

Fiscal Unit/Academic Org	French & Italian - D0545
Administering College/Academic Group	Arts and Sciences
Co-administering College/Academic Group	
Semester Conversion Designation	New Program/Plan
Proposed Program/Plan Name	Intercultural competence for global citizenship
Type of Program/Plan	Undergraduate certificate program
Program/Plan Code Abbreviation	ICGC-CR
Proposed Degree Title	Intercultural competence for global citizenship

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program				13	
Required credit hours offered by the unit	Minimum			3	
	Maximum				
Required credit hours offered outside of the unit	Minimum			10	
	Maximum				
Required prerequisite credit hours not included above	Minimum				
	Maximum				

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

- Program Learning Goals**
- Increased cultural self-understanding: Students will be able to demonstrate their consciousness and understanding of their own cultural values and beliefs and how culture shapes, perceptions, biases and behaviors
 - Development of empathy for cultural Others: Students will be able to identify and explain their reactions to people whose cultures differ from their own, reflect upon these responses, and demonstrate the ability to act in a supportive manner that rec
 - Effective and appropriate communication in various intercultural contexts across differences: Students will be able to recognize and negotiate cultural differences in verbal and nonverbal communication and will be willing and able to adapt appropriat

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? No

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? No

Attachments

- ICGC letter of support.doc: Letter of support - ASC
(Letter from the College to OAA. Owner: Vankeerbergen,Bernadette Chantal)
- ICC proposal REVISED 6-1.docx: final proposal
(Program Proposal. Owner: Aski,Janice Marie)

Comments

- This is the final, clean, ready-to-go, all-set proposal. *(by Aski,Janice Marie on 06/03/2021 09:59 AM)*
- Returned to take care of 3 recommendations listed in SBS Panel feedback (see email sent by Michael Hilty). *(by Vankeerbergen,Bernadette Chantal on 05/24/2021 12:35 PM)*
- Please see Panel feedback email sent 04/15/21. *(by Hilty,Michael on 04/15/2021 03:56 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Aski,Janice Marie	03/21/2021 08:31 PM	Submitted for Approval
Approved	Renga,Dana	03/21/2021 10:30 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/01/2021 01:40 PM	College Approval
Revision Requested	Hilty,Michael	04/15/2021 03:56 PM	ASCCAO Approval
Submitted	Renga,Dana	04/15/2021 04:35 PM	Submitted for Approval
Approved	Renga,Dana	04/26/2021 10:14 AM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/26/2021 10:15 AM	College Approval
Submitted	Aski,Janice Marie	04/26/2021 10:26 AM	Submitted for Approval
Approved	Renga,Dana	04/26/2021 10:27 AM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	05/24/2021 12:35 PM	College Approval
Submitted	Aski,Janice Marie	05/30/2021 03:48 PM	Submitted for Approval
Approved	Renga,Dana	05/30/2021 03:50 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	06/02/2021 01:04 PM	College Approval
Submitted	Aski,Janice Marie	06/03/2021 09:59 AM	Submitted for Approval
Approved	Renga,Dana	06/03/2021 10:03 AM	Unit Approval
Pending Approval	Vankeerbergen,Bernadette Chantal	06/03/2021 10:03 AM	College Approval



1 April 2021

To whom it may concern,

I am pleased to write in support of the proposal for a certificate in Intercultural Competence for Global Citizenship. The proposed certificate will encourage the intentional development of experiences and capacities that are increasingly valued after students graduate, and that more broadly are true to the university's commitment to "education for citizenship." The certificate will also offer a legible and meaningful path through the new GE curriculum, combining foundation and theme courses with education abroad or language study.

The proposal has the concurrence of relevant academic units, as well as the endorsement of the Office of Academic Affairs.

