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TITLE: International and Intercultural Leadership Certificate

SUBMITTED BY: Francisco Peñas-Bermejo¹

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I. Rationale for the New Certificate Program

The International and Intercultural Leadership Certificate is a distinguished academic track within multiple disciplines that highlights and promotes the value and necessity of working across cultures. It provides one mechanism that helps the University achieve its new vision of a *meaningful intercultural experience for all*.

The certificate aligns with our Catholic and Marianist mission and vision. The certificate is based in values of respect for the dignity of all people, mutual engagement and reciprocity toward servant leadership². This supports the new vision recently presented by President Spina to become THE University for the common good. Placing critical societal issues in the foreground is at the heart of our vision as an institution. Indeed, President Spina has charged all of us to build curricular and co-curricular structures that build servant leadership and intercultural capacity. In addition, the College of Arts and Sciences includes this certificate as a key component of its strategic plan to advance global learning.

¹ On behalf of the members of the International and Intercultural Leadership Certificate committee:

Department of Sociology, Anthropology & Social Work: Leslie Picca, Simanti Dasgupta.

Campus Ministry/Center for Social Concern: Nicholas Cardilino.

Center for International Programs: Amy Anderson, Karen McBride, Sangita Gosalia.

Communication: Joseph Valenzano.

International Studies and History: Christopher Agnew.

Global Languages and Cultures: Jia Yang, Janis Krugh, Kathleen Costales, Francisco Peñas-Bermejo.

² The Marianist identity and tradition of the University of Dayton calls to “offer meaningful opportunities to learn, lead, and serve as [... students] develop into citizens prepared to make a difference locally and globally” and to pay attention “beyond the boundaries of their immediate community, serving as witnesses to the Gospel in the world.” The Marianist universal perspective of servant leadership and of life that “makes multicultural and international learning essential” is reflected in core documents like *The Catholic Intellectual Tradition and the Mission of the University: A Continuing Conversation*, *University of Dayton Habits of Inquiry Student Learning Outcomes*, *Common Themes in the Mission and Identity of the University of Dayton*, and *Habits of Inquiry and Reflection*, among other documents.

Ángel Cabrera, President of George Mason University, and the past President of Thunderbird School of Global Management, identifies three critical skills that are essential to build a truly sustainable and inclusive world economy. Global mindset allows leaders to connect across boundaries, global entrepreneurship equips them to create value through those connections, and global citizenship drives them to make a positive contribution to the communities they engage³.

Through the certificate, students will have the opportunity to explore the systems of power and privilege that prevent us from building a more just and sustainable future within a specific context and language. Skills afforded by the certificate are also assets to future employers that look for experienced and adaptable members of the workforce that can work effectively across cultures⁴.

Courses and experiences within the certificate afford students the opportunity to learn and develop skills, strategies and methods to work across cultures and borders. The courses are drawn from across disciplines and broadens access to an international/intercultural education for all majors, including those who do not traditionally major or minor in related fields such international studies, international business or languages⁵.

Language learning is an important feature of the certificate. The Academy of Arts and Science's Commission on Language Learning 2017 report states that there is an emerging consensus among leaders in business, politics, teachers, scientists and community members that proficiency in English is not sufficient to meet the nation's needs. The ability to understand, speak, read and write in languages other than English is critical to success in business, research and international relations. Second language learning has also been linked to improved learning outcomes in other subjects, enhanced cognitive ability, and the development of empathy and effective interpretive skills. Further, the US lags behind *most* other nations in the world in the percentage of citizens who have some second language ability⁶. One of

³ Cabrera, A (2012). What being global really means, Harvard Business Review. Available online at hbr.org

⁴ This certificate would significantly contribute to underscore the aims of the CAP as they were stated in 2012 by, then Dean Benson in *Thinking, Slowly, About the College* "to refashion academic majors so as to incorporate concrete encounters with diversity and intercultural dialogue, community-building, the formation of practical wise judgment, and self-reflective, adaptive, civic engagement with our times that can reenergize students about the project of liberal education in an era oriented toward more narrowly professional problem-solving techniques and career advancement."

⁵ *Common Themes in the Mission and Identity of the University of Dayton* (2013) explores the meaning of our Catholic, Marianist university and identifies five themes: 1) Excelling in integrated learning and scholarship; 2) Searching for truth grounded in both faith and reason; 3) Educating for practical wisdom; 4) Building for community across diversity; and 5) Partnering for the common good. All these five common themes incorporate a local, national and international dimension. Its mission and identity refers to a global community of interdisciplinary exploration and interaction to bring social, moral and religious perspectives address issues affecting our world: sustainability, AIDS, poverty, peace, inequality... It also connects integrated learning to leadership and service for civic engagement, for reciprocal dialogue between faith and cultures, for the search for truth, for developing skills to engage concretely in the world valuing the dignity and diversity of the human being. In this sense, this document brings attention to two essential components: *hospitality* and *solidarity*. Both require relationship building, welcoming of differences and recognition of interdependence of all peoples and groups within our local, national and international social networks.

⁶ American Academic of Arts and Sciences, Commission on Language Learning (2017). *America's languages: Investing in language education for the 21st century*. Cambridge, MA. Available online at www.amacad.org/language

the key recommendation of the commission is for higher education to recommit to language instruction.

Research shows the positive impact of capacity in the host language on successful engagement and that entering a country without knowing how to speak the primary language is an important barrier⁷. A 2014 Coalition for International Education study reported nearly 30% of businesses missed opportunities abroad due to a lack of on-staff language skills, and 40% indicated that they failed to meet their full potential due to language barriers⁸.

