - The GEP should embed ethical reasoning throughout coursework, equipping students with the ability to navigate complex moral and ethical challenges in academic, professional, and personal settings. Instruction should model ethical decision-making processes and critical thinking skills essential for responsible citizenship and leadership.

Please rate the level of priority each pedagogy should have in the general education program.

	Not a priority (1)	Low priority (2)	Medium priority (3)	High priority (4)	Essential (5)	No Opinion (6)
Experiential Learning (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interdisciplinary Learning (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Readiness (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethics / Ethical Reasoning across the Curriculum (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 Please share any additional thoughts you have about these pedagogies.

End of Block: Block 2

Start of Block: Block 3

Q11

Program Structure and Operations

We also received numerous proposals and recommendations that we have categorized into a theme of program structure and operations. These proposals and suggestions refer to the overall design and organization of the GEP experience. Please review the descriptions of these themes that we pulled from the proposals and share your thoughts in the questions below. **First-Year Experience** - The GEP should include a first-year experience designed to accelerate college readiness. By providing students with a strong foundation for learning, this experience can enhance academic success and engagement from the start of their university

journey. **Reduction in Credit Hours** - The GEP should be adjusted to a specific number of credit hours to better accommodate disciplinary requirements and support students' time-to-graduation goals. **Upper-Level General Education** - The GEP should incorporate an upper-level experience that allows students to integrate knowledge and skills across multiple disciplines. Additionally, transfer students should have opportunities to engage in a unique JMU experience that connects them with the broader academic community. **Messaging and Visibility** - The GEP should be clearly communicated as a visible, recognizable, and distinctive part of the JMU experience. Messaging should emphasize its importance and relevance while aligning with the university's mission. **Policy** - The GEP policies relating to the revised program curriculum should support effective implementation. Recommendations include policies on double-counting courses, faculty development, instructional allocations, and governance modifications to ensure program sustainability and effectiveness. **Broadening Instructional Opportunities** - The GEP should leverage faculty expertise across the university by removing traditional departmental boundaries for course offerings. Expanding instructional flexibility will create opportunities for innovative teaching and interdisciplinary collaboration.

Q12 Please rate the level of priority each theme about program operations should have in the GEP.

	Not a priority (1)	Low priority (2)	Medium priority (3)	High priority (4)	Essential (5)	No Opinion (6)
First-year Experience (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduction in Credit Hours (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upper Level General Education (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Messaging and Visibility (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policy (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Broadening Instructional Opportunities (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 Please share any additional thoughts you have about program structure and operations.

End of Block: Block 3

Start of Block: Block 4

Q14

Comprehensive Ideas

The following sections present a summary of 10 proposals containing multiple ideas that did not fit neatly into the previous categories that you rated or they consisted of multiple, integrated elements. These proposals outline potential directions for the GEP. We have provided you with a brief description of each proposal, followed by an opportunity to rate its relevance and provide feedback. If you would like additional details, you can view a more detailed summary of the comprehensive ideas [here](#).

Q15 #1 Incorporating Upper-Level Integrative Experience Requirements Add one or two 300-level integrative experiences to be taken after completing 20 credits of the GE Program. Integrative courses focus on higher-learning outcomes such as connection, collaboration, synthesis, and reflection. Consolidate or eliminate some current requirements to avoid increasing GE credit requirements.

Proposed structure would: 1) Make program structure clearer by articulating a set point for a shared beginning (Madison Foundations), intermediate study (many current GE courses), and advanced (integrative) learning experiences. 2) Create opportunities for students to develop and understand the relationship between their GE and major courses.

Q16 How favorable are you towards including this idea in the GEP?

- ☐ Not favorable (1)
- ☐ Somewhat unfavorable (2)
- ☐ Neutral (3)
- ☐ Somewhat favorable (4)
- ☐ Strongly favorable (5)
- ☐ No Opinion (6)

Q17 Please share any additional thoughts you have about incorporating upper-level integrative experiences into the GEP.

