

GENERAL EDUCATION

Engage, Educate, Enlighten



The View from Maury Hall



There has been a lot of activity on the Quad this year. The biggest event, of course, was ESPN's visit for College Game Day, but there were many other notable gatherings, too, from the September march in solidarity with DACA students to November's Veterans' Day flag display and December's holiday tree lighting.

From my window, I've also seen students conducting an archaeological field survey, registering to vote, playing Frisbee, leading tour groups, cuddling puppies, passing out flyers, talking, and, of course, studying. I always appreciate these diverse doings and goings-on. They remind me that the Quad is more than an important space—it is a meaningful place. Harking back to the medieval cloister, it not only signifies the imagined academic community of students-scholars we aim to be, but it also serves as an inclusive civic space, a kind of public commons, that affords all of us a way to come together and contemplate issues that matter to everyone. A public university, JMU has multiple such places, but none are more vital than the Quad.

To my mind, the General Education program also serves as an inclusive civic space. Comprising 40-41 credits, it occupies a meaningful place in the curriculum of every baccalaureate degree offered by JMU. Its learning outcomes collectively represent what our faculty believes that every single student should be able to know, do, and understand regardless of their chosen major. More than that,

the program offers instructors and students alike opportunities to discuss, debate, contemplate, and analyze ideas and information from diverse perspectives, not just different academic disciplines. When we talk about inclusivity today, we acknowledge the people in the classroom as much as we do the content of our courses.

Inside this year's newsletter you'll find information about several projects that reflect the inclusive approach that defines *General Education: The Human Community*. In the fall, for example, the Honors College and the School of Communication Studies collaborated to offer 200 freshmen the opportunity to research complicated public problems and present myriad solutions for each. And in the spring, faculty from five departments will pilot five different 300-level courses, which they have designed, in part, to meet the unique needs of our community college transfer population. As always, this issue includes as well a full list of those who presented at our annual General Education Student Conference, which included session topics ranging from Latin American Identities and Economic Inequality to Women in the Middle Ages and Health in the 21st Century. Details about these and other endeavors are available on our website at www.jmu.edu/engened, and I invite you to take a closer look at our efforts. Now in its 20th year, the program remains a vital intellectual space for diverse ideas and people.

Meg Mulrooney
Associate Vice Provost

General Education Council

The GEC is an advisory body to the program staff and a college-level C & I committee charged with curricular oversight of the general education program. Because of those two functions, it is made up of faculty representatives who are either elected or appointed by their respective units, as well as persons from key stakeholder offices. The GEC also has four subcommittees that manage some of the program's particular initiatives: The Gen Ed Student Conference, Grants, Distinguished Teacher Award, and General Education as Liberal Education. Thank you to the GEC's current members for their service:

Chair:
Kathy Clarke, LET
Cluster One:
Mary Gayne, History
Cluster Two:
Sarah Brooks, Art History
Cluster Three:
Amanda Biesecker, ISAT
Cluster Four:
Kimiko Tanaka, Sociology
Cluster Five:
Kethera Fogler, Psychology
CVPA:
John Gibson, School of Music
CAL:
Aram Shahin, Foreign Languages, Literatures, and Cultures

CSM:
Anca Constantin, Physics
COE:
Ruthie Bosch, EFEX
CISE:
Bayo Ogundipe, Engineering
CAP:
Chris Campbell
Faculty Senate:
Mark Piper, Philosophy
CARS:
John Hathcoat
LET:
Liz Thompson
SGA:
Calli Dukas and **Charlene Nguyen**



GenEd Night at the Forbes Center

February 23, 2018.

An evening of food, fun, and festivity for the program's teaching faculty.

This year's choices are Parade (annual musical) or JMU's Brass Band. Look for your invitation soon. Complimentary tickets will be available on a first-come, first-served basis.