Sincerely,

David Horn
Professor of Comparative Studies
Associate Executive Dean for Undergraduate Education

Intercultural Competence Certificate Proposal

Required Information

- Name of proposed certificate: Intercultural Competence for Global Citizenship
- Certificate type: Post-secondary Undergraduate Academic Certificate program; Category 1b: Embedded in an undergraduate degree program
- Delivery: In person (but some courses may be hybrid or online)
- Proposed implementation date: Autumn 2022
- Academic units responsible for administering the certificate program: School of Communication, French and Italian (ASC), OIA

I. Brief overview

We are proposing a 13+ credit hour, undergraduate *Intercultural Competence (ICC) Certificate* with a start date of AU 2022. The over-arching goal of this certificate is to provide a pathway for students to engage in deep intercultural learning and facilitate the development of intercultural competence through experiential learning and reflection coupled with content knowledge in race, ethnicity and gender diversity. This certificate program uses an experiential learning approach in two ways. Intercultural competence is developed through 1) transformational activities and reflection and 2) meaningful intercultural interactions in global learning and full-immersion world language learning. The courses, primarily selected from courses offered in the College of Arts and Sciences that satisfy GE requirements, incorporate theories about and self-reflection on race, gender and ethnicity. Since students can overlap two courses with the GE, this certificate offers a way to partially organize their path through the GE.

II. Definition of Intercultural Competence

Our operating definition is from the 2006 work of Darla Deardorff, executive director of the Association of International Education Administrators based in Durham, North Carolina, who sought to establish a consensus-based definition. She identified 46 definitions of intercultural competence from 1976-2004, and then in consultation with 23 scholars specializing in intercultural competence, she developed a model that has persisted as the dominant model in the field. A narrative version of Deardorff's model (originally presented in the form of a more detailed pyramid) might read as:

Intercultural competence is a lifelong process that includes the development of the **attitudes** (respect and valuing of other cultures, openness, curiosity), **knowledge** (of self, culture, sociolinguistic issues), **skills** (listen, observe, interpret, analyze, evaluate, and relate), and **qualities** (adaptability, flexibility, empathy and cultural decentering) in order to behave and communicate effectively and appropriately to achieve one's goals to some degree (Deardorff 2006: 254).¹

¹ Deardorff, Darla K. "Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization." *Journal of Studies in International Education*, vol. 10, no. 3, 2006, pp. 241-266.

III. How a certificate in intercultural competence aligns with university curricular goals and the value of the program

The development of intercultural competence plays a significant role in curricular transformation at OSU. It is one of the expected learning outcomes of the new GE program (3.4):

Goal 3: EDUCATED GLOBAL CITIZENSHIP: Successful students will be interculturally competent global citizens who can engage with significant aspects of the human condition in local, state, national, and global settings	3.1 Describe, analyze, and discuss the institutions and the diverse cultural traditions of both the U.S. and other nations, and issues of global interdependence.
	3.2 Examine, critique, and appreciate various expressions and implications of diversity, equity, and inclusion, both within and beyond U.S. society.
	3.3 Describe, analyze, and critique the roles and impacts of human activity on both human society and the natural world.
	3.4 Apply the knowledge, skills, attitudes and qualities of an interculturally competent global citizen in a range of contexts and across human differences.

It is directly related to the theme category: Citizenship for a Just and Diverse World:

Theme: Citizenship for a Just and Diverse World	
Goals	Expected Learning Outcomes
GOAL 1: <u>Citizenship</u>: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply knowledge, skills, and dispositions that constitute citizenship.	Successful students are able to... 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
	1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
GOAL 2: <u>Just and Diverse World</u>: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.	2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.
	2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

And it is an expected learning outcome of the new World Language Requirement in the new GE program:

<p>GOAL 2: CULTURE AND INTERCULTURAL COMPETENCE</p> <p>Successful students will demonstrate knowledge of target culture(s) and attitudes on cultural diversity reflective of an interculturally competent global citizen.</p>	<p>Successful students are able to...</p> <p>2.1 Demonstrate familiarity with the products, practices, and perspectives (the 3 P's) of target culture(s) and be able to discuss in an informed and respectful way the diversity of the 3 P's across cultures and individuals.</p> <p>3.2 Identify and demonstrate attitudes on cultural diversity reflective of an interculturally competent global citizen (such as respect, openness, curiosity, and adaptability).</p>
---	--

Intercultural competence is one of the essential learning outcomes for college graduates. The development of intercultural competence has become a priority at OSU given the sociocultural diversity and global interconnectedness that are permanent features of the lives and careers for which we prepare our students.