Intermediate language proficiency (equivalent to four semesters) will facilitate a more direct engagement with communities. Engaging with communities in their native or national language can help address implications connected with power and privilege. It also helps prepare graduates to work within and lead diverse teams with sensitivity towards cultures and respect for individuals.

This certificate expands the definition of leadership that includes language and cultural skills as an essential element. Leadership in this certificate is seen as servant leadership, as culturally and linguistically being able to engage, communicate, cooperate, foster mutual respect, be involved in shared-decision and problem-solving situations, improve society, gain practical knowledge, demonstrate a commitment and care for the common good of multiple others, and cultivate a long-life awareness and solidarity, which is in line with UD's inherent international heritage, character, mission, vision, and identity. As explained in *Educating Faith-Filled Leaders in the Midst of Adaptation and Change: A Short History of the University of Dayton (2011)*, the Marianists were founded by Father William Joseph Chaminade in response to the chaos of the French Revolution and "in the summer of 1849, Father Leo Meyer, S.M., and Brother Charles Schultz, S.M., the first Marianist missionaries to America, journeyed from Alsace in France to Cincinnati." Later on joined by other Alsacians, Maximim Zehler, a teacher, Charles Shultz, a cook, and Andrew Edel, a gardener, Dewberry Farm was purchased and renamed Nazareth. They came prepared for adaptation and change and also exhibiting some type of accent, that of English nuanced by French and German, probably noticeable in their interactions in English with the local people⁹.

The proposal is for a certificate, rather than a minor, for several reasons. The development of new certificates that add opportunities for any current student and

⁷ Banutu-Gomez, M. (2014) The Role of Culture, Language, and Ethics in Global Business, *European Scientific Journal*. May 2014, pp 231- 242.

⁸ Daniel, S; Kadia, B; Xie, F (2014). 2014 US business needs for employees with international expertise. *Internationalization of U.S. Education in the 21st Century: The Future of International and Foreign Language Studies*. Available online at www.wm.edu/offices/revscenter/globalengagement

⁹ Today, the international spirit of the Marianists is present in 40 countries, the University's global partnerships have expanded to nearly 30 universities and colleges in countries such as China, India, France, Lebanon, Kuwait, Morocco, South Korea, Spain and Thailand, and the number of students studying abroad increased by more than 100 percent during the last decade. Here on campus, we celebrate the presence of over 1,600 international students (and their native language, culture, and accented English.) Through the years, the University has grown from a small elementary school for boys into a respected institution of higher education well placed within the greater Dayton region, nationally, and internationally.

community members has been encouraged. The certificate is also part of the strategic plan of the College of Arts and Sciences. Finally, UD already has international studies, international business and language minors. Other universities have certificates related to international or intercultural studies. Some use a traditional and patronizing approach to the curriculum while this certificate utilizes targeted curriculum to achieve a more nuanced and relative perspective to working successfully across cultures and both the challenges and opportunities that provides. Among our peer institutions, adding this certificate sets us apart as only a handful have something similar. Since education abroad is among the top three things that prospective students look for when choosing an institution, this kind of opportunity will add to the appeal of UD¹⁰.

II. Impact on Other Academic Programs and/or Departments

This certificate is an opportunity for students of any discipline to add a valuable asset to their degree (majors and minors) given the intercultural, global environment in graduate, postgraduate and professional careers.

Representatives of four academic departments, one program, and two centers met regularly throughout the year to develop the certificate. The group started by reviewing the 2013 report of the Inclusive and Intercultural Excellence working group, a team of faculty and staff, convened by the Provost to develop a draft of international and intercultural learning outcomes for UD students. In addition, we reviewed several other national reports on related learning outcomes¹¹. Using this report and other established intercultural and international learning rubrics as a starting point, the group created a survey and sought feedback from all department chairs regarding what they thought was most important for their majors and to what extent these learning outcomes were already achieved through the curriculum (see appendix A). The final learning outcomes were based on this feedback, committee discussions and review of other models which led to the curricular structure proposed.

¹⁰ Duquesne University offers an Intercultural Engagement certificate and a minor, Loyola Marymount an International Competency Certificate Program, Miami University has a Department of Global and Intercultural studies, St. Louis University offers a Languages and Intercultural Communication minor, University of Cincinnati an International Human Rights Certificate, University of Denver a Social Work with Latinos/as Certificate, Villanova University an International Relations certificate, Georgetown University an International Development Certificate and an International Migration Studies Certificate, and Notre Dame university an Intercultural Management Certificate.

¹¹ Association of American Colleges and Universities. (retrieved May 2013). *Liberal Education and America's Promise (LEAP)*. <http://www.aacu.org/leap/>.

McTighe Musil, C. (2006). *Assessing Global Learning: Matching Good Intentions with Good Practice*. Washington, DC: Association of American Colleges and Universities.

National Leadership Council for Liberal Education & America's Promise. (2007). *College Learning for the New Global Century*. Washington, DC: Association of American Colleges and Universities.

O'Mara, J., & Richter, A. (2011). *Global Diversity and Inclusion Benchmarks: Standards for Organizations Around the World*.

The International Education Council was briefed on the work of the committee in the fall, and each of the professional schools was invited to participate in the development of the certificate.

During the development of the curriculum, Chairs were also asked to propose courses for inclusion in the certificate. In addition, each of the professional schools was asked to provide feedback on the certificate. Their feedback was reviewed and incorporated where the committee felt appropriate.

The committee conducted considerable consultation, and feels that UD academic programs and or departments should not be significantly impacted by this certificate. Rather, the certificate provides one formal mechanism for students develop global and intercultural skills that will enhance their major program of study.