End of Block: Block 4

Start of Block: Number 2

Q18

Comprehensive Ideas

You can view a more detailed summary of comprehensive ideas [here](#).

Q19 #2 Creating Optional Integrative General Education Capstone Projects

Incorporate optional integrative learning capstone projects.

Integrative capstone projects are intended to: 1) Appeal to students' participation by

foregrounding their agency, 2) Provide a scaffolded reflective review of students' cumulative GE courses, 3) Use GE coursework for life goal planning. Projects to be completed over one year, intended for 3rd and 4th-year students, and could be credit-bearing or non-credit-bearing. Would not raise the number of credit hours required in GE but could fulfill 3 hours. Examples include interview projects, writing praxis, hands-on creations, reflective juxtapositions, and research experiences in different fields

Q20 How favorable are you towards including this idea in the GEP?

- ☐ Not favorable (1)
 - ☐ Somewhat unfavorable (2)
 - ☐ Neutral (3)
 - ☐ Somewhat favorable (4)
 - ☐ Strongly favorable (5)
 - ☐ No Opinion (6)
-

Q21 Please share any additional thoughts you have about optional integrative capstone projects as an aspect of the GEP.

End of Block: Number 2

Start of Block: Number 3

Q22

Comprehensive Ideas

You can view a more detailed summary of the comprehensive ideas here.

Q23 #3 Organizing General Education into Three Interdisciplinary Clusters

Organize GE into three interdisciplinary clusters focused on significant questions or problems (e.g., sustainability or social inequality). Students would complete 4 courses in each cluster, for 36 credits. Within each cluster, students choose a “bubble” of 3-4 courses, with each course taught by faculty from a different academic unit. Cluster themes could change every few years. Each course would introduce traditional disciplinary content, explore the cluster question, incorporate interdisciplinary perspectives, and teach core Liberal Arts skills. This structure is intended to enhance students’ ability to engage critically with different kinds of knowledge and perspectives and encourage cross-disciplinary faculty collaboration.

Q24 How favorable are you towards including this idea in the GEP?

- ☐ Not favorable (1)
 - ☐ Somewhat unfavorable (2)
 - ☐ Neutral (3)
 - ☐ Somewhat favorable (4)
 - ☐ Strongly favorable (5)
 - ☐ No Opinion (6)
-

Q25 Please share any additional thoughts you have about organizing the GEP into three interdisciplinary clusters.

End of Block: Number 3

Start of Block: Number 4

Q26

Comprehensive Ideas

You can view a more detailed summary of the comprehensive ideas here.

Q27 #4 Creating General Education Concentration Pathways, Overlays, and Integrative Capstone Experiences

This proposal combines three structural innovations: 1) Thematic concentration pathways students can follow through the GE curriculum (e.g. innovation, diversity, community, integrity, sustainability). Pathways would include roughly 6 courses each. 2) Overlay requirements to ensure all students have exposure to inclusive excellence, writing, and tech-infused classes, without increasing credit hour requirements. 3) Integrative capstone experiences. By reducing the number of credits and streamlining sub-areas, the proposal aims to make the GE program more flexible and easier to complete, while still providing a comprehensive liberal arts education and increasing the connection between students' GE and major courses.

Q28 How favorable are you towards including this idea in the GEP?

- ☐ Not favorable (1)
- ☐ Somewhat unfavorable (2)
- ☐ Neutral (3)
- ☐ Somewhat favorable (4)
- ☐ Strongly favorable (5)
- ☐ No Opinion (6)

Q29 Please share any additional thoughts you have about organizing the GEP into concentration pathways, overlays, and capstone experiences.

End of Block: Number 4

Start of Block: Number 5

Q30

Comprehensive Ideas

You can view a more detailed summary of the comprehensive ideas [here](#).

