To: Speaker of the Rice University Faculty Senate  
Chair of the Committee on the Undergraduate Curriculum  
From: Faculty of the Center for Languages and Intercultural Communication  
Office of the Dean, School of Humanities  
Date: January 8, 2016  
Re: Proposal for Certificate of Languages and Intercultural Communication

In 2002, language departments at Rice University began to solely house literature/culture-focused faculty and courses, while the newly formed Center for the Study of Languages (CSL) housed the language instructors and courses. Subsequently in 2013, in response to the outcome of an external evaluation of the center and the arrival of a new director with expertise in Second Language Acquisition (Prof. M. Rafael Salaberry), the former CSL became the Center for Languages and Intercultural Communication (CLIC). The change of name signaled a realignment of the entire vision and mission of the center along with a restructuring of the pedagogical structure of the courses offered by CLIC—including a complete redesign of ALL language courses. The curricular restructuring reflected a more ambitious academic objective intended to provide not just the acquisition of a second language, but also the development of critical thinking skills related to intercultural communication. For CLIC the next natural step is the creation of the certificate being proposed here as it aligns with the university’s 21st century vision of “Unconventional Wisdom”.

It is precisely through the “Unconventional Wisdom” campaign that Rice sought to stand out as an institution that creates a student body prepared to be global citizens in the 21st century. Specifically, in the town hall meeting of spring of 2015 President Leebron emphasized that students’ undergraduate experiences should lead to an impact on the world. Not surprisingly, the current need for students to develop and demonstrate their competence in a second language, and more importantly, their ability to successfully interact with speakers of other languages (sometimes even in English) continues to rise as the world continues to function under global integration.

This document outlines the justification, requirements, and structure of our proposed Certificate of Language and Intercultural Communication. First and foremost, this document details how the center’s academic focus contributes to the undergraduate curriculum.

We thank you for taking into consideration our proposal.

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1 Currently CLIC houses 12 different languages.
I. JUSTIFICATION

How does the program enhance the undergraduate curriculum?

The academic objective of our language courses: Through the curricular changes implemented in all of CLIC’s courses, students receiving the Certificate of Language and Intercultural Communication will walk away with not only language proficiency, but will also be competent in intercultural communication. Intercultural communication is focused on the varied sociocultural and sociolinguistic processes that influence how one communicates with speakers of a particular language, primarily through the spoken language. The essential point behind intercultural communication is that we perceive the world (and interact with it) through linguistic practices that are shaped by specific cultural ways of using language. Any encounter with a new language (and the culture embedded within that language) will be filtered by our own “pre-conceptions” of how we use that new linguistic code to interact with others. Learning another language and, thereby learning how that language is used, leads students to engage in an analytic process of discovery of how identity is expressed, how social rapport is established with others, how dialogues are co-constructed, how we converge on common understandings, etc. Norton Peirce (1995, p. 18) expressed it clearly when she stated that:

> when language learners speak, they are not only exchanging information with target language speakers but they are constantly organizing and reorganizing a sense of who they are and how they relate to the social world. Thus, an investment in the target language is also an investment in a learner’s own social identity, an identity which is constantly changing across time and space (stress added)

We note that Norton Peirce highlights the process of speaking among second language learners as they develop a sense of identity through the dynamics of language use. For the purpose of this certificate, we make a distinction between intercultural communication processes embedded in spoken and written modes of communication respectively by primarily focusing on the development of face-to-face, dialogic, interactional knowledge.

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From a pedagogical perspective, it is precisely the study of these processes of communication and social interactional mores within socio-cultural contexts that help language users/learners become effective in a second language. What is more, the study of intercultural communication helps students gain increased awareness about communicative processes in their first language as well. At the very least, intercultural communication should help students understand that merely speaking a language is not enough to successfully work within and with communities of foreign languages (or other speakers of our own primary language for that matter). Moreover, these are processes that can and should be incorporated to the study of languages from the very first course that students can take.