Intercultural competence is key to making diversity work and achieving inclusion goals in higher education and beyond. Diversity is often considered in terms of who is represented and the scale of the presentation. Diversity and inclusion initiatives recognize that simply having diversity isn't enough; inclusion is also needed so that diversity and differences are leveraged in a way that increases contributions and opportunities for all regardless of their identity and backgrounds. Intercultural competence is necessary for making a diverse environment an inclusive one by developing students' capacity to recognize and navigate the complexities of diversity and engage with differences effectively, appropriately and authentically.

In this certificate, intercultural competence is developed with a set of courses that focus on theoretical understanding combined with significant reflection that focuses on self-knowledge in terms of identity, attitudes, beliefs and behaviors in relation to race, gender and ethnicity. Experiential learning that provides opportunities for real-world intercultural interactions and reflection is a cornerstone of this certificate. For example, FRIT 3054: *The 21st-Century Skill: Intercultural Competence for Global Citizenship* integrates significant high-impact experiential component.

There is another experiential aspect of this certificate that develops students' ability to act, react and interact inclusively in order to move fluidly and effectively in their own environment and in the world at large: a choice between full-immersion world language study with explicit ICC training and global learning. In language courses, students are stripped of their most precious resource -- their native language -- and are asked to define themselves, understand others, learn complex concepts and interact appropriately according to a new set of social rules. This adaptive experience happens every day in language courses. When partnered with activities that focus on developing ICC and include reflections on worldview frameworks, empathy, openness and curiosity towards diversity and differences, there are real gains in intercultural competence. (These gains have been demonstrated by Aski and Jiang's longitudinal research, a report of which can be found in the webinar: [Assessing and Developing Intercultural Competence](#).) Global learning experiences include courses with education abroad or Collaborative Online International Learning (COIL) components that aim at engaging students in intercultural learning and interactions with different others. More on COIL initiatives can be found on [OIA website](#).

In short, the value of this certificate program is that it provides a clear pathway for students to develop intercultural competence and demonstrate their capabilities to interact effectively with diversity in professional and social settings.

IV. Similar certificates at other institutions

The following is a list of universities that have certificates with 'intercultural competence' in their title. However, as we know, most if not all universities are working on internationalization and diversity and inclusion. Our certificate, unlike most programs, takes an experiential approach to this work.

1. Middlebury: Intercultural Competence Specialization (16 credits – no experiential learning)
2. Purdue University: Certificate via Workshop series through the Center for Intercultural Learning, Mentorship, Assessment and Research (CILMAR)
3. Kansas State University: Intercultural Competence Certificate (12 credits – no experiential learning)
4. University of Toledo: Certificate in Intercultural Competency (10 credits – no experiential learning)
5. Portland State University: Intercultural Competence for the Workplace (16-27 credits – includes language courses)
6. Indiana University: Diversity and Intercultural Competency (18 credits – no experiential learning)

V. Expected learning outcomes of the *Intercultural Competence Certificate*

1. Increased cultural self-understanding: Students will be able to demonstrate their consciousness and understanding of their own cultural values and beliefs and how culture shapes perceptions, biases and behaviors
2. Development of empathy: Students will be able to identify and explain their reactions to people whose cultures differ from their own, reflect upon these responses, and demonstrate the ability to act in a supportive manner that recognizes the perspectives of another cultural group.
3. Effective and appropriate communication in various intercultural contexts: Students will be able to recognize and negotiate cultural differences in verbal and nonverbal communication and will be willing and able to adapt appropriately to those differences.

VI. Proposed Curriculum Requirements

Courses:

- FRIT 3054: *The 21st-Century Skill: Intercultural Competence for Global Citizenship*: In this course students will develop cultural self-awareness, intercultural empathy, and an understanding of the patterns of behavior and values of people from different cultural contexts - all skills necessary for working and succeeding in the 21st century.
- COMM 3668 - *Intercultural Communication*: An examination of the role of intercultural communication in organizational contexts and the attendant effects on the creation and transmission of cultural consciousness, knowledge, tradition, and practices.
- One 2000-level or above course from the *Race, Ethnic and Gender Diversity* category of the new GE program.
- A study abroad or COIL course that meets the criteria of the GE integrative course (4 credits).
OR
A 3-credit study abroad/COIL course + another 2000-level or above course from the *Race, Ethnic and Gender Diversity* category of the new GE program.
OR
Two courses in a world language or a one-semester five-credit intensive course, such as Italian 5101.

