

**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-CT  
**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

- Intercultural Competence for Global Citizenship Certificate Proposal.docx: proposal  
*(Program Proposal. Owner: Aski,Janice Marie)*
- ICGC letter of support.doc: Letter of support - ASC  
*(Letter from the College to OAA. Owner: Vankeerbergen,Bernadette Chantal)*

## Comments

- This proposal includes all the letters except the letter from David Horn, which we have not received yet. *(by Aski,Janice Marie on 03/21/2021 08:31 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
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	04/01/2021 01:40 PM	ASCCAO Approval

# Intercultural Competence for Global Citizenship

## 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: When the Race, Gender and Ethnic Diversity category of the GE is populated with courses
- Academic units responsible for administering the certificate program: School of Communication, French and Italian (ASC), OIA.

## Rationale

We are proposing a flexible 13+ credit hour certificate program that will incorporate existing courses offered in the School of Communication and the College of Arts and Sciences and education abroad programs. Since many of the course are part of the General Education requirements, students will be able to ‘package’ their coursework into a transcriptable certification. This certificate has not been proposed previously.

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 (Deardorf, 2006).<sup>1</sup>

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):

<p><b>GOAL 3: EDUCATED GLOBAL CITIZENSHIP:</b>  <b>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.</b></p>	<p><b>3.1</b> Describe, analyze, and discuss the institutions and the diverse cultural traditions of both the U.S. and other nations, and issues of global interdependence.</p>
	<p><b>3.2</b> Examine, critique, and appreciate various expressions and implications of diversity, equity, and inclusion, both within and beyond U.S. society.</p>
	<p><b>3.3</b> Describe, analyze, and critique the roles and impacts of human activity on both human society and the natural world.</p>
	<p><b>3.4</b> Apply the knowledge, skills, attitudes and qualities of an interculturally competent global citizen in a range of contexts and across human differences.</p>

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

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<sup>1</sup> 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.

Theme: Citizenship for a Just and Diverse World	
Goals	Expected Learning Outcomes
<b>GOAL 1: <u>Citizenship</u>: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.”</b>	<b>Successful students are able to ...</b>  <b>1.1</b> Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
	<b>1.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
<b>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.</b>	<b>2.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.
	<b>2.2</b> 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:

<b>GOAL 2: CULTURE AND INTERCULTURAL COMPETENCE</b>  Successful students will demonstrate knowledge of target culture(s) and attitudes on cultural diversity reflective of an interculturally competent global citizen.	<b>Successful students are able to...</b>  <b>2.1</b> 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 3Ps across cultures and individuals.
	<b>2.2</b> identify and demonstrate attitudes on cultural diversity reflective of an interculturally competent global citizen (such as respect, openness, curiosity, and adaptability).

It is no surprise that 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. Indeed, intercultural competence is rated fourth of the top ten skills needed for working in the future.<sup>2</sup> More broadly, the course work 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 a deeper understanding of the abilities that they develop so that they can articulate them to future employers. More specifically, the expected learning outcomes of this certificate are the following:

<sup>2</sup> *Future Work Skills 2020*, a study conducted by the Institute for the Future for the University of Phoenix Research Institute in 2011 can be accessed here: <http://www.iftf.org/futureworkskills/>.

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 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 recognizes the perspectives of another cultural group.
3. **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 appropriately to those differences.

What makes this certificate unique is that it incorporates experiential learning, either through study abroad, virtual education abroad or full-immersion language courses. It is not obvious to many how learning a new language in a full-immersion environment contributes to the development of intercultural competence. Byram (1997:16)<sup>3</sup> highlights three psychological skills developed in world language education: the ability 1) to tolerate ambiguity in communication and tolerate the anxiety this generates; 2) to be mindful and cognitively aware of the process of communication rather than the intended outcome of said communication; 3) to adapt to the behavior and expectations of others. Janice Aski and April Weintritt (in progress) add to this list additional skills developed in full-immersion language learning with embedded intercultural learning: 4) cultural decentering through the development of cultural humility and 5) deeper self-knowledge through focus on expressing identity through the morphological structure of the new language.

### **Relationship to other programs**

The certificate, Intercultural Competence for Global Citizenship, is distinct from the *Diversity, Equity and Inclusion* certificate because it has a particular focus on experiential learning, either through language learning or education abroad. Concurrence from Sociology is attached.

### **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.

Middlebury: Intercultural Competence Specialization (16 credits – no experiential learning)  
Purdue University: Certificate via Workshop series through their Center for Intercultural Learning, Mentorship, Assessment and Research (CILMAR)

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<sup>3</sup> Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Clevedon, UK: Multilingual Matters.

Kansas State: Intercultural Competence Certificate (12 credits – no experiential learning)  
 University of Toledo: Certificate in Intercultural Competency (10 credits – no experiential learning)  
 Portland State University: Intercultural Competence for the Workplace (16-27 credits – includes language courses)  
 Indiana University: Diversity and Intercultural Competency (18 credits – no experiential learning)

## Curriculum Requirements

Courses:

- FRIT 3054: *The 21<sup>st</sup>-Century Skill: Intercultural Competence for Global Citizenship* (GE 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 program that meets the criteria of the high impact (4+ credit) GE integrative education abroad experience. This includes virtual education abroad programs.