The problem with traditional language courses: Unfortunately, most second language courses, especially in the first semesters of instruction are focused on developing a transactional approach to communication (i.e., one devoid of interactional components). This delimited pedagogical approach, although communicative in orientation, leads students to focus primarily on language analysis with a minimal co-text, but without a relevant and necessary analysis of the sociolinguistic and sociocultural contexts that shape language use. Furthermore, the failure of many a pedagogical approach is not solely attributed to the type of language analysis conducted through classroom interactions, but it is also typically associated with the lack of experiential learning opportunities for the use of a second language. From a pedagogical perspective, the integration of the concept of intercultural competence to a second language classroom is only achieved when we engage learners with linguistic and interactional analysis of real language samples, both inside and outside the classroom. This certificate is intended to address these two goals (i.e., interactional competence and experiential learning in context) in order to supplement the educational experience of Rice students.

Why our language courses are different: Specifically, our language courses deviate from what has historically been seen as a space for the acquisition of memorized data, grammar structures, and cultural side notes into a space for the critical engagement with and analysis of language as a system of communication and of cultural expression. Furthermore, intercultural communication is neither subsumed nor replaced by knowledge about the culture(s) of second language communities. Knowledge about cultural aspects of second language speakers makes reference to the information about the history, architecture, art, music or other cultural artifacts/traditions of groups who speak the target language being studied. Even though the cultural information listed above provides an important background that is necessary to understand the context of language use, it does not replace the role played by the process of interactional practices enacted through linguistic interactions.

Through the rational integration of sociolinguistic learning goals (defined by the broad perspective of intercultural communication) along with experiential learning opportunities (implemented with sociocultural experiences such as study abroad and professional internships), the Center for Languages and Intercultural Communication proposes the Certificate of Language

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4 While many relate cultural competence within basic language courses to teaching “fun cultural facts” to students, CLIC has dedicated the last three years to move away from anecdotal and/or artificial ways of teaching culture. Our curricular redesign has focused on using language itself as the medium through which cultural and sociological differences are expressed and understood in various language communities.
and Intercultural Communication as a direct way to enhance the Rice University undergraduate curriculum. Specifically, using the foundational principles of intercultural competence and experiential learning, the certificate creates an academic opportunity for students to develop a strong foundation to develop their overall communicative and interactional abilities in both their first and second languages.

**What is the need or demand for the certificate program?**

**Demand for multilingual graduates:** In general, the demand for workers who are bilingual and can function within international settings is at the same time obvious but overlooked. Our globalized economy seeks professionals with linguistic and cultural proficiency coupled with specialized knowledge in many fields. In 2013, *CNN Money* added this note to their article *The Hottest Job Skill is*..., “The Army, NYPD and State Department can't get enough workers with this job skill. Neither can Fortune 500 companies, hospitals, local courts and schools. What is it? Fluency in a foreign language.” More importantly, the article is filled with examples of how multi-national companies seek professionals with two skill-sets:

Kari Carapella, a senior recruiter for staffing firm Adecco Engineering & Technical, is currently trying to fill a job for an engineering translator in Big Falls, NY. The ideal candidate must not only be fluent in Japanese, but also understand electrical and mechanical engineering blueprints and documents.

Additionally, the article cites the website *Indeed* and the number of jobs requiring bilingual workers. In 2015, a total of 87,651 job postings include the word bilingual as a part of their job description. For CLIC it is obvious that the research and data at the international and national level supports the need for linguistically and culturally proficient professionals.

**Benefits of second language abilities:** The benefits of learning to interact with speakers of languages other than English cannot be emphasized enough. In contrast with previous generations, today’s college students are very likely to work in diverse multicultural (and many times multilingual) environments. Moreover, the benefits of this type of education are not restricted to students in the Humanities. For instance, in 2013 *Engineerjobs.com* published an article that underlines the benefits of second language knowledge:

> “What’s more, engineering advancements typically aren’t limited to a single country or market, and multilingual communication is critical when multinational targets are involved. Foreign language skills are essential for making global communications happen, and the ability to speak any language, even the less

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5 *Indeed.com* is an employment-related search engine for job listings launched in November 2004. As a single-topic search engine, it is also an example of vertical search. Indeed, it is currently available in over 50 countries and 28 languages. In October 2010, *Indeed.com* slipped past *Monster.com* to become the most high-traffic job website in the United States.” Wikipedia

6 The Office of Institutional Research at Rice University shows that in the fall of 2014, the majority of Rice undergraduates (91%) intended to study in fields outside of Humanities: Engineering, Architecture, Social Sciences, Music, or Natural Science majors.
common ones, can make the difference between being hired, promoted or even just making more money.” Fenstermacher added.