Justification for the selection of these courses:

FRIT 3054 is a GE course that satisfies the Global Citizenship theme of the new GE (it currently satisfies the Diversity: Global Studies GE category) and is designed with an eye to establishing it as a foundational course for this certificate. This course guides students to understand the concept of intercultural competence, and then explore their cultural identity and their experiences with diversity and differences in both domestic and global contexts. In addition, students are guided to think about the meaning and

impact of language study on their development of ICC. This course addresses all three goals of this certificate.

COMM 3668 plays an integral role in ICC training, as students must understand the theories and practices of communicating across cultural differences. There is a subfield within ICC training devoted to intercultural communicative competence, and this course satisfies this aspect of ICC training. This course addresses goal 3 of this certificate.

The designers of this proposal opted to keep the course requirements narrowly defined. We scoured the course catalogue for courses that would be appropriate for this certificate, but found few if any that satisfied the spirit and goals of this certificate. We decided to require one 2000-level or above course from the *Race, Ethnic and Gender Diversity* category of the new GE program because we sought courses that included a theoretical perspective but also guided students to explore their identity and attitudes, beliefs and behaviors in terms of race, gender and ethnicity. These goals are directly reflected in the goals of this GE category.

Foundations: Race, Gender and Ethnicity	
Goals	Expected Learning Outcomes
GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, and cultural systems.	Successful students are able to... 1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
	1.2 Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
	1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
	1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.
GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.	2.1 Demonstrate critical self-reflection and critique of their social positions and identities.
	2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
	2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

The 2000-level or above course from the *Race, Ethnic and Gender Diversity* category of the new GE addresses goals 1 and 2 of this certificate.

Finally, education abroad, COIL course or world language study, in conjunction with COMM 3668, address goal 3 of this certificate.

VI. Enrollment

The proposed certificate is a Type 1b (embedded certificate for degree-seeking undergraduates currently enrolled). We plan to offer the Intercultural Competence Certificate as an embedded (on-campus) program to take advantage of existing courses and infrastructure across campus. We anticipate 100 students per year at its peak and expect that this certificate will be most popular among students who opt for the global option, students who study a world language, students who include study abroad in their curriculum, and engineering students as connections between STEM and the Humanities become more firmly established.

VIII. Completion process (Sample schedule)

There are several paths to completion of this certificate. The following are two examples.

Sample schedule 1:

Year 1	Year 2	Year 3	Year 4
Language 1101 Language 1102	Course from the <i>Race, Ethnic and Gender Diversity</i> category of the new GE program	FRIT 3054	COMM 3668

Sample schedule 2:

Year 1	Year 2	Year 3	Year 4
One course from the <i>Race, Ethnic and Gender Diversity</i> category of the new GE program	Study Abroad (GE)	FRIT 3054 (GE)	COMM 3668

IX. Program oversight and advising

We have designated an oversight committee for this certificate. This committee is charged with:

1. assessing essays submitted for assessment of the certificate;

2. modifying the reflection essay and rubric for assessment as necessary (see Assessment below and Appendix A);
3. reviewing the assessment results and deciding on revisions to the program if necessary;
4. overseeing the curricular requirements as courses and GE categories change over time;
5. adjusting the assessment process should curricular changes force modifications.

The oversight team for this certificate is Janice M. Aski (FRIT), Cindy Jiang (OIA), and Susan Kline (COMM). Janice Aski and Cindy Jiang have done a significant amount of research and teaching on ICC. Prof. Aski and Dr. Jiang have recently concluded a [longitudinal study](#) on the effects of incorporating ICC training into elementary-level Italian language courses. Dr. Jiang, who is a Senior Research Associate in the Office of International Affairs, has significant experience in research and assessment of intercultural competence and global learning. Dr. Kline is an Associate Professor in the School of Communication who researches and teaches courses in communication theory, persuasive skills, and interpersonal communication.

Janice M. Aski will serve as the main advisor for this certificate. Once students complete the required 4 courses (13+ credit hours) with a minimum 2.0 GPA, they will submit a completion form (Appendix A) to Prof. Aski who will work with Mary Ellen Jenkins in the advising office. The advising office will work with the University Registrar to generate the certificate.