III. Prospective Enrollment

This certificate will offer an opportunity for any student to add critical skills and knowledge to their experience at UD. The primary audience for the certificate will be current undergraduate students in any major. We anticipate that this will be particularly interesting to students who participate in education abroad programs, study language, humanities, social sciences, arts majors as well as students in the professional schools, or have already met some of the other curricular requirements of the certificate.

The certificate will also be available to non-matriculating students, of which there will likely be some appeal given the Welcome Dayton context, refugee communities and density of international outreach efforts in the larger Dayton area. This marries nicely to UD's new vision of civic engagement and partnership with the Dayton community.

The University of Dayton has committed to doubling its participation rates in education abroad. Indeed, participation has increased over the past several years and, while difficult to predict, enrollment in the certificate should also grow over time.

Participation in the SAIL (Semester Abroad and Intercultural Leadership) program is one indicator of student interest in integrated structures to foster global leadership. Students on this program study abroad in the fall term, then return to campus in the spring to participate in a residential experience and intercultural leadership mini-course. Now in its second cycle, there have been 15+ in each cohort. Another signal that students want to integrate their learning and experiences is a recent sociology class that combined a trip to Nicaragua over intersession. The class filled the first time and is already full for the coming year.

As a conservative estimate, starting with just 3% of students who engage in education abroad, and growing it by 10% per year, projected enrollment for the first three years will be nearly 90 students.

This is a conservative estimate but one that also allows us to grow into an infrastructure of support for students in the certificate, and to consider marketing it to non-matriculating students. After the initial three-year period, we could be more aggressive with recruitment.

	Year 1	Year 2	Year 3
Ed Abroad Enrollment - 800 per year	24	27	30
	24	27/51	30/81

IV. Proposed Curriculum

The student learning outcomes for the certificate are the foundational knowledge, skills and attitudes needed to become an international and intercultural leader.

Students will be able to demonstrate....

- Knowledge: Explains how issues of social justice, power and privilege are shaped in a variety of contexts.
- Skill: Uses language and knowledge of other cultures effectively and appropriately to communicate, connect and build relationships with people in other cultural communities.
- Attitude: Be able to express respect and thoughtful engagement with people across cultures.

The certificate has three components that will foster the learning outcomes:

Curriculum	The courses taken on campus will provide the foundation to develop the learning outcomes. The curriculum has three components: social justice, context and leadership. Students must also take these courses from four different disciplines.
Language Proficiency	To be achieved by taking courses or demonstrating proficiency via a placement exam.

International / Intercultural Experience	An education abroad program offered by an accredited institution or recognized program provider, or a local experience in the target language.
Experiential Capstone	A mini-course that would include an experiential project that would require students to integrate and apply their learning. Students would also reflect on and share their experience and the integration of their knowledge in a professional presentation such as Stander.

The Curriculum has four components

Credits	Component	Courses
6 hours	SOCIAL JUSTICE CORE: Pick 2 from 2 different disciplines which focus on social justice broadly defined	<ul style="list-style-type: none"> • ANT 306 Culture & Power • ANT-SOC 368 Immigration • CMM 385 Dialogue, Power & Diversity • CMS 316 Intercultural Communication • EDT 340 Educating Diverse Student Populations in Inclusive Settings • ENG 345 Colonial & Postcolonial Literature • HST 375 History of US Foreign Relations Since 1750 • POL 333 Politics of Human Rights • PHL 327 Philosophy of Peace • PHL 371 Philosophy & Human Rights • REL 261 Faith Traditions: Human Rights • REL 475 Theology of Inculturation • SOC 339 Social Inequality • VAH 483 PostColonial and Global Art Histories
3 hours	CONTEXT CORE: Take 1 course (must be from a	Select one course from Appendix B. Must be from a discipline different than taken above. These courses provide more

	discipline different than taken above).	defined context to specific disciplines and/or locations.
0-15 hours	LANGUAGE: Students will demonstrate language proficiency at target level	Proficiency can be demonstrated in one of two ways: <ul style="list-style-type: none"> • LNG 101, 141, 201, 202/301 or equivalent • Placement exam • If taken via credit, 15 hours for Chinese and Arabic and 14 hours for all other languages offered
3 hours	LEADERSHIP: pick one from the following	<ul style="list-style-type: none"> • ASI 372 Professional Ethics in a Global Community-Education • EGR 373 Professional Ethics in a Global Society • SOC/POL 426 Leadership in Building Communities • POL 361 Leadership in Nongovernmental Organizations • MGT 403 Cross-Cultural Management
1 hour	EXPERIENTIAL CAPSTONE: pick one from the following (See appendix C for description of courses)	<ul style="list-style-type: none"> • UDI 220* - SAIL: Semester Abroad, Intercultural Leadership and Re-Entry • UDI 267* - Global Learning Living Community - Journey towards Global Citizenship. • UDI 377* - Creating Inclusive Communities 2.0 • UDI 410 - MAXIE Integrate - International and Intercultural Leadership <p>* requires an application and acceptance into the program</p>
13-28	It is estimated that most students would take 13-23 credits to complete the program	

EXPERIENTIAL LEARNING

Students will gain several types of experiences through the certificate.

International/Intercultural Experience

Students will have an international experience through an education abroad program, or participating in an experience in the U.S. with the target language.

- Education abroad program offered by UD, an accredited higher education institution, or a recognized education abroad program provider.
- Students can also take a 1-3 cr LNG service learning course or INS 495 internship if they choose a service learning in the target language in the US or US-based experience. Signing up for the course ensures that the experience is approved and is an appropriate learning experience.
- Health and safety of students is of utmost importance.
- Duration of the program is not necessarily a factor. Some short-term programs with intentional designs, immersions and community engagement can produce the same learning as longer-term programs.