Along the same lines, Columbia University compiled a list of extra requirements for Medical School based on the Medical School Admission Requirements website and, out of 68 Medical Schools on the list more than 40% (28 schools) explicitly stated the requirement of second language knowledge. Of similar importance is the need for linguistic and cultural competency for working in fields related to Health and Human Services as highlighted through the Clear Communication program sponsored by the National Institutes of Health. This program includes three focus areas of which cultural competency is one of them:

“The emerging, growing field — and movement — of cultural competence is closely linked to the effort to reduce health disparities, differences between groups of people that may negatively affect individual access to quality health care. As a strategy, cultural competence is designed to improve quality and eliminate disparities in health care.”

**Most Rice students achieve limited levels of second language abilities:** At Rice University, we seek to give students a space to develop specialized knowledge in a second language and intercultural communication. CLIC would be responding to the needs of the majority of the Rice students who do not declare language majors. Indeed, out of a total of 1,277 majors completed between 2014 and 2015 only 3.7% (47) of them were in Asian Studies, French, German, Hispanic Studies, Latin American Studies, or Spanish & Portuguese. The vast majority of students (96.3%) majored in fields not related to becoming literary/cultural experts, and could potentially benefit from our certificate. Our unique certificate will tap into this specific group of students by complementing their own specific majors with our language and intercultural communication certificate.

**Similar programs in competing institutions:** Finally, many of our sister institutions provide formal recognition for the work that their students carry out in second languages to achieve a global educational experience. Of the top Princeton-reviewed universities, Princeton, Harvard, Yale, Stanford, SMU, St. Edward’s, Trinity, Georgetown, Emory, and Notre Dame all offer Certificates, Notations, or Fields that are similar to what CLIC is proposing for Rice. If Rice is to maintain its status among the best universities and as an institution focused on progress, our certificate becomes a necessary academic tool to achieve that objective.
Is there any potential for the certificate to attract students to the detriment of existing majors or minors?

Adding value to the academic experience of undergraduates: The Certificate enhances the Rice undergraduate curriculum by developing linguistic and intercultural skills that are not expressly covered in the curriculum of language departments. The targeted learning experiences provided by the Certificate program are focused on providing a platform for the intersection of students’ academic goals and linguistic skills so as to transfer the classroom knowledge into real world experiences. The most salient and unique aspect introduced by the Certificate is the incorporation of experiential-learning opportunities that can help students develop such linguistic and intercultural competence, thus adding value to the undergraduate experience.

Experiential learning: A major in a language does not focus primarily on the development of experiential learning. For instance, our Spanish for the Professions courses and our brand new SPAN 323 Internship course allow students to intern for organizations focused on the Spanish-speaking community. This hybrid internship course is designed to give students the opportunity to apply their language skills within a professional context with the guidance of a professor which differs from traditional internships that send students off to the field without oversight. Each student is matched with an organization or institution that fits their future professional goals and that requires students’ to use Spanish.

Study Abroad: With regards to Study Abroad, our certificate privileges study abroad experiences that are designed and administered by CLIC. These programs are set apart from traditional study abroad programs because of (a) their focus on academic achievement, and (b) the direct involvement of Rice faculty in the design, implementation and assessment of outcomes. CLIC summer study abroad programs translate the top quality education Rice students are used to here on campus to their experience abroad. Currently, both Chinese and Spanish are working on what we denote as Externships which are Internships in an international setting. Again, instead of simply sending students abroad with the hopes that certain linguistic and sociocultural competences are reached, CLIC oversees the creation and administration of externships.

Distinct academic objectives: The major departments or centers at Rice that would seem to be affected by our certificate are: Asian Studies, Classical and European Studies (CES), and Spanish, Portuguese, and Latin American Studies (SPLAS). Our certificate would not negatively affect those majors or centers because the certificate and the majors have different objectives. Take, for example, Asian Studies and their academic goal: “Develop a broad historical and geographic knowledge about Asia as a transnational region. Demonstrate a focused knowledge...