Our People

Meg Mulrooney
History

Associate Vice Provost
University Programs

Gretchen Hazard
Communication Studies
Cluster One Coordinator

Dennis Beck
Theater and Dance
Cluster Two Coordinator

Scott Paulson
Physics
Cluster Three Coordinator

Skip Hyser
History
Cluster Four Coordinator

David Daniel
Psychology
Interim Cluster
Five Coordinator

Tanya Fitzpatrick
Administrative Assistant

Student Conference Success

The 13th annual General Education Student Conference was a delightful celebration of excellent student work in General Education courses. The conference saw the largest number of student participants – nearly 200 – in the history of the conference. It was also the most well-attended conference we have ever held. Thanks to all who were a part of this grand event. Students presented research or projects developed in a wide-range of General Education courses. And there were a number of parents, JMU students and faculty attending many of the panel sessions. Nearly forty faculty nominated students to participate in the conference, and all moderated the panel session or sessions with their students.

As usual, the conference had a wide range of presentations. For example, some session titles were: "Narrating Power: Reading Beyond the Surface in Jane Eyre", "Family Geographies: Journeys from Vietnam to JMU", "Exploring Difference via a Sociological Lens", "Digital Stories and Profiles of Local Places in First-Year Writing", "Understanding the Snaps, Ads, and Must-See TV: Media Literacy in Everyday Life", "Science in the Popular Novel: Writing an Original Science Short Story", "Consumption, Conflict, and Culture: Changing Identities in Latin America", "Writing with Archives", "The Making of the Subject in 19th Century British Literature", "Analyzing Documents to Understand Motivation and Strategy in American History", "BeTheChange – Finding Purpose and Addressing Sexual Aggression" "Serendipitous Decisions That Changed Our World", "The Deep



Julian Miller presents his work on "The Reagan-era's Impact on African Americans," a project for WRTC103.

Past Speaks: How to Analyze Historical Sources", and "This May Be the Moment of Your Greatest Enlightenment: Rhetorical Tricks in Advertising and Media". There were also presentations on diverse topics such as women in revolutions in Iran and Argentina, cross cultural encounters in the Atlantic world, population problems in our times, women in the Middle Ages, examinations of problems in economic inequality, topics in global south Asia, discussions of recent immigration to Harrisonburg, issues and events in a global perspective and examinations Greek and Roman literature and art.

Five students achieved a fine honor at this year's conference. Four of the students gave two presentations. This means two faculty independently nominated these students for outstanding work in their General Education classes. This speaks volumes about these students' academic abilities, so kudos to them. These four students are: Ashley Boyland,

Jordan Green, Hailey McGee and Ardyn Tennyson. Caitlin Carlson also deserved special recognition: she presented at both the 2016 and the 2017 General Education Student Conferences. This is outstanding.

Student Conference, continued on page 4



Dr. Kristen McCleary and HUM252 students, Katherine Wickersham, Tori Wallace, Claudia Darden, Juan Lopez, Leanne Carter, enjoy a laugh during their session titled, "Consumption, Conflict, and Culture: Changing Identities in Latin America."

Please join us in congratulating the student presenters:

Lauren Airey	Tyler Greenough	Cayla Parson
Sanarea H. Ali	Spencer Grewe	Peyton Peay
Zachary Alvarado	Inga Gudmundsson	Christopher Perez-Leon
Lauren Airey	John Hanley	Mandy Phan
Nick Antonacci	Kelcee Harrod	Caroline Plashal
Josh Auten	Zaccari Hart	Katie Pomeroy
Celina Marie Bamber	Noah Heie	Natalie Poole
Amber Barker	Avery Higgins	Alyssa Powers
Erika Batic	Celia Hines	Libby Pruden
Amanda Becker	Emily Hivick	Heather Pruiem
Hayley Becker	Samantha Hopkins	Samantha Quinn
Anna Berrettini	Olivia Houck	Brittany Raffa
Ciara Benz	Jacob Houle	David Ramirez
Jermaine Birriel	Grace Hubbard	Hannah Ratcliffe
Lauren E. Boccardo	Harry Hudome	Alysson Reed
Virginia J. Boehm	Annie Hunger	Taylor Rendon
Tiffany Boyd	Scott Ingram	Taylor Robertshaw
Brianna Boykin	Olivia Jackson	Hanna E. Robinson
Ashley Boylan	Hayley N. Jenkins	Lauren Rock
Haley Brandt	Rachel Johansson	Joshua Roesch
Lindsey A. Brockman	Joey Kauffman	Lauren N. Rudder
Peggy Brozi	Hannah Kaufman	Laura Ruple
Elizabeth Burger	Madysen Keen	Caroline Ryan
Logan Campbell	Rachel Keenan	Michaela Schmidt
Mariel Cardenas	Steven Kirk	Gillian Schuneman
Jenna Carey	Hannah Kjellvik	Kate Serrao
Caitlin Carlson	Matthew Knick	Emily Shah
Hannah Carpenter	Justin Lam	Amir Shahbazi
Leanna Carter	Trina Lam	Daniel Sherlock
Geovanny Castillo	Mary Landy	Manaal Siddiqui
Fallon Choiniski	Shelby Lee	Vanessa Simpson
Nicole Cinalli	Katherine Lerner	Jenny Skubal
Rebecca Civil	Caroline Leupold	Andrew Smith
Caroline Clark	Daija Little	Hailey Smith
Kayla M. Clayton	Megan Link	Haley Smith
Niki Clemmer	Juan Lopez	Lauren E. Smith
Anna Mae Conrad	Natalie Lorusso	Morgan Stallard
Christine Culko	Laura A. Maila	Riley Stanton
Evelyn Dail	Corrissa Malat	Nathan Steinhobol
Claudia Darden	Mackenzie Martin	Cory Stillwell
Sean Davidson	R.J. Martinez	Lily Kathryn Stoke
Julian Denizard	Jake Mazur	Ryan Suchsland
Shawn Donahue	Alexander McAllister	Stephen Sudik
Margaret Duke	Hailey McGee	Alexis Taylor
Madison Eaton	Natnael T. Medhin	Ardyn Tennyson
Annie Elwell	Alexis Metzgar	Elizabeth C. Thomas
Taylor Enos	Hannah Michael	Sarah Thornhill
Becca Evans	Kaitlyn Milauckas	Matthew Toplin
Alexa A. Fagan	Julian Miller	Anna Turner
Savanna Fatony	Megan Miller	Katie Twigg
Ashley Faverey	Alex Mironenko	Farran Van Davis
Lauren Fellows	Nicole Morgan	Emilee Vander Werff
Ally Fisher	Danielle M. Mudd	Tori Wallace
Elizabeth Floyd	Kimberly J. Murphy	Haseeb Waseem
Halle N. Forbes	Tatum Myer	Erin Weate
Hannah Ford	Anthony Naranjo	Katherine Weems
Josey Foreman	Carly M. Neville	Madison Whitehurst
Hannah Fortier	Frans Nicholas	Katherine Wickersham
Jack Francis	Anna-Katherine Nix	Taylor Wilk
Jack French	Sarah E. Novak	Lindsay Willard
Nicholas Garcia	Ellen Nye	Emily Williams
Ethan Gardner	Nicolette Omelczuk	Rachael Wright
Christine Garrett	Lauren Oldt	Connor Wylock
Caris Giessler	Jordan Owens	Nicholas Yerkes
Megan Goldsworthy	Gino Palmieri	Joseph M. Ziegler
Willow Goode	Lauren Palmieri	
Jordan Green	Kayla Panella	
	Matthew Pappas	

“I thought it was an amazing experience to showcase what I did my freshmen year of college. Not only was I nominated to be in the conference for one class, but I was nominated for another class, too. I am so proud of myself for working so hard. I really enjoyed the conference! It was unlike something I've ever done.”

Ashley Boylan is a sophomore Math major, with a Secondary Education minor. She made two presentations at the 2017 conference.

“I felt beyond honored to be nominated not once but twice to the 13th Annual General Education Student Conference! Presenting my work in a scholarly setting provided a great platform to both improve my public speaking as well as be recognized for the work I put into my academic pursuits!”

Jordan Green is a sophomore History major, with minors in Interdisciplinary Social Science and Secondary Education. He made two presentations at the 2017 conference.

“I felt honored to be asked to share and express my own thoughts and ideas coherently and academically to my parents and peers. I also realized how truly passionate and dedicated our professors are to JMU students. I think we all felt appreciated for our hard work during the sessions and the banquet, where we not only dined on a free meal, but a delicious three-course free meal!”

Sophomore Ardyn Tennyson is double majoring in Sociology and English, and is in the Honors College. She made two presentations at the 2017 conference.