Language Learning Experience

- Language learning can take place in a formal classroom, and in local or global communities. Regardless of format or location, it is a social experience that requires engagement with others--native speakers and other language learners--and is a significant component of relationship development and cultural learning.

Experiential Capstone

- One of four mini-courses that addresses an advanced level of intercultural learning and requires students to implement a project that allows them to integrate and apply their learning and leadership. See appendix C for an overview of the options.

Culminating Presentation

- In addition to the mini course, students will present the culmination of their learning during their final year at the Stander or other formal presentation approved by the program coordinator.
- The presentation will foster a culminating experience that will help students intentionally identify how the certificate components have addressed their development as a global leader. Presentation guidelines will be developed to guide and ensure that students demonstrate this learning.

The certificate has an embedded culminating experience via the mini-course and Stander presentation under the guidance of a faculty/staff. Students will also be encouraged to bring the new knowledge from the certificate experience to the

capstones that all students have in their major. Students can integrate this important knowledge that will enhance their disciplinary knowledge.

The committee recognizes that integrating this certificate into the 4-5 year plan of some majors may be difficult. However, long-term, we have all been asked to think boldly about integrating these skills into the curriculum and experiences of all students.

It may also be perceived that this certificate will be easier to earn for some majors such as languages or international studies. However, it is not a given that the certificate would be automatically earned by students within these majors. Moreover, many of them double major in another discipline. Double majoring is encouraged and they major across the university including, occasionally, the professional schools. In addition, students declare degrees and change degrees throughout their course of study, thus making it impractical to track a student's eligibility based on their major. This certificate is designed for all majors and we would not exclude any student from earning the certificate. However, we strongly believe that this will attract students outside of languages and international studies.

While credits vary depending on the major and the language proficiencies students have, with good advising, students can integrate the program into any major. For example, an engineering student who studies abroad for a semester in Spain and studies Spanish, could meet the language and international experience requirements, and some curricular components.

V. Administrative arrangements

The proposal is a partnership among the following departments, program, and centers:

- Global Languages and Cultures
- Sociology, Anthropology & Social Work
- Communication
- International Studies
- Center for International Programs
- Center for Social Concern

The program would be shared and housed by the three academic departments and supported by the two centers.

A committee will be established to coordinate the program and ensure continuity and communication among collaborating areas and with students. The committee would include

- Chair - Global Languages and Cultures
- Chair - Sociology, Anthropology and Social Work
- Chair - Communication

- Director - International Studies
- Director - Education Abroad and Partnerships, Center for International Programs
- Director - Center for Social Concern (or their designees)

A program coordinator would be identified from one of the departments to advise students.

The program would rotate between the three departments every three years. The first cycle would be in Global Languages and Cultures, following by Sociology, Anthropology, and Social Work, then Communication based on consultation with each and availability of resources. The two centers would offer support to the faculty coordinator in helping advise students, market the program, etc. Letters stating agreement for this arrangement have been provided by chairs of Sociology, Anthropology, and Social Work, Communication, and Global Languages and Cultures, and the directors of the centers.

This structural approach helps create a shared sense of ownership across each of the partner departments. Shared responsibility also encourages greater engagement and integration of the learning components of the certificate. President Spina's new vision calls on us to foster the development of transdisciplinary faculties along key themes, and the proposed arrangement would support this. A committee with representatives of each area will be established and meet at least once per semester to ensure good communication and address any coordination issues. Representatives from the professional schools would be welcome to join the committee.

VI. Resource implications for faculty, staff, facilities and the library

The certificate is designed to creatively package existing curriculum and education abroad programs, and to incorporate new courses and experiences as they become available.

A faculty coordinator will be identified to advise students and ensure the successful completion of the certificate.

Educational resources for courses will be available to students via Roesch Library and the extensive Ohiolink Network.

VII. Projected additional investment

The certificate would largely operate with the existing resources and no significant investment would be necessary during the first three-year period. If participation in the certificate grows, permanent staffing may need to be addressed.

CIP has already planned for study abroad scholarships to increase as participation rates grow.

For a structure of the IILC, please see Appendix E.

APPENDIX A

International and Intercultural Leadership Certificate Survey Results – Department Chair Feedback Fall 2016

Eight members of the Chairs Collaborative responded to our survey during the early fall term. The areas represented in the data include:

Humanities: 1 Science: 1
Social Science: 2 Teacher education: 1
Other: 3

The qualitative data from the survey is represented below. Highest and lowest scores for each question noted in **bold**.

Our graduates:	Importance of ability	Are able Upon Graduation
Able to build trust across cultures.	2.25	1.625
Able to adjust communication styles to foster intercultural relations.	2.25	1.625
Able to demonstrate knowledge of her/his own and other cultures (including beliefs, values, practices, etc.)	2.375	2.0
Able to understand ambiguity and are open to new ideas.	2.125	1.75
Able to deal with conflict and challenges in intercultural situations.	2.25	1.625
Culturally curious, self-aware, self-reflective, and empathetic as well as good listeners and observers.	2.25	1.875
Able to perceive culture within an intercultural context, recognizing that one’s culture is one among diverse cultures, that worldviews are not universal, and that perspectives and behaviors may be based on cultural differences.	2.375	1.625
Able to understand how the role of political, economic and historical contexts relate and vary across cultures, how they shape issues of social justice, power, and privilege and seek ways to address social injustice in one’s own community.	2.375	1.625
Able to use language, other than English, and knowledge of other cultures effectively to communicate and connect with people in other cultural communities.	1.875	1
Are able to incorporate intercultural experiences and relationships into daily life.	2.625	1.625

- 3=Essential/Very Important
- 2=Important
- 1=Somewhat/Sometimes Important
- 0=Not Important
- 3=Always
- 2=Often
- 1=Sometimes
- 0=Never

What are the intercultural issues often faced by students in your academic area?