Q31 #5 Structure and Curricular Ideas for Student Success and Optimizing Resources

This proposal suggests structural and curricular changes to support students' academic success and reduce faculty resource limitations (e.g., limited course availability and heavy credit loads in some majors).

A first-year college skills course to facilitate students' academic and social-emotional success, providing a foundation for their college experience.

A first-year writing seminar and an upper-level, major-specific writing course

A larger menu of options and more cross-listed courses to support multiple program pathways, increase enrollment, reduce resource needs, and allow for more faculty collaboration

Remediation courses for basic academic skills

Q32 How favorable are you towards including this idea in the GEP?

- ☐ Not favorable (1)
- ☐ Somewhat unfavorable (2)
- ☐ Neutral (3)
- ☐ Somewhat favorable (4)
- ☐ Strongly Favorable (5)
- ☐ No Opinion (6)
-

Q33 Please share any additional thoughts you have about structural and curricular ideas for student success and optimizing resources proposal.

End of Block: Number 5

Start of Block: Number 6

Q34

Comprehensive Ideas

You can view a more detailed summary of comprehensive ideas [here](#).

Q35 #6 Six Ideas for a Cohesive and Dynamic General Education Program

The following changes aim to create a General Education program that supports student success and faculty involvement.

A blended first-year experience with

common-to-all and major-specific classes to help students develop essential skills and navigate their majors. A set schedule for first-year students to ensure access to classes.
Reduced credit hours to help students complete their degrees and pursue minors. Increase high-impact opportunities like integrative courses, internships, and capstone experiences. A new governance structure with broader representation to ensure diverse voices are heard. A catchy name, mascot, and infographic to make the program more visible and prominent at JMU.

Q36 How favorable are you towards including this idea in the GEP?

- ☐ Not favorable (1)
- ☐ Somewhat unfavorable (2)
- ☐ Neutral (3)
- ☐ Somewhat favorable (4)
- ☐ Strongly favorable (5)
- ☐ No Opinion (6)
-

Q37 Please share any additional thoughts you have about the six ideas for a cohesive and dynamic GEP.

End of Block: Number 6

Start of Block: Number 7

Q38

Comprehensive Ideas

You can view a more detailed summary of the comprehensive ideas [here](#).

Q39 #7 A Common Core Journey through the Past, Present, and Creative Future

This framework depicts a core curriculum that empowers students with diverse skills, renewing interest in General Education and better preparing them for the future.

Knowledge, skills, and experiences are organized across three temporal domains: 1) **Yesterday (Past)**: (~10 credit hours) Focuses on history, philosophy, art, science, and political science to understand “how we got here”. 2) **Today (Present)**: (~20 credit hours) Emphasizes combining literacies needed to thrive today, including writing, technology, civic engagement, and intercultural competency. 3) **Tomorrow (Future)**: (~10 credit hours) Prepares students for the future with interdisciplinary courses on technology, philosophy, ethics, and aesthetics, fostering resilience and a changemaker mindset.

Q40 How favorable are you towards including this idea in the GEP?

- ☐ Not favorable (1)
 - ☐ Somewhat unfavorable (2)
 - ☐ Neutral (3)
 - ☐ Somewhat favorable (4)
 - ☐ Strongly favorable (5)
 - ☐ No Opinion (6)
-

Q41 Please share any additional thoughts you have about a common core journey through the past, present, and creative future.

End of Block: Number 7

Start of Block: Number 8

Q42

Comprehensive Ideas

You can view a more detailed summary of the comprehensive ideas [here](#).

Q43 #8 Creating a Timeless and Relevant Liberal Arts Core Curriculum

Building on JMU's vision of engaging with ideas and the world, this proposal emphasizes timeless liberal arts concepts taught through the lens of current and relevant issues (e.g., the UN's Sustainable Development Goals).

By focusing on a modernized and conceptual approach, the proposal seeks to reduce skepticism about the value of liberal arts education, attract prospective students, and enhance JMU's reputation for instructional excellence.