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7 While not explicitly asked of majors, study abroad is often encouraged through courses that include travel like Trends in Cuban Culture that includes a trip to Cuba or the study abroad program for 3rd year students in French. These study abroad programs are not in competition with each other; they are complementary. By having study abroad programs as a part of our certificate (implemented after the first year of instruction at CLIC) we are sending better prepared and more experienced students on to the language departments once they reach their third year of studies.

8 321-Spanish for Business I, 321-Spanish for Medical I; 322-Spanish for Business II, 321-Spanish for Medical Professions.

9 The French Studies Program self-reports having had students in the past intern while in France. As stated above, our certificate would complement the work to be accomplished at the department level.

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on a specific topic and/or area in and about Asia.” This goal does not make reference to sociolinguistic competence in Asian languages, which is the role our certificate would fulfill. The other two departments that would seem to be involved are SPLAS and CES. Both of these departments and their fields of study focus on the creation of literary and cultural experts. Take for example the German major: “The department covers German history, literature, and culture, from the seventeenth century to the present, with a strong emphasis on Germany’s role in a wider European and transatlantic context.”

Complementary goals: We reiterate that the group of students who would fulfill the requirements for the certificate is not one that would trade majoring in a language with the desire to become literary/cultural experts; our focus group is the 96.3% of students who are not doing studies in a second language. Furthermore, given the course requirements and, especially, the substantive study-abroad experience required by the CLIC Certificate, it is likely that students who complete the Certificate early on in their studies (e.g., Sophomores or even Juniors) may be interested in pursuing a major in one of the languages offered by the Departments of CES and SPLAS.

Is the certificate different in structure and purpose from a minor?

Minors only demand academic coursework and are housed and administered under particular academic departments with the goal of allowing “students [to] both master a core body of knowledge and obtain a broad overview of a subject outside their major focus of study.” As previously stated, and as will be clear in the requirements listed in this proposal, our certificate has a focus on marrying the acquisition of academic knowledge related to intercultural communicative competence (in primarily spoken interactional settings) with experiential-learning opportunities to develop such competence.

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10 General Announcements page of rice.edu.
II. DESCRIPTION OF CERTIFICATE REQUIREMENTS
The proposed certificate will be offered through CLIC in coordination with the Departments of CES and SPLAS. Students receiving the certificate will have completed (a) coursework in the language selected, (b) experiential learning through an approved study abroad program, and (c) an assessment procedure to evaluate proficiency outcomes.

A. COURSE REQUIREMENTS: 11
1. Two courses (three credit hours each) taught in the target language at the 200-level or above.
2. Two courses (three credit hours each) taught in the target language at the 300-level. At least one of the courses must be taken in one of the Language Departments (CES & SPLAS).

French and German:
All 300-level courses in those languages are taught by the Department of CES; thus students register for both required 300-level courses through the Department of CES.

Portuguese and Spanish:
Students may fulfill the 300-level course requirement through courses offered by CLIC or SPLAS with the following conditions:
   i. whenever students complete two 200-level courses offered by CLIC, they must take a minimum of ONE 300-level course taught by the Department of SPLAS.
   ii. whenever students fulfill either one or both of the 200-level course requirements with a 300-level course, they must register for a minimum of TWO 300-level courses offered by the Department of SPLAS.

Other languages (other than French, German, Portuguese or Spanish)
In cases when 300-level courses are not offered regularly, students can
   i. take another 200-level course if available, or
   ii. submit a request to transfer credit whenever applicable.

B. EXPERIENTIAL LEARNING
Students must take at least one of the required courses through a Rice Faculty-led study abroad program that provides experiential learning opportunities (e.g., service learning, community service, etc.). In cases when there are no Rice Faculty-led programs offered, students should consult with the corresponding advisor for alternative options that include the academic goals associated with the certificate. In addition, whenever possible, students should register for courses that provide experiential learning opportunities in the form of internships, community service and similar learning options.

