

3-24-2017

## Academic Policies Committee Minutes of the Academic Senate 2017-03-24

University of Dayton. Academic Policies Committee

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### Recommended Citation

University of Dayton. Academic Policies Committee, "Academic Policies Committee Minutes of the Academic Senate 2017-03-24" (2017). *All Committee Minutes*. 243.  
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# APC Meeting minutes

March 24, 2017

respectfully submitted by Markus Rumpfkeil, chair APC

**Present:** Dixon, Wu, Rumpfkeil, Analogue, Trollinger, Pierce, Wells, Farrelly

## **Agenda Items:**

1. Minutes from March 10<sup>th</sup> approved
2. Undergraduate Certificate in International and Intercultural Leadership

We had a discussion about the proposed certificate and decided to pose questions and make suggestions to the proposers and request a second draft. Questions/suggestions that members voiced were:

1. Overall there needs to be a better rationale as to how the proposed classes are linked. There could be a capstone class or similar to tie the various courses in the curriculum together.
2. What is the role of international studies in this certificate since it is not mentioned. At the very least some consultation needs to happen.
3. No evidence is given that potentially affected departments or academic programs were consulted to assess impact.
4. What is the rationale behind the rotation of the program every two years among three departments? It seems complicated and could create problems with ownership.
5. What is the rationale behind the choice of number of credit hours for the four curriculum components? In particular, it seems pretty easy for some majors (e.g. in languages) to get this certificate with little extra overhead (ie. a few extra credit hours in leadership will give them this certificate in addition to their major), whereas for some other majors the extensive credit hour requirement beyond their major will be a deterrent for participation. Also, there seems to be a disagreement between the fact that this is a leadership certificate, yet only 1-3 credit hours are spent on leadership (and some educational abroad programs may or may not have a leadership component). Fewer choices and more required courses (especially in leadership) in the certificate program could alleviate some of these concerns.
6. What are the expected learning outcomes and how will they be assessed?
7. Why is this not proposed as a minor? What is the rationale behind establishing this as an undergraduate certificate?
8. Where are the numbers for the prospective enrollment coming from? Why is 3% of students engaging in education abroad and language study a conservative estimate? Some survey should be conducted to get harder numbers.