OR

A 3-credit study abroad course + another course from the *Race, Ethnic and Gender Diversity* category of the new GE program.

OR

Two courses in a world language (GE World Languages) or a 5-credit intensive course (e.g. IT5101)

## Completion process (Sample schedule)

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

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

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	Summer Study Abroad (GE)	FRIT 3054 (GE)	COMM 3668

**Enrollment**

We plan to offer the Intercultural Competence for Global Citizenship 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, and students who include study abroad in their curriculum.

**Value of the program**

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.

**Completion Process/Program oversight**

Office of International Affairs will oversee administration of the 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 the advising office. The advising office will work with the University Registrar to generate the certificate.

**Assessment**

We will take several measures to assess the certificate program:

1. (Direct measure) Reflection essay assigned at the end of FRIT 3354 and COMM 3668: assess essays of students who are in the last course of their certificate requirement each semester using a rubric based on the AAC&U Value Rubric for Intercultural Knowledge and Competence. Susan Kline, Cindy Jiang and Janice Aski will evaluate the essays. Additional readers will be recruited from OIA as needed when the certificate program grows. (See Appendix A)
2. (Indirect measure) An intercultural learning experience survey will be conducted by OIA.
3. (Direct measure) Students will take a pre- and post- assessment using the Intercultural Development Inventory (IDI) (<https://idiinventory.com/>) 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, which we will track. Cindy Jiang and Janice 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 21<sup>st</sup>-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 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)
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**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 your how you communicated and how you behaved in order to achieve a successful interaction.

**Assessment rubric:**

	<b>developing</b>	<b>emerging</b>	<b>proficient</b>
<b>cultural self-understanding</b>	Identifies own cultural rules and biases (prefers to seek the same in others)	Recognizes new perspectives about own cultural rules and biases (comfortable with	Articulates insights into own cultural rules and biases (seeks complexity and aware of how own



		complexities that new perspectives offer)	experiences shaped these rules – shift in cultural self-description)
<b>empathy for cultural Others</b>	Identifies components of other cultural perspectives but responsin in all situations with own world view	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than on in interactions	Interprets intercultural experience from the perspective of own and more than one worldview and demonstrates ability to act in supportive manner
<b>Effective and appropriate communication in various intercultural contexts across differences</b>	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 communicaiotn 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><b>Program Advisors</b> Janice M. Aski (<a href="mailto:aski.1@osu.edu">aski.1@osu.edu</a>), Cindy Jiang (<a href="mailto:jiang.533@osu.edu">jiang.533@osu.edu</a>), Susan Kline (<a href="mailto:kline.48@osu.edu">kline.48@osu.edu</a>)</p> <p><b>Certificate description</b> Intercultural competence is rated as one of the top skills needed for working in the future. Completion of the course work 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 a deeper understanding of the abilities that they develop so that they can articulate them to future employers.</p> <p><b>List of courses to be taken</b> FRIT 3054: <i>The 21<sup>st</sup>-Century Skill: Intercultural Competence for Global Citizenship</i> (GE Global Citizenship)  COMM 3668 - <i>Intercultural Communication</i>  One 2000-level or above course from the <i>Race, Ethnic and Gender Diversity</i> foundation category of the GE program  <u>Choose one of the following:</u> A study abroad or virtual education program that meets the criteria of the high impact (4+ credit) GE integrative education abroad experience. OR A 3-credit study abroad course + another 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 5 credit intensive course (e.g. IT5101)</p>	<p><b>Credit hours required</b> A minimum of 13 hrs</p> <p><b>Overlap with courses in degree</b> 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><b>Grades required</b> Minimum C- for a course to be counted on the certificate. Minimum 2.00 cumulative point-hour ratio required for the certificate. (3.00 for a graduate certificate)</p> <p><b>X193 credits</b> Not permitted.</p> <p><b>Approval required</b> The certificate program description sheet indicates if the certificate course work must be approved by: The academic unit offering the certificate, or A college/school advisor.</p> <p><b>Consult with Advisor</b> For filing deadlines. For changes or exceptions to a certificate plan.</p>
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**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 21<sup>st</sup>-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 virtual education program that meets the criteria of the high impact (4+ credit) GE integrative education abroad experience.		
A 3-credit study abroad course + another 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  
ProgramsOffice of Academic Affairs  
203  
Bricker  
Hall 190  
N. Oval  
Mall  
Columbus, OH 43210

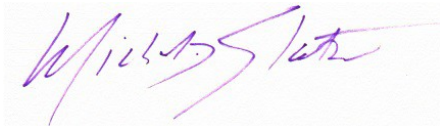
Dear Dr. Smith:

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



THE OHIO STATE UNIVERSITY

**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](mailto: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.

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**From:** Holt, Lanier F. <[holt.341@osu.edu](mailto:holt.341@osu.edu)>  
**Sent:** Tuesday, February 9, 2021 4:09 PM  
**To:** Kline, Susan <[kline.48@osu.edu](mailto: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: Aski, 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



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



### Doug Downey

Professor of Sociology

Director of Undergraduate Studies

College of Arts and Sciences

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

614-292-6681 Office

[downey.32@osu.edu](mailto:downey.32@osu.edu) / <https://sociology.osu.edu/people/downey.32>

Pronouns: he/him/his



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