C. OUTCOMES ASSESSMENT
In order to receive the certificate, students will complete an examination consisting of an oral exam in the target language and a 500-word essay written in the target language. Students completing the Certificate are expected to reach level B2 (Independent User) of the Common

11 In order for the courses to count towards the certificate, students must make a B+ or better.
European Framework of Reference for Languages (CEFR) in the selected language. Students receiving the certificate cannot fail the test; they simply are given information about the level of competence obtained after completing the certificate requirements. The level reached will be noted on the certificate.

III. CERTIFICATE FACULTY AND ADVISORS

Faculty Members
- Maher Awad — Arabic
- Liang Fu & Pei-Ting Tsai — Chinese
- Maryam Emami & Gheorghe Socaciu — French
- Katharina Kley — German
- Cristina Giliberti — Italian
- Naoko Ozaki — Japanese
- Hee-Jeong Jeong — Korean
- Helade Santos — Portuguese
- Jonathan Z. Ludwig — Russian
- Victoria Abad, Viqui Arbizu-Sabater, Aymara Boggiano, Kevin Garcia Cruz, Raquel Gaytan, Jorge Iglesias, Paul Leeman, & Jose Narbona — Spanish

Certificate Administration & Advisors
1. Rafael Salaberry, Director, CLIC — Administration for all languages
3. Luziris P. Turi, Associate Director, CLIC — Administration and Advising for: French, German, Italian, Portuguese and Spanish.

Certificate Steering Committee
The steering committee will oversee the curriculum, review and approve requests for the use of equivalent courses taught in the language departments or CLIC, review assessment data and outcomes, and alert administrators of needed changes. Except for the Director of CLIC, who acts as the permanent Chair of the Steering Committee, each position is by appointment for a period of 2 years.
1. Director of CLIC
2. One student who has completed the certificate
3. One faculty member affiliated with CLIC
4. One faculty member from the Department of SPLAS
5. One faculty member affiliated with the Chao Center for Asian Studies
6. One faculty member affiliated with the Department of CES representing German Studies
7. One faculty member affiliated with the Department of CES representing French Studies

IV. PROCEDURES & QUALIFICATIONS FOR ADMISSION
Students interested in pursuing the CLIC Certificate of Language and Intercultural Communication must follow these steps:
1) Email of intent sent to the appropriate advisor of the target language. Email should include:
   (a) Pertinent demographic data including year of study and intended graduation date.
   (b) Language that student will select for the Certificate.
   (c) A 500-word statement specifying the academic objective pursued by the student.
   (d) Unofficial transcript that shows what work has already been done in the target language, including results of placement test if relevant.
2) The advisor will review the contents of the email of intent and decide if the student can complete the requirements for the Certificate.
3) Once it is determined that it is viable for the student to successfully complete the certificate requirements, their information will be entered into a database that will have their information.
4) When a student has completed all coursework and the study abroad experience, they should contact their advisor to arrange testing.

V. PROGRAM LEARNING OUTCOMES, CURRICULAR MAP, & ASSESSMENT PLAN

Program-Level Learning Outcomes
Students who successfully complete the Certificate of Language and Intercultural Communication will be able to:

1. … communicate and interact with speakers of a second language (in both oral and written modes of communication) at an intermediate-advanced level.
2. … critically analyze both the target language and their native language as systems of communication.
3. … identify structural, conceptual, social and cultural aspects associated with language use (including their own native language).
4. … understand the implications of cross-cultural understanding and intercultural communication.
5. … function as productive members of a society in which multilingualism and multiculturalism are the norm rather than the exception.

Curriculum Map of Learning Outcomes
The table below provides a breakdown of how our program-level learning outcomes are aligned with our specific courses and programs of experiential learning.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>200-level</th>
<th>300-level</th>
<th>Experiential Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>B1-B2</td>
<td>B2-C1</td>
<td>C1-C2</td>
</tr>
<tr>
<td>Outcome 2</td>
<td>R &amp; A</td>
<td>M &amp; A</td>
<td>R, M &amp; A</td>
</tr>
<tr>
<td>Outcome 3</td>
<td>R &amp; A</td>
<td>M &amp; A</td>
<td>R, M &amp; A</td>
</tr>
<tr>
<td>Outcome 4</td>
<td>R &amp; A</td>
<td>M &amp; A</td>
<td>R, M &amp; A</td>
</tr>
<tr>
<td>Outcome 5</td>
<td>R &amp; A</td>
<td>M &amp; A</td>
<td>R, M &amp; A</td>
</tr>
</tbody>
</table>
Process Goals for Student Learning Outcomes
Students will experience:

1. … the integration of classroom learning with experiential learning.
2. … a broad educational experience through a balanced combination of coursework, experiential learning and community involvement.
3. … the systematic analysis of language use in context to identify the linguistic, social and cultural aspects that define second language interactional abilities
4. … a Rice study abroad experience that allows them to be a part of the community through home-stays, service learning and language partners.
5. … the opportunity to complement the students' own professional goals through language and career specific internships here in Houston or abroad.

Possible Completion Plans

<table>
<thead>
<tr>
<th>Level</th>
<th>Year 1</th>
<th>Summer 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>No previous knowledge</td>
<td>1st Year Language Courses</td>
<td>Rice-in-Country¹²</td>
<td>Third year Language Courses</td>
<td>Fall - Testing</td>
<td>—</td>
</tr>
<tr>
<td>Second year Level</td>
<td>Second year Language Courses</td>
<td>Rice-in-Country or EQUIVALENT¹³</td>
<td>Third year Language Courses</td>
<td>Fall - Testing</td>
<td>—</td>
</tr>
<tr>
<td>Third year Level</td>
<td>Third year Language Courses</td>
<td>Rice-in-Country or EQUIVALENT¹⁴</td>
<td>Third year Language Courses</td>
<td>Fall - Testing</td>
<td>—</td>
</tr>
</tbody>
</table>

¹² Rice-in-Country Programs cover the Second year-level (6 credits).
¹³ For abroad experiences that are not Rice-in-Country the consultation with the advisor will guide students to choosing a program that includes the academic goals associated with the certificate.
¹⁴ For abroad experiences that are not Rice-in-Country the consultation with the advisor will guide students to choosing a program that includes the academic goals associated with the certificate.
## Assessment Plan

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO)</th>
<th>Intermediate courses</th>
<th>Advanced Courses&lt;sup&gt;15&lt;/sup&gt;</th>
<th>Rice-in-Country&lt;sup&gt;16&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>To communicate and interact with speakers of a second language (in both oral and written modes of communication) at a B2 level per the CEFR</td>
<td>Chapter exams Videoconference Presentations Essays Service learning</td>
<td>Exams Language partners Essays Service Learning</td>
<td>Exams Language partners Essays Service learning Host family living</td>
</tr>
<tr>
<td>To critically analyze both the target language and their native language as systems of communication.</td>
<td>Data collection Data analysis Exams w/ data analysis</td>
<td>Data collection Data analysis Exams w/ data analysis</td>
<td>Data collection Data analysis Exams w/ data analysis</td>
</tr>
<tr>
<td>To identify structural, conceptual, social and cultural aspects associated with language use (including their own native language).</td>
<td>Data collection Data analysis Exams w/ data analysis</td>
<td>Data collection Data analysis Exams w/ data analysis</td>
<td>Data collection Data analysis Exams w/ data analysis</td>
</tr>
<tr>
<td>To understand the implications of cross-cultural understanding and intercultural communication.</td>
<td>Data collection Data analysis Exams w/ data analysis</td>
<td>Data collection Data analysis Exams w/ data analysis</td>
<td>Data collection Data analysis Exams w/ data analysis</td>
</tr>
<tr>
<td>To function as productive members of a society in which multilingualism and multiculturalism are the norm rather than the exception.</td>
<td>Service learning</td>
<td>Service learning</td>
<td>Service learning Host family living Language partners</td>
</tr>
</tbody>
</table>

<sup>15</sup> This includes the type of assessment in the Internship course.

<sup>16</sup> For abroad experiences that are not Rice-in-Country the consultation with the advisor will guide students to choosing a program that includes the academic goals associated with the certificate.
MEMO

To: The Rice Committee on the Undergraduate Curriculum and the Faculty Senate

From: Nicolas Shumway, Dean of Humanities

Re: CLIC Proposal for a Certificate in Languages and Intercultural Communication

Date: January 11, 2016

I write in support of the CLIC proposal for creating a certificate in foreign languages and international communication. The certificate will attest that students have met a high level of competence in a second language. Currently, the only undergraduate major at Rice with a language-competency requirement is Latin American Studies. The CLIC certificate will make visible our students’ accomplishments in a second language.