- Adjusting to the new paradigm of being in a Western setting - academic, social, and cultural.
- Focusing fully on the current program of enrollment and being fully vested in it rather than viewing it as an obstacle to enrollment in their major program of study."
- A lack of maturity.
- In one classroom our candidates may have 6 or more ELL students from multiple countries.
- Opportunities to engage with international studies. We are integrating this experience in EDT 340, but one course introduces, but does not move to integration or application.
- Understanding cultures as presented in their classes, the norms, the dos and don'ts of cultures.
- we have a wide range of interests, some are interested in intercultural others are not

What are key classes or experiences your students need to assist them in attaining intercultural competence in your area?

- Role play and exercises
- We have no room in their schedule due to licensure requirements. How do we embed this knowledge in specific courses already developed?
- Learning one language will not help because what language do we direct them to take when their class consists of multiple languages, but the knowledge of cultures for communication is critical.
- greater depth in area studies
- All of the courses within the IEP are key to assisting our students in attaining intercultural competence as well as other services and programming we provide such as tutoring and cross cultural extracurricular activities.

Additional thoughts, suggestions or questions

- I'm indifferent to this proposal.
- Could this be developed into a certificate for students who do not have room in their schedules for a full degree? This will help move them beyond the introductory phase to a higher level of competence in working with parents and students.
- I think that these concerns should be highly important to any citizen; my answers are with respect to what is required for success in the major.

APPENDIX B

Context Elective Courses. Departments with courses listed below have been consulted on the most appropriate courses to be included for this curricular component.

- ANT 325 Anthropology of Human Rights

- ANT 352 Cultures of Latin America
- ANT 360 Making Modern South Asia [same as HST 210]
- CMS 414 Global Communication
- CMM 464 International Public Relations
- ENG 335 African American Literature
- ENG 340 Prisons in Literature and Culture
- ENG 346 Literature and Human Rights
- ENG 359 Discourse Analysis
- ENG 374 Visual Rhetoric
- ENG 387 Literature and Ethics
- HST 210 Making Modern South Asia [same as ANT 360]
- HST 368 The Soviet Experiment: From Lenin to Putin
- HST 312 Age of Democratic Revolutions
- HST 314 Modern Europe in Decline 1900-1945
- HST 315 Postwar Europe 1945-1990
- HST 331 History of India
- HST 339 Gandhi's India
- HST 329 American and Middle East
- HST 332 Modern East Asia
- HST 354 History of Women & Gender in the Middle East
- HST 357 Modern Latin America
- HST 358 Social & Cultural History of Latin America
- HST 382 History of Mexico
- HST 383 History of the Caribbean
- HST 386 China in Revolution
- HST 319 The British Empire.
- PHL 355 Asian Philosophy
- PHL 363 African Philosophy
- PHL 365 Islamic Philosophy and Culture
- PHL 347 Japanese Philosophy
- PHL 379 Latin American Philosophy
- REL 208 Faith Traditions: Islamic Religious Traditions
- REL 261 Faith Traditions: Human Rights
- REL 322 Latino/Latina Religious Experiences
- REL 358 Liberation Theologies
- REL 207 Faith Traditions: Judaism
- SOC 328 Racial and Ethnic Relations
- SOC 371 Sociology of Human Rights
- VAH 310 History of Art and Activism
- VAH 320 Latin American Art
- VAH 330 Arts of Asia
- VAR 330 Comparative Visual Culture in Film
- CHI 345 Chinese Civilization and Culture
- FRN 341 French Culture & Civilization
- FRN 381 History of French Cinema
- GER 341 German Culture & Civilization

- GER 351 German Film
- ITA 341 Italian Culture & Civilization I
- SPN 341 Spanish Culture & Civilization
- SPN 342 Ibero-American Culture & Civilization
- SPN 480 Spanish & Ibero-American Cinema

APPENDIX C

Experiential Capstone overview

UDI 220* - SAIL: Semester Abroad, Intercultural Leadership and Re-Entry
Lead: Dr. Karen McBride, Director of Education Abroad and Partnerships

“SAIL Intercultural Leadership and Re-Entry” is offered only to study abroad alumni that studied at the UD China Institute, Maynooth University (Ireland) or Universidad Pontificia Comillas (Spain) in the fall semester. This course allows student alumni of these programs to pivot towards becoming a global citizen within the UD community and post-graduation by learning about key notions of leadership and intercultural competency. Students registered for this course will have the opportunity to “unpack” their experience abroad within these contexts alongside other SAIL alumni.

Course Objectives:

1. The first course learning objective is to develop a cultural knowledge base that one can draw upon to help understand the impact of culture upon leadership and intercultural interactions (Intrapersonal).
2. The second course learning objective is to utilize the knowledge gained from the abroad experience to do a critical analysis of self and the ways in which it is reflective of one experience, not all (Interpersonal).
3. The third course learning objective is to utilize an intercultural and multi-cultural lens to apply the lessons learned through the abroad experience to all aspects of one’s personal and professional goals and interaction with others (Cognitive).

UDI 267* - Global Learning Living Community - Journey towards Global Citizenship
Lead: Sangita Gosalia, Director of Campus Engagement, Center for International Programs

“*Journey towards Global Citizenship*” is a unique course offered only to Global Learning Living Community (GLLC) residents. This opportunity allows residents to engage in deeper intercultural experiences, learning more about themselves, each other, and how they can contribute more fully to the GLLC experience and ultimately be global leaders beyond UD. Students will have the opportunity to explore culture in an experiential format and with other GLLC peers.

Course Objectives:

The following three objectives will guide the content of this course:

1. Build upon an expanded level of *self-awareness and attitudes* about his/her own culture and identity (beliefs, values, practices).
2. Build upon an expanded level of understanding of *knowledge of and attitudes towards others*. This includes the complexity of elements important to members of another culture in relation to its values, communication styles, beliefs, and practices.
3. Understand the *application* of this expanded level of development and how it can be applicable to the GLLC and engagement with and for the broader campus community and beyond.

UDI 377* - Creating Inclusive Communities 2.0

Lead: Dr. Tom Morgan, Associate Professor of English

Creating Inclusive Communities (CIC) is a unique year long experience that builds their understanding of and engagement with social justice issues. Students participate in a mini-course to prepare them to attend a conference on social justice and privilege. They attend the conference together with faculty and staff during spring term, and debrief together both at the conference and back on campus. Students are supported by faculty and staff in both presenting their experience at the Stander Symposium and planning relevant student-driven initiatives on campus the following year.

Students then participate in another mini-course in the fall (CIC 2.0) to implement their projects and initiatives/ Past projects have included dialogues, conferences, advocacy for a campus accessibility map, and changes to New Student Orientation curriculum.

Course objectives for the 2.0 mini-course include:

1. Learn forms of activism intervention
2. Learn and implement best practices for building coalitions across difference
3. Learn and reflect on the "pitfalls" of working for change
4. Clarify goals, objectives and strategies to be used for project
5. Identify and meet with key stakeholders for project
6. Reflect on how current project fits into historical context
7. Create a plan of action, including resources needed
8. Create and implement a succession plan for leadership

UDI 410 - MAXIE Integrate - International and Intercultural Leadership

Lead: Dr. Amy Anderson, Associate Provost for Global and Intercultural Affairs

This course is designed to help students process their international education experience through reflection and integration, and develop an on-going plan for the future. Students will evaluate strategies used in the host country context and contemplate other settings and contexts. Students will explore their own

development during the overseas experience and consider next steps in their own learning and development as a leader.

Course objectives:

1. explore the meaning of global leadership and inclusive excellence
2. build intercultural and critical thinking skills needed to be effective and active in today's global environment through experience, dialogue, reflection and action
3. develop a project on campus during the semester that seeks to integrate their course learning, target language and overseas experiences.

APPENDIX D

Letters of support.

April 10, 2017

Dear Members of the Academic Senate,

I am pleased to write this letter of support for the International and Intercultural Leadership Certificate.

The proposed certificate will create a curricular structure that will encourage students to connect their study abroad experiences with cultural and linguistic training. Students who plan on studying abroad will have available a certificate program that will enable them to document their efforts to prepare themselves for the immersion experience, and encourage them to serve as advocates for intercultural and international leadership on campus when they return.

As a member of the committee involved in drafting this proposal over the past academic year, I am aware of the way in which aspects of this certificate resemble our curriculum in International Studies. INS majors are required to study language, to participate in a study abroad or another approved international experience, and our curriculum requires a broad interdisciplinary study of global societies and cultures. The INS minor, however, does not require students to study abroad, and lacks the core social justice and leadership foci of this proposed certificate.

The certificate thus does not seem to me to duplicate what we already offer. Rather it is aimed at integrating central aspects of the Marianist identity into student preparation for and reflection on, study abroad experiences.

Sincerely,



Christopher Agnew
Director of the International Studies Program
Associate Professor of History

To: Francisco Penas-Bermejo, Professor and Chair, Department of Global Languages and Cultures

From: Kevin R Kelly, Dean, School of Education and Health Sciences

Date: March 8, 2017

Re: *Proposal for International and Intercultural Certificate Program*

The School of Education and Health Sciences (SEHS) Dean's Council reviewed the proposal for the *International and Intercultural Leadership Certificate Program*. (Our Dean's Council includes: SEHS department chairs, associate dean, assistant dean, accreditation director, Congress President and Center for Catholic Education Director.)

I am writing to convey the support of the SEHS for this proposal.

The Dean's Council also urged me to share feedback that may be helpful to your team in further developing and implementing the certificate program.

- It was recommended that you refer to UD's Catholic and Marianist mission (1st paragraph).
- Several individuals noted that the certificate requires a large number of credit hours. One individual asked: "Why not just offer a minor?"
- Several individuals noted that the proposed program seemed to lack a core or specific focus. "What is the core set of knowledge?" "How does the certificate provide a distinct area of expertise?"
- There was an expectation that the certificate would include learning outcomes more specific than the general statements of knowledge, skill and attitude provided in the proposal. There is also a need for an assessment plan.
- Given the extensive credit hour requirements, SEHS does not anticipate significant demand for the certificate program. It may have some appeal for our Teacher Education Adolescent-to-Young Adult Education English, Social Studies and Multi-Age Global Languages degree students.
- Some were confused about the alignment of the three categories of learning outcomes (Curriculum, Language Proficiency, International and Leadership Experience), the four curriculum components (Core, Elective, Language, Leadership), and Experience (International, Leadership).

Thank you for this opportunity to review the proposal.



September 29, 2017

Dear Colleagues,

This letter serves to provide support for the International and Intercultural Leadership Certificate on behalf of the Department of Sociology, Anthropology, and Social Work (DSASW). Our department is one of the campus partners who assisted in developing the proposal submitted by Dr. Francisco Penas-Bermejo, chairperson for the Department of Global Languages and Cultures.

Our department is pleased to participate in the certificate program, particularly in offering anthropology and sociology courses in the Social Justice Core, Context Core, and Leadership course offerings. The department has the capacity and commitment to regularly offer courses for the International and Intercultural Leadership Certificate.

The administrative arrangements of partnership among the three departments (Global Languages and Cultures, DSASW, and CMM) and campus programs is appropriate given the collaborative efforts of creating and ultimately delivering this certificate. The integration of multiple perspectives and disciplines is an essential feature of the certificate; it makes sense that the administrative arrangements follow a similar level of shared ownership.

On behalf of the Department of Sociology, Anthropology, and Social Work, I am pleased to provide my full endorsement and support for the International and Intercultural Leadership Certificate.

Respectfully submitted,

A handwritten signature in black ink that reads "Leslie H. Picca".

Leslie Picca, Ph.D.
Professor and Chair

DEPARTMENT OF SOCIOLOGY, ANTHROPOLOGY, AND SOCIAL WORK
300 College Park Dayton, Ohio 45469-1442

September 29, 2017

Dear Academic Senate,

We fully support the creation of an International and Intercultural Leadership Certificate (IILC). The IILC provides a recognized academic credential for students at the University of Dayton. The focus of the IILC on global learning as expressed through skills, knowledge and attitudes attest to the complex, socially interactive, culturally diverse and community engaged contexts that our students experience locally, domestically, and internationally. In the 21st century, our students live in a globally oriented and highly interconnected world where increased linguistic and cultural diversity and the growing interdependence of people, communities and nations demand sensitivity and abilities to interact with multiple others and adapt and to change in a variety of environments.

The components of the IILC respond to our Catholic and Marianist identity by framing the developments of skills, attitudes and knowledge in the framework of social justice, power, privilege, and the common good. The integration of the local and the global is attained through the alignment of curriculum, language proficiency, international/intercultural experiences and servant leadership. The IILC, therefore, offers students across the university a valuable asset for their education and responds to core documents, strategic plans of the university, and President Spina's vision.

The proposal for the IILC is a truly interdisciplinary collaboration of departments (Anthropology /Sociology/Social Work, Communication, and Global Languages and Cultures), the International Studies Program, and two centers (Campus Ministry/ Center for Social Concern and the Center for International Programs). Their interdependent partnership is reflected by the shared ownership of its delivery and administrative arrangements. All parties, including the three chairs of departments, agreed and fully supported a rotating system and advising by each chair or designee every three years.

Respectfully submitted,

Francisco J. Peñas-Bermejo
Chair
Department of Global Languages and Cultures

Joseph Valenzano, III
Chair
Department of Communication

October 4, 2017

Dear Members of the Academic Senate,

I am very happy to write this letter of support for the International and Intercultural Leadership Certificate.

In Campus Ministry's Center for Social Concern, we have been providing opportunities for students to have cross-cultural immersion experiences for decades. These experiences help students' faith development because they grow in their awareness of self and cultural identity; they recognize important similarities and differences in people from other cultures, and they become much more aware of important principles of Catholic social teaching such as solidarity and the common good.

Not being an academic department, we have tried over the years with only some small successes to integrate these life-changing educational and formative experiences with students' academic learning. This certificate requires an experience like the ones we offer and combines reflection on that experience with coursework. This is exactly the integrative "education of the whole person" objective our office has been trying to manifest for decades. It truly fits the characteristics of a Marianist education.

We are especially excited by the coursework based on developing servant leadership and social justice, two of the main learning outcomes we hope our students carry from our cross-cultural immersion experiences.

The team in the Center for Social Concern looks forward to supporting this new certificate.

Sincerely,

Nick Cardilino

Director, Campus Ministry's Center for Social Concern

March 14, 2015

Dear Members of the Academic Senate,

It is my pleasure to write a letter of support for the International and Intercultural Leadership Certificate.

It provides an important mechanism to integrate the education abroad experience into any major by aligning it with the on campus curriculum. Nationally, this is an important trend in the field and sends the message that education abroad is not a stand-alone experience.

The certificate's focus on intercultural development and second language learning with the foundation of social justice and leadership is a unique Marianist feature to cultivate global citizens who will carry forward the vision of learning, leading and serving for the common good.

Employers consistently indicate the need for intercultural communication skills and the ability to work in diverse teams. The certificate will allow students to demonstrate this on their resume and employ the knowledge, skills and attitudes gained in their work environments.

Requiring students to present at a professional setting helps students reflect on their experience, integrate meaning, develop a more complex understanding of the world and articulate this learning to others.

The certificate creatively packages existing resources while being flexible enough to incorporate new courses as our curriculum continues to develop and become more global. The collaboration between several academic departments and centers is another creative way to leverage our resources.

The team in the Center for International Programs looks forward to supporting this new certificate.

Best regards,

Amy Anderson

Executive Director, Center for International Programs

Francisco,

Please see below for the feedback I received from our Diversity in Engineering Center. The School is, of course, supportive of this certificate. I understand why you are designing the certificate the way it is. However, we just want to convey that the language requirement would probably be the most difficult requirement to satisfy for our students.

My best,

Eddy

Eddy M Rojas, Ph.D., M.A., P.E.
Dean, School of Engineering
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Kettering Labs
300 College Park
Dayton, OH 45469-0254
[\(937\) 229-2736](tel:(937)229-2736)
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erojas1@udayton.edu

Begin forwarded message:

From: Laura Bistrek <lbistrek1@udayton.edu>
Subject: Re: Request for your support - International and Intercultural Leadership Certificate
Date: March 6, 2017 at 2:00:56 PM EST
To: Eddy M Rojas <erojas1@udayton.edu>

Eddy - feedback from Diversity in Engineering Center (with great input from Beth):

1. Language requirement would be a limiting factor for our engineering students participation
2. Social sciences course requirement would be a limiting factor for our engineering students participation (assuming this is not SSC200)
3. It could be easy for students to complete the requirements but still not have the desired skills or learning outcome for the certificate. There should be one required course or even series of workshops that would address their learning outcomes so that they would "know" that the students had obtained the desired outcomes.