This modernization effort would require a flexible structure that allows for a broader range of courses and greater faculty participation. It aims to decrease bottlenecks in the current system and improve enrollment management.

Q44 How favorable are you towards including this idea in the GEP?

- ☐ Not favorable (1)
- ☐ Somewhat unfavorable (2)
- ☐ Neutral (3)
- ☐ Somewhat favorable (4)
- ☐ Strongly favorable (5)
- ☐ No Opinion (6)
-

Q45 Please share any additional thoughts you have about creating a timeless and relevant liberal arts core curriculum.

End of Block: Number 8

Start of Block: Number 9

Q46

Comprehensive Ideas

You can view a more detailed summary of the comprehensive ideas here.

Q47 #9 Streamlined and Clarified Outcomes for the GEP Simplify the General Education outcomes to 8-10 categories for better understanding and execution to make the program truly outcomes-based, rather than content-based. The proposed outcome themes include:

Identify Basic Components (disciplinary literacy)	Understand and
interpret sources/ideas	Evaluate sources and arguments
Communicate effectively (using traditional and digital tools)	
Research skills (discovery, information literacy)	Argumentation
(hypotheses, evidence)	Interdisciplinarity (recognizing
interconnectedness)	Context (cultural, global, historical awareness)
(fair-mindedness, alternative viewpoints)	Ethics

These themes (along with aligned faculty and student training) would help students see connections between their classes and better understand their educational goals.

Q48 How favorable are you towards including this idea in the GEP?

- ☐ Not favorable (1)
 - ☐ Somewhat unfavorable (2)
 - ☐ Neutral (3)
 - ☐ Somewhat favorable (4)
 - ☐ Strongly favorable (5)
 - ☐ No Opinion (6)
-

Q49 Please share any additional thoughts you have about creating streamlined and clarified outcomes for the GEP.

End of Block: Number 9

Start of Block: Number 10

Q50

Comprehensive Ideas

You can view a more detailed summary of the comprehensive ideas [here](#).

Q51 #10 Incorporating Interdisciplinary Learning Outcomes, Information Literacy, and Research Skills into General Education

Provide a shared foundation for first-year students to support their academic success.

Create a shared foundation in writing, reading, and interdisciplinary learning outcomes.

Teach students how to read academic writing, use library resources, and develop research skills early on.

Use open educational resources to lower participation barriers.

Ensure faculty are aware of Gen Ed learning outcomes.

Use the Association of College & Research Libraries Framework for Information Literacy to align JMU's Gen Ed learning outcomes with best practices that convey: (1) authority is constructed and contextual, (2) information creation is a process, (3) information has value, (4) research as inquiry, (5) scholarship as conversation, and (6) searching as strategic exploration.

Q52 How favorable are you towards including this idea in the GEP?

- ☐ Not favorable (1)
 - ☐ Somewhat unfavorable (2)
 - ☐ Neutral (3)
 - ☐ Somewhat favorable (4)
 - ☐ Strongly favorable (5)
 - ☐ No Opinion (6)
-

Q53 Please share any additional thoughts you have about incorporating interdisciplinary outcomes, information literacy, and research skills into the GEP.

End of Block: Number 10

Start of Block: Block 5

Q57 Survey Conclusion

Q56 Use the box below to provide any general comments that have not already been expressed.

Q54 We will be forming working groups this summer to further explore the ideas outlined in many of these proposals. Ten-month faculty will be paid for summer work. Are you interested in participating this summer?

- ☐ Yes, I am interested and would like to be contacted. (1)
 - ☐ Maybe, but I would like more information before deciding. (2)
 - ☐ No, I am not interested at this time. (3)
-

Display this question:

*If We will be forming working groups this summer to further explore the ideas outlined in many of th...
!= No, I am not interested at this time.*

Q55 Please provide your email so that we can contact you with additional information about summer participation.

End of Block: Block 5