I note with pleasure that the proposal has the support of the programs in French Studies, German Studies, Hispanic Studies, and Asian studies, and that representatives of these programs will serve on the certificate steering committee.

I am also impressed by the Certificate’s design in that it requires study abroad, in either one of the CLIC summer courses or in a regular semester abroad. The Certificate design also creates ample space for experiential learning through internships and externships, many of which will occur abroad. I am also confident that the faculty of the CLIC and the foreign literature programs can provide adequate teaching and administrative support for the certificate.

In conclusion, this is a well designed and well supported proposal that will enhance the education of many Rice students. I give it my full support.
To: Rice University Faculty Senate Committee on the Undergraduate Curriculum
From: Dr. Gisela Heffes, Associate Professor of Spanish and Portuguese
Date: January 6, 2016

Re: Letter of Support for the Certificate of Languages and Intercultural Communication

Dear Committee,

I am writing in my capacity as the representative of the Department of Spanish and Portuguese to express my support for the Certificate of Language and Intercultural Communication being proposed by CLIC.

The proposed Certificate will help students at Rice to achieve a foreign language proficiency level by offering them courses that are combined with a study abroad program. I am very enthusiastic that students will benefit from this and further enrich their curriculum.

The certificate program also will enable all language instructors across all national languages to be organized around a common pedagogical objective for students taking courses at the Center. I am also hopeful that the certificate program will serve as an optimal bridge between the CLIC courses and the upper-level courses offered within the Spanish & Portuguese department.

Sincerely,

Gisela Heffes
To: Speaker of the Rice University Faculty Senate

From: Astrid Oesmann, Associate Professor of German

Subject: Proposal for Certificate in Languages and Intercultural Communication

Date: Jan. 7, 2016

I write to state my support for the certificate program that CLIC seeks to establish. Pursuing a major in a foreign language is not an option for many Rice undergraduates. By making the completion of two 200-level courses a requirement, the certificate program has the potential to attract larger numbers of undergraduates to the study of foreign languages. The fact that at least one 300-level course is required, will introduce students to upper-level language classes in French and German Studies. The certificate thus takes advantage of the academic possibilities in CLIC and in French and German Studies.

In its current form, the certificate could help to implement the recommendation of the recent outside review of CLIC (then called the Center for the Study of Language) by creating a “pathway for learners to follow as they progress through the curriculum,” as well as uniting CLIC faculty and tenure-line faculty in a common mission.

Sincerely,

[Signature]

Astrid Oesmann
Associate Professor of German
Program Advisor for German Studies
Department of Classical and European Studies
Rice University
M. Rafael Salaberry  
Director, CLIC

December 18, 2015

Dear Rafael:

I am writing to express my support for the certificate program that CLIC is proposing to introduce.

The certificate should dovetail nicely with the curricula of the foreign language departments and will fulfill a need on campus. In particular, I salute the enhanced role of study abroad. Not only should this be an essential part of all undergraduate education, but I anticipate that this exercise will win us converts to the cultures involved, and therefore may well increase the numbers of recruits to the language departments.

In sum, I hope to see the program accepted by the SUC and implemented.

Best,

[Signature]

Philip Wood  
Associate Professor of French Studies
To: Rice University Faculty Senate  
Committee on the Undergraduate Curriculum  

I am writing this letter in support of Certificate in Languages and Intercultural Communication proposed by Center for Languages and Intercultural Communication.

In my view, this certificate will enhance Rice students’ enthusiasm for learning languages that are directly convertible toward cultural proficiency. Rather than mechanically acquiring a language out of socio-cultural and historical context, this certificate aims to render the language-learning into an experience that immerses students into cultural context. I fully appreciate the importance as well as a competitive edge that this certificate offers compared to other comparable degrees offered in peer institutions.

As the Director of the Chao Center for Asian Studies, as well as a member of the Advisory Board for CLIC, I am really glad that this certificate is being proposed. I hope that my colleagues in the Senate will agree with me in endorsing its value and validity.