APPENDIX E

INTERNATIONAL AND INTERCULTURAL LEADERSHIP CERTIFICATE (IILC)

COMPRESSED STRUCTURE

**1) SOCIAL JUSTICE CORE: Pick 2 courses from 2 different disciplines (one course in each of the two different disciplines)
(6 hours)**

**2) CONTEXT CORE: Select 1 course from a discipline different that taken in Social Justice Core (Appendix B)
(3 hours)**

**3) LANGUAGE PROFICIENCY = 4 SEMESTERS
(0-15 hours)**

4) INTERNATIONAL/ INTERCULTURAL EXPERIENCE

**5) LEADERSHIP
(3 hours)**

**6) EXPERIENTIAL CAPSTONE
(1 hour)**

**INTERNATIONAL AND INTERCULTURAL LEADERSHIP CERTIFICATE
(IILC)
EXPANDED STRUCTURE**

1) SOCIAL JUSTICE CORE: Pick **2** courses from 2 different disciplines (one course in each of the two different disciplines)
(6 hours)

<i>DISCIPLINES</i>

SASW	ANT 306 Culture & Power ANT-SOC 368 Immigration SOC 339 Social Inequality
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CMM/CMS	CMM 385 Dialogue, Power & Diversity CMS 316 Intercultural Communication
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EDT	EDT 340 Educating Diverse Student Populations in Inclusive Settings
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ENG	ENG 345 Colonial & Postcolonial Literature
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HST	HST 375 History of US Foreign Relations Since 1750
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POL	POL 333 Politics of Human Rights
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PHL	PHL 327 Philosophy of Peace PHL 371 Philosophy & Human Rights
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REL	REL 261 Faith Traditions: Human Rights REL 475 Theology of Inculturation
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VAH	VAH 483 PostColonial and Global Art Histories
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2) CONTEXT CORE: Select **1** course from a discipline different that taken in Social Justice Core (Appendix B)

(3 hours)

DISCIPLINES

SASW	ANT 325 Anthropology of Human Rights ANT 352 Cultures of Latin America ANT 360 Making Modern South Asia [same as HST 210] SOC 328 Racial and Ethnic Relations SOC 371 Sociology of Human Rights
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CMM CMS	CMS 414 Global Communication CMM 464 International Public Relations
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ENG	ENG 335 African American Literature ENG 340 Prisons in Literature and Culture ENG 346 Literature and Human Rights ENG 359 Discourse Analysis ENG 374 Visual Rhetoric ENG 387 Literature and Ethics
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HST	<p>HST 210 Making Modern South Asia [same as ANT 360] HST 368 The Soviet Experiment: From Lenin to Putin HST 312 Age of Democratic Revolutions HST 314 Modern Europe in Decline 1900-1945 HST 315 Postwar Europe 1945-1990 HST 331 History of India HST 339 Gandhi's India HST 329 American and Middle East HST 332 Modern East Asia HST 354 History of Women & Gender in the Middle East HST 357 Modern Latin America HST 358 Social & Cultural History of Latin America HST 382 History of Mexico HST 383 History of the Caribbean HST 386 China in Revolution HST 319 The British Empire.</p>
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PHL	<p>PHL 355 Asian Philosophy PHL 363 African Philosophy PHL 365 Islamic Philosophy and Culture PHL 347 Japanese Philosophy PHL 379 Latin American Philosophy</p>
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REL	<p>REL 208 Faith Traditions: Islamic Religious Traditions REL 261 Faith Traditions: Human Rights REL 322 Latino/Latina Religious Experiences REL 358 Liberation Theologies REL 207 Faith Traditions: Judaism</p>
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VAH	VAH 310 History of Art and Activism VAH 320 Latin American Art VAH 330 Arts of Asia VAR 330 Comparative Visual Culture in Film
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LNG	CHI 345 Chinese Civilization and Culture FRN 341 French Culture & Civilization FRN 381 History of French Cinema GER 341 German Culture & Civilization GER 351 German Film ITA 341 Italian Culture & Civilization I SPN 341 Spanish Culture & Civilization SPN 342 Ibero-American Culture & Civilization SPN 480 Spanish & Ibero-American Cinema
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3) LANGUAGE PROFICIENCY = 4 SEMESTERS

(0-15 hours)

4) INTERNATIONAL/ INTERCULTURAL EXPERIENCE

Education abroad programs (semester, summer, intersession) Intercultural Community Engaged Learning (local, domestic, international)

5) LEADERSHIP: Pick 1 course

(3 hours)

ASI 371 Professional Ethics in a Global Community- Business Administration
ASI 372 Professional Ethics in a Global Community-Education
ASI 373/ EGR 373 Professional Ethics in a Global Society- Engineering
ASI 374 Professional Ethics in a Global Community- Philosophical
ASI 375 Professional Ethics in a Global Community- Religious
SOC/POL 426 Leadership in Building Communities
POL 361 Leadership in Nongovernmental Organizations
MGT 403 Cross-Cultural Management

6) EXPERIENTIAL CAPSTONE: Complete **both** below

(1 hour)

A) Pick **1** mini-course with experiential project:

- UDI 220 – SAIL - Semester Abroad, Intercultural Leadership and Re-Entry
- UDI 267 – GLLC - Global Learning Living Community
- UDI 277 – CIC - Creating Inclusive Communities
- UDI 410 – MAXIE Integrate – International and Intercultural Leadership

B) Professional Presentation (Stander or another approved by program coordinator)