“Participating in the GenEd Conference is a unique opportunity to research and to discuss a topic that one more than likely would have never even explored had he or she not taken that class and been recognized for his or her work. At a school as large as JMU, it's been an honor to be recognized by my professors who have hundreds of students and to have the chance to work with them outside of a classroom setting.”

Caitlin Carlson is a junior IdLS major, with minors in Elementary Education, History, and Educational Media. She presented at the 2016 and 2017 conferences.

“I walked away from the General Education Conference learning a lot more than I had anticipated. I thought it was just going to be a boring presentation by students who were being forced to present but it wasn't. The conference was intellectually stimulating, engaging, and I learned about fascinating topics from my peers.”

Zoe Viza-Fernandez is a first-year Nursing major who attended the conference for a class assignment.

“I really enjoyed the General Education Conference and all the different presentation options that were provided. It was almost disappointing in a sense because I wish I could have attended more panels as there were so many that seemed very interesting and relevant to what I was learning in my classes. I think many of the students did a great job presenting their research, especially considering the fact that it was many of their first times presenting to an audience of other scholars.”

Nicole Allen is a first-year International Affairs major with a minor in Spanish. She is also in the Honors College. She attended the conference for a class assignment.

“I brought my parents with me to both sessions and we all agreed that the presentations were very well organized, informative and interesting. I thought it was a nice way of showing my parents the academic aspects of JMU and my parents appreciated hearing other student's perspectives on controversial topics.”

Copelyn Kelly is a first-year Communication Sciences and Disorders major. She attended the conference for a class assignment.

Student Conference, continued from page 2-3

The General Education Student Conference helps JMU communicate the continued importance of a liberal education and highlights the exceptional work accomplished by undergraduates in General Education courses. We are proud of the academic expectations in these courses, as these endeavors create an intellectual foundation for life. The conference concluded Friday evening with a fine banquet that honored the accomplishments of the student presenters, their parents and the faculty nominators. It was the largest banquet associated with the conference. Dr. Geary Albright, recipient of the General Education Distinguished Faculty Award and associate professor in the Department of Physics and Astronomy, provided a delightful banquet keynote address.



Ardyn Tennyson (center) presents with fellow students Elizabeth Thomas and Nicole Cinalli on "Sexual Consent under the Influence," a project undertaken for SOC140. Tennyson also presented her work on *Jane Eyre* in another session.

THANK YOU Let us extend a special thanks to faculty members who nominated students from their General Education courses and gave them the opportunity to share their academic achievements beyond the classroom.

Michael Allain	H. Gelfand
Chris Arndt	Shah Mahmoud Hanifi
Tim Ball	Kristen McCleary
Lucy Bednar	James McGinnis
Terry Beitzel	Cathryn Molloy
Iona Black	Uchenna Onuzulike
Michael Brislen	Aaron PeeksMease
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Danielle DeRise	Michael Trocchia
Kerry Dobransky	Jay Varner
T.J. Fitzgerald	Johnathan Walker
Evan Friss	Emily Westkaemper
Dolores Flamiano	Andrew Witmer
Michael Galgano	Siân White
Mary Gayne	

Integrative Learning

The program's 300-level integrative courses project continues. As reported in the 2016 and 2017 newsletters, this project invites JMU faculty to consider developing 300-level GenEd courses that are designed to help advanced students purposefully integrate knowledge and skills gained in different clusters. Integrative learning is actually an old idea; once reflected in our program's original ca1998 packages, it has recently seen national resurgence now that even more research shows its correlation with higher levels of student achievement. Here's where the project currently stands:

2016-17. Preliminary campus conversations/presentations occurred to ascertain faculty interest and institutional feasibility (e.g. Cluster committees, GEC, Faculty Senate, Academic Council, AUHs, C&I Chairs, SGA, Provost, and senior administration). Two courses ran: UNST390/BUS160 piloted by Ron Cereola and UNST390/HIST150 piloted by Mary Gayne. Both courses used the integrative template and rubrics developed in summer 2016 and posted on the GenEd website.