X. Assessment

We will take several measures to assess the certificate program:

1. Reflection essay from FRIT 3354 or COMM 3668. A reflection essay will be assigned at the end of these two courses. This direct measure of student learning will assess the essays of only those students who are at the end of or within one course of finishing their coursework for the certificate. Since students cannot be asked to take their courses in a prescribed order, it is likely that an acceptable number of students will be captured in this way. Drs. Aski, Jiang and Kline will evaluate the essays using a rubric created by the oversight committee. Additional readers will be recruited as needed when the certificate program grows. (See Appendix A)
2. An intercultural learning experience survey (indirect measure) will be conducted by OIA;
3. Students will take a pre- and post- assessment using the [Intercultural Development Inventory](#) (IDI) in FRIT 3354 to measure growth over the semester. For those students who take the course as the last course of their certificate, this data will be a direct measure of student outcomes. Drs. Jiang and Aski, co-instructors of FRIT 3354 and both qualified administrators of the IDI, will evaluate the IDI results and run the debriefing sessions during the course.

Appendix A: Reflection Essay Assessment

Put a ✓ beside the requirements for the Intercultural Competence for Global Citizenship that you have satisfied.

<input type="checkbox"/> FRIT 3054: <i>The 21st-Century Skill: Intercultural Competence for Global Citizenship</i> (GE Global Citizenship)	<input type="checkbox"/> COMM 3668 - <i>Intercultural Communication</i>	<input type="checkbox"/> One 2000-level or above course from the <i>Race, Ethnic and Gender Diversity</i> category of the GE foundation	<input type="checkbox"/> A study abroad program that meets the criteria of the high impact (4+ credit) GE integrative education abroad experience. This includes virtual education abroad programs. OR <input type="checkbox"/> A 3-credit study abroad course + another 2000-level or above course from the <i>Race, Ethnic and Gender Diversity</i> category of the new GE program. OR <input type="checkbox"/> Two courses in a world language (GE World Languages) or one 5-credit intensive courses (e.g. IT 5101)
--	--	---	---

Essay prompt: In a minimum 350-word, well-organized and thoughtful essay, respond to each of the following questions:

1. Describe your cultural values and beliefs and how culture shapes your perceptions, biases and behaviors.
2. Give an example of a time that you interacted with a person or people from a different cultural background with perspectives that differed from your own. How did you react?
3. Continue the example in (2) by explaining how you adapted and how you behaved in order to achieve your goal.

Assessment rubric:

	Developing	Emerging	Proficient
Cultural self-understanding	Identifies own cultural rules and biases (prefers to seek the same in others)	Recognizes new perspectives about own cultural rules and biases (comfortable with complexities that new perspectives offer)	Articulates insights into own cultural rules and biases (seeks complexity and aware of how own experiences shaped these rules – shift in cultural self-description)
Empathy	Identifies components of other cultural perspectives but responds in all situations with own worldview	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one in interactions	Interprets intercultural experience from the perspective of own and more than one worldview and demonstrates ability to act in a supportive manner
Effective and appropriate communication in various intercultural contexts across differences	Identifies some cultural differences in communication and is aware that misunderstandings can occur but unable to negotiate a shared understanding	Recognizes and participates in cultural differences in communication and begins to negotiate a shared understanding	Articulates a complex understanding of cultural differences in communication

Results: An essay will be considered successful if the score for each category is 'emerging' or 'proficient'.

How this data will be used to improve the certificate:

Cindy Jiang, Janice Aski and Susan Kline will review the results and make the appropriate adjustments to the certificate.

**The Ohio State University
Arts and Sciences**

Intercultural Competence for Global Citizenship

Certificate type: Post-secondary Undergraduate Academic Certificate program;
Category 1b: Embedded in an undergraduate degree program