Thank you.

Sonia Ryang  
Director, CCAS
VII. Official Name of the Certificate and Description for General Announcements

*Rice University General Announcements Text*
> under Programs of Study
> under Departments and Programs
> under Center for Languages and Intercultural Communication

http://ga.rice.edu/programs.aspx?FID=2147483677

**Center for Languages and Intercultural Communication**

**The School of Humanities**

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**Tab 1: Departmental Information**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
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<tr>
<td><strong>Director</strong></td>
<td>M. Rafael Salaberry</td>
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<tr>
<td><strong>Associate Directors</strong></td>
<td>Luziris Turi</td>
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<td></td>
<td>Meng Yeh</td>
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<tr>
<td><strong>Lecturer in Arabic</strong></td>
<td>Maher Awad</td>
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<td><strong>Lecturers in Chinese</strong></td>
<td>Liang Fu</td>
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<td></td>
<td>Peiting Tsai</td>
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<td>Meng Yeh</td>
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<td><strong>Lecturers in French</strong></td>
<td>Maryam Emami</td>
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<td>Gheorghe Socaciu</td>
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<tr>
<td><strong>Lecturer in German</strong></td>
<td>Katharina Kley</td>
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<td><strong>Lecturer in Hebrew</strong></td>
<td>TBA</td>
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<td><strong>Lecturer in Hindi</strong></td>
<td>TBA</td>
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<td><strong>Lecturer in Italian</strong></td>
<td>Christina Giliberti</td>
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<td><strong>Lecturer in Japanese</strong></td>
<td>Naoko Ozaki</td>
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<td><strong>Lecturer in Korean</strong></td>
<td>Hee-Jeong Jeong</td>
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<tr>
<td><strong>Lecturer in Portuguese</strong></td>
<td>Hélade Santos-Scutti</td>
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<td><strong>Lecturer in Russian</strong></td>
<td>Jonathan Z. Ludwig</td>
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<td><strong>Lecturers in Spanish</strong></td>
<td>Victoria Abad</td>
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<td>Victoria Arbizu-Sabater</td>
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<td>Aymara Boggiano</td>
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<td>Kevin García Cruz</td>
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<td>Raquel Gaytán</td>
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<td>Paul Leeman</td>
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<td>Jose Narbona</td>
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<td>Hélade Santos-Scutti</td>
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<td>Luziris Turi</td>
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<td><strong>Postdoctoral Fellows</strong></td>
<td>Silvia Kunitz</td>
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<td>Alicia Kate White</td>
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Degrees Offered: None

The Center for Languages and Intercultural Communication (CLIC) was founded in 1997 to promote and enhance the study of languages at Rice University and is responsible for teaching 12 languages through the third year of instruction. The role of the center is to establish innovative approaches to language acquisition, expand opportunities for language learning across the curriculum, and increase Rice students’ participation in study and work abroad.

Tab 1: Undergraduate Requirements

Program Learning Outcomes for the Certificate of Languages and Intercultural Communication

After completing the Certificate, students will be able to:

1. … communicate and interact with speakers of a second language (in both oral and written modes of communication) at an advanced level per the standardized test chosen for each language.
2. … critically analyze both the target language and their native language as systems of communication.
3. … identify structural, conceptual, social and cultural aspects associated with language use (including their own native language).
4. … understand the implications of cross-cultural understanding and intercultural communication.
5. … function as productive members of a society in which multilingualism and multiculturalism are the norm rather than the exception.

Course Requirements for the Certificate of Languages and Intercultural Communication

The proposed certificate will be offered through CLIC in coordination with the Departments of CES and SPLAS. Students receiving the certificate will have completed (a) coursework in the language selected, (b) experiential learning through an approved study abroad program, and (c) an assessment procedure to evaluate proficiency outcomes. The Certificate enhances the Rice undergraduate curriculum by developing linguistic and intercultural skills that are not expressly covered in the curriculum of language departments. The targeted learning experiences provided by the Certificate program are focused on providing a platform for the intersection of students’ professional goals and linguistic skills so as to transfer the classroom knowledge into real world experiