

**Section 2. Any member of the faculty may challenge any action of Senate.**

**(a) A member of the Faculty wishing to challenge an action of the Senate must, in writing, present the challenge along with the reasons to the Executive Committee within nineteen calendar days of the Senate meeting at which the action was taken. The challenge must be supported by the signatures of at least forty faculty members with no more than half of that number from any one college.**

**(b) Upon challenge, the Senate action at issue shall be temporarily suspended.**

**(c) At the next meeting of the Senate, the Executive Committee shall present the challenge to the Senate.**

**(d) The challenger shall have the right to speak on behalf of his or her challenge.**

**(e) If the challenge is supported by a majority of the Senate members present, then the Senate action becomes null and void.**

**(f) If the challenge is not upheld by a majority but is supported by a minority, one-third plus one of the Senate members present, then the challenge, under the direction of the Executive Committee, shall go to the entire faculty for vote. By a majority of those voting the Faculty may support the challenge in which case the action is null and void provided this majority represents more than one-third of the Faculty.**

**(g) If the challenge is not upheld in the Senate by either a majority vote or minority vote, then the challenge is defeated and the Senate action becomes effective.**



## Procedural Issues

(MC) The gen ed report was not available prior to the meeting.

(MC) Work was done in the summer outside the contract.

## Rubrics and Selection Criteria

(MC) Use of OT 36 was not consistent

Rubrics in

(SS) Classes were evaluate by persons that were not expert in the field

## There is a very restricted path for new gen ed classes

“” only if classes fall off.

This is unlikely as 12,000 students need to take only 75 approved classes

Rubrics have D, F data. This precludes any new class from selection.

## The Number 75

This seems arbitrary

How are Honors classes counted?

- Are ENGL 1550 and ENGL 1550H counted as 1 class or 2 classes

## Unintended consequences of 75

- (MC) 150 programs were just revised to allow 3 electives. As some classes are no longer electives, these programs need changed again. Per Dave Ash, the number is \_\_\_\_
- (MC) MET has MATH 1570 as a Gen Ed Elective. The new model does not count that class as an elective, now another 3 hours of Gen Ed need added to the degree.
- (DK) Dental Heath has similar concerns with BIOL 1545

It is Oxymoronic/ Contradictory to have General Classes align with a Specific themed micro credential

## AAS Degrees

Are these covered and defined?

# KISS

We have

1. AAS
2. BSAS
3. MS
4. 4+1
5. minors
6. Short term certificate
7. Long term certificate
8. Short term technical certificate
9. Long term technical certificate
10. Micro credentials

- What problem does a micro credential address?
- What impact does this have on Degree Audit and Records?
- Can anyone print out a micro credential? If so, how valuable is a micro credential?

30% of the courses for 12,000 students was evaluated by an 8-person committee.

# CMST – The Gen Ed of the Decade

## CMST and OT 36

OT 36 states only 3 hours (1 class) of ENGL or CMST is required

### English Composition *(Updated March 30, 2021)*

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The Ohio Transfer 36 requires at least 3 semester hours of course credit in English Composition/Oral Communication. Use of the Ohio Transfer 36 Guidelines for English Composition was discontinued starting Fall 2012. All English Composition Ohio Transfer 36 courses approved under the guidelines were expired by Summer 2012 and replaced by First or Second Writing only when the course received an approval for either First or Second Writing.

YSU has 2 ENGL classes and lists CMST 1545 as “Highly Recommended”

### **General Education Electives**

Electives – 3 (9 s.h.)

Oral Communication – recommended elective  
(required elective for some programs)

**Total Hours:** 37 s.h.

*(source slide 2 of Senator A.E. presentation to senate in September 2024)*

## CMST and YSU Gen Ed Rubrics

CMST ranked 11/11 in the rubrics



## CMST classes are in 2 of the 4 of the new 2025-2026 Micro credentials

> Creative Thinking

> Critical Thinking

> Personal and Social Well-Being

> Quantitative & Scientific Reasoning

**Creative Thinking:** apply and present knowledge associated with artistic, creative, and intuitive understanding to develop questions; examine problems from different perspectives, and present potential solutions.

LO: Analyze and synthesize information from diverse sources to formulate unique perspectives and create original concepts, demonstrating the capacity to think beyond conventional boundaries and challenge existing paradigms.

Aligns with UWLO 1 YSU graduates are critical, creative, and integrative thinkers who incorporate a range of interdisciplinary knowledge (1.5) and UWLO 4 YSU graduates connect scholarly research, academic inquiry, and/or artistic expression to actions that inspire a civically engaged mindset and contribute to society through service to their community (4.5).

### Possible Courses (pick 3)

- AFST 2601
- ART 1591
- CMST 1545 or CMST 2620
- ENGL 2618
- MUHL 2622
- THTR 1590



> Critical Thinking

**Critical Thinking:** develop and enhance abilities to analyze information, evaluate arguments, identify biases, and make informed decisions across various academic disciplines.

LO: Apply logical reasoning and evidence-based methodologies to construct well-supported arguments and counterarguments, demonstrating the ability to critically assess and challenge ideas in academic and professional contexts.

Aligns with UWLO 1 YSU graduates are critical, creative, and integrative thinkers who incorporate a range of interdisciplinary knowledge (1.3, 1.4)

### Possible Courses (pick 3)

- ANTH 1503
- ART 1544
- CMST 1545 or CMST 2620
- HIST 1501
- MCOM 1595
- PHIL 1565



## CMST Classes are in 75% of the 2026-2027 micro credentials

To be developed for 2026-2027 | Click on any drop down below to learn more | communication | 6/9 | ^ v x

### > Professional Communication & Presentational Literacy

Professional Communication & Presentational Literacy: develop communication skills for the modern workplace through courses covering writing and communication, preparing professionals to communicate with impact in team settings, client interactions, and public presentations.

LO: Demonstrate proficiency in crafting clear, concise, and persuasive written and spoken communication for diverse professional audiences, adhering to best practices in business writing and digital communications.

Aligns with UWLO 3

### > Leadership

Leadership: introduction to principles of and skills for effective leadership, including interpersonal and group communication, team building, ethical decision-making, and strategies for inspiring and motivating others.

LO: Articulate and model ethical leadership practices, including transparent communication, responsible decision-making, and inclusive behavior, while demonstrating the ability to inspire and motivate others towards shared goals and organizational success.

Aligns with UWLO 3

### > Digital Citizenship

### > Global Engagement

Global Engagement: prepare to be a leader in an increasingly interconnected world, integrating writing, communication, and social science courses to equip students with the skills and knowledge needed for effective cross-cultural leadership.

LO: Demonstrate intercultural competence by analyzing complex global issues from multiple cultural perspectives, synthesizing diverse viewpoints to develop nuanced, culturally sensitive solutions.

Aligns with UWLO 3 & 4.

## Ask

1. Motion 1 - The senate Gen Ed vote be repealed
2. Motion 2 -
  - a. We vote
3. Motion 3 modify the Challenge wording to
  - a. "21 signatures outside the originating college"
4. Motion 4 -