<p>Program Advisor Janice M. Aski (aski.1@osu.edu)</p> <p>Certificate description Intercultural competence is one of the essential learning outcomes for college graduates. Completion of the coursework and embedded experiences of this certificate will give students the tools to identify and actively manage the interpersonal challenges of the global and diverse workplace and gain a deeper understanding of the capabilities that they develop and the practical applications in the real world.</p> <p>List of courses to be taken FRIT 3054: <i>The 21st-Century Skill: Intercultural Competence for Global Citizenship</i> (GE Global Citizenship)</p> <p>COMM 3668 - <i>Intercultural Communication</i></p> <p>One 2000-level or above course from the <i>Race, Ethnic and Gender Diversity</i> foundation category of the GE program</p> <p><u>Choose one of the following:</u> A study abroad or COIL course that meets the criteria of the high impact (4+ credit) GE integrative education abroad experience. OR A 3-credit study abroad/COIL course + another 2000-level or above course from the <i>Race, Ethnic and Gender Diversity</i> foundation category of the new GE program. OR Two courses in a world language (GE World Languages) or one a one-semester 5 credit intensive course (e.g. IT5101)</p>	<p>Credit hours required A minimum of 13 hrs</p> <p>Overlap with courses in degree The certificate must be in a different subject than the major. Max 50% overlap with courses in a major, minor, other certificate, or GE.</p> <p>Grades required Minimum C- for a course to be counted on the certificate. Minimum of 2.0 cumulative GPA for all certificate course work.</p> <p>X193 credits Not permitted.</p> <p>Approval required The certificate course work must be approved by a college/school advisor</p> <p>Consult with Advisor For filing deadlines. For changes or exceptions to a certificate plan.</p>
---	---

College of Arts and Sciences

Intercultural Competence for Global Citizenship Certificate Program

Student Name: _____

Student OSU Email: _____

Certificate Advisor Name: _____

Required Core Courses (9 or 10 Hours)

Course (Hours)	Course Grade	Term Completed
FRIT 3054: <i>The 21st-Century Skill: Intercultural Competence for Global Citizenship</i> (GE 3 cr)		
COMM 3668 - <i>Intercultural Communication</i> (3 cr)		
One 2000-level or above course from the <i>Race, Ethnic and Gender Diversity</i> category of the new GE program (3 cr)		

Choose one of the following (4, 5, 6 or 8 cr)

Course (Hours)	Course Grade	Term Completed
A study abroad or COIL course that meets the criteria of the high impact (4+ credit) GE integrative education abroad experience.		
A 3-credit study abroad or COIL course + another 2000-level or above course from the <i>Race, Ethnic and Gender Diversity</i> category of the new GE program		
Two courses in a world language or one 5-cr intensive language course (e.g. Italian 5101)		

Total credits (13-18 cr): _____

Substitutions Approved: _____

Certificate Advisor Signature: _____

Date _____


Statement of Support: Certificate in Intercultural Competence



Renga, Dana
To Aski, Janice



1/22/2021

 You forwarded this message on 2/22/2021 5:15 PM.

Dear Janice,

I write to pledge FRIT's enthusiastic support for the Certificate in Intercultural Competence. The ICC Certificate is important and timely. In particular, with the incorporation of Intercultural Competence into the goals of the new GE and general awareness of its importance in our increasingly interconnected world (Intercultural Competence is ranked fourth of the top ten work skills needed for the future: <http://www.iftf.org/futureworkskills/>), we feel that the Certificate will have a broad appeal to students in ASC and beyond. As chair, I support your teaching of one of the required courses for the Certificate on an annual basis.

Sincerely, Dana

--

Dana Renga (she/her)
Professor and Chair, The Department of French and Italian
Co-Director, The Film Studies Program
Affiliate Faculty: Comparative Studies and Women's, Gender, and Sexuality Studies
The Ohio State University

February 17, 2021

Dr. W. Randy Smith, Vice Provost for Academic Programs Office
of Academic Affairs
203 Bricker
Hall 190 N.
Oval Mall
Columbus, OH 43210

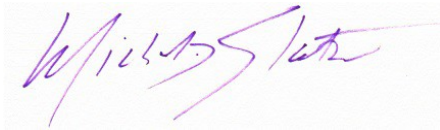
Dear Dr. Smith:

The School of Communication is happy to endorse the proposed undergraduate 12-semester credit certificate in *Intercultural Competence* overseen by the Office of International Affairs. This letter is to indicate my support and concurrence with the inclusion of Communication 3668: Intercultural Communication.

Please feel to contact myself (slater.59@osu.edu), or our Director of Undergraduate Studies Susan Kline (kline.48@osu.edu), with any questions you may have.

I encourage approval of this exciting new program.