July 2017. Four faculty members participated in a CFI JMU Design Institute led by Scott Paulson and Mary Gayne. All four develop 300-level courses to be piloted in spring 2018. Due to other summer commitments, several additional instructors make separate arrangements to develop pilot courses. Piloting multiple courses at once lets instructors try out their individual approaches to the integrative template while allowing the program to test related procedures, including enrollment management and assessment.

Fall 2017. Daniel Robinson (IVS) piloted ART300E: 3D Printing and the Creative Community. The program invited teaching faculty to attend one of two October conversations to learn more about the project and consider joining a second JMU Design Institute planned for summer 2018. We added additional resources to the official GenEd website and built a Wordpress site (<https://generaleducationjmu.wordpress.com/300-level-integrative-geneds/>) to describe the five spring 2018 pilots and other program endeavors. Coordinated messages were sent to current students with more than 60 credits and incoming transfers for enrollment in spring pilots. The GEC established a 300-level courses subcommittee led by Gretchen Hazard, Scott Paulson, Sarah Brooks, Mary Gayne, and John Hathcoat.

Spring 2018. Five courses offered:

ARTH 389.02	The Art & Cultural Heritage of Islam, Sarah Brooks.
JUST 301.07	Political Protest and Civic Engagement, Terry Beitzel.
UNST 390.01	Global Migration and Resettlement in Harrisonburg, Mary Gayne.
UNST 390.02	Representing the World in Three Dimensions, Laura Taalman.
SCOM 318.04	Communication in a Mediated Society, Gretchen Hazard.

Look for more conversations in the spring semester. If you are interested in learning more about the project or the JMU Design institute, visit www.jmu.edu/gened or contact us at gened@jmu.edu.

Focusing Honors Students on Communicating about Public Issues

This fall, 182 incoming first year Honors students participated in a new cohort-experience class, SCOM 123H Human Communication: Group Presentations. SCOM 123H gave these Honors students a background in the processes of human communication and required them to learn and showcase best practices in public speaking, just like any of our other sections of the basic human communication course in Cluster One. One of the distinctive features of this course, however, was a focus on practicing habits associated with “I am Madison’s Legacy,” an innovative framework of 21st-century civic competencies inspired by the historic James Madison. These habits include: learning from and with others; fostering collaboration; embracing complexity; valuing pragmatism; advancing the public good; and leading by modeling productive engagement in public problem-solving. For the Honors version of SCOM123, faculty challenged students not only to become excellent communicators themselves, but to influence and elevate the quality of “talk” around them, particularly, talk about significant public problems.

Our world is facing serious public problems such as food insecurity, access to healthcare, poverty, racial injustice and tensions, our energy future, and immigration that do not benefit from polarized public discourse. In this course, Honors students divided into teams to research various public problems and then developed nonpartisan, informative presentations that highlighted the size and scope of their chosen topic. Each team also created a deliberative issue guide that required them to think about multiple solutions that were grounded in different definitions of the problem or different underlying values. As students developed these deliberative guides or frameworks, they gained first-hand knowledge regarding the complexity of many public issues.

Following national best practices for deliberative dialogue, the guides or frameworks produced by the students were designed to allow members of the general public to come



SCOM123-Honors students Nithya John, Kaiya Gordon, Sydney Jones, and Jilianne Kouba presenting their final project.

together and collaboratively explore various solutions in ways that require them to recognize the tensions inherent in discussing public issues. In this class, however, students presented their work to each other at an evening event, and had the opportunity to ask questions and offer feedback. Ultimately, they learned that because most public problems involve human values, there are never simple, technical solutions, but by addressing the benefits and trade-offs of multiple approaches, informed public judgments about the best ways forward can emerge.

SCOM123H was the first of a revised set of courses that will permit Honors students to meet JMU’s General Education requirements while building a sense of scholarly community for the Honors College. For more information about the course, contact the instructors, Tim Ball, Lori Britt, Gretchen Hazard, or Christi Saindon.



SCOM123-Honors students Thomas Bryn, Kassidy Rubel, Ana Hart, Molly Bruce, Tucker Stuntz, and William Glowacki presenting their research.

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Please consider making a gift to the General Education Program at JMU. Your gift enhances academics, provides support for scholarships, and helps attract and retain top-quality faculty members and students.

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