Sincerely,



Michael D.
Slater
Director
Ohio State School of Communication
Social and Behavioral Sciences Distinguished Professor

FW: ICC Certificate



Jiang, Xinquan

To Aski, Janice

Cc Kline, Susan



Thu 10:03 AM

Dear Cindy,

The Office of International Affairs (OIA) offers its strong support for the *International Competence for Global Citizenship* certificate proposal. As clearly explained in this proposal, this certificate aligns well with the third goal of the new GE program, Education for global citizenship. In particular, it supports the efforts of the thematic pathway Citizenship for a just and diverse world and its intercultural competency learning objective.

I also appreciate your efforts on this collaborative proposal, and support your plans to co-teach, with Janice Aski, one of the required courses of the certificate, *FRIT 3054: The 21st-Century Skill: Intercultural Competence for Global Citizenship*.

Best, Fernando



Fernando Unzueta

Associate Vice Provost for Global Strategies and International Affairs

Professor of Latin American Literatures and Cultures

Office of International Affairs

140 Enarson Classroom Building, 2009 Millikin Rd, Columbus, OH 43210

614-292-9214 Office / unzueta.1@osu.edu


Fw: Undergraduate Certificate in Intercultural Competence



Kline, Susan
To: Aski, Janice
Cc: Jiang, Xinquan



7:46 AM

 If there are problems with how this message is displayed, click here to view it in a web browser.

From: Holt, Lanier F. <holt.341@osu.edu>
Sent: Tuesday, February 9, 2021 4:09 PM
To: Kline, Susan <kline.48@osu.edu>
Subject: Re: Undergraduate Certificate in Intercultural Competence

Susan,

Yes, I would be willing to have COMM 3668, Intercultural Communication, be included as part of the proposed certificate.

Lanier



Lanier Frush Holt, Ph.D.

Associate Professor

J.P. Morgan Chase Faculty Fellow: Office of Diversity and Inclusion

2020 Alumni Award for Distinguished Teaching Award Winner

Director, Holt Official Watch List (H.O.W.L.)/COAS Graduate School Preparation Program

School of Communication

ICC proposal-SOC committee likes it



Kline, Susan
To Ask, Janice
Cc Jiang, Xinquan



7:56 AM

Hi Cindy and Janice,

The SOC undergrad program committee approves our certificate proposal. Here are some comments--

I think the certificate looks comprehensive and would be positive for the School with minimum overload on anyone. Shouldn't the heading on the first page be rationale instead of rational?

I also think the certificate is comprehensive and will serve the School well in light of the new GE. And the essay requirement seems to be in good shape.

Looks good to me!

Ditto. I particularly like some of the conceptualizations included in the document.

I don't have any other obligations on my end from submitting the proposal to the College on behalf of the School.

Thanks for this work; I think we are doing something really good here for undergraduates!

Susan

concurrency request



Aski, Janice

To: Downey, Douglas

Cc: Jiang, Xinquan; Kline, Susan



12:09 PM



Intercultural Competence for Multicultural Engagement Certificate Proposal.docx
560 KB

Dear Prof. Downey,

My colleagues in OIA (Cindy Jiang) and Communications (Susan Kline) and I are planning to propose a certificate: *Intercultural competence for multicultural engagement*, the proposal for which is attached. I am writing to ask for concurrence from your department, since you have a certificate on *Diversity, equity and inclusion*. I believe that our two certificates are distinct in course requirements and by the fact that our certificate has an experiential learning component. I am writing to ask for concurrence from Sociology so that we can move our certificate forward. It is my understanding that we wait 2 weeks for a response, and that a lack of a response signifies concurrence.

Many thanks in advance for considering this concurrence.

Sincerely

Janice M. Aski (FRIT)

Re: concurrency request



Downey, Douglas

To: Aski, Janice



12:29 PM

You replied to this message on 3/1/2021 2:51 PM.

Janice,

We concur.

Doug Downey

Director of Undergraduate Studies

Department of Sociology



THE OHIO STATE UNIVERSITY

Doug Downey

Professor of Sociology

Director of Undergraduate Studies

College of Arts and Sciences

126 Townshend Hall, [1885 Neil Ave., Columbus, OH 43210](https://www.osu.edu/campus-map)

614-292-6681 Office

downey.32@osu.edu / <https://sociology.osu.edu/people/downey.32>

Pronouns: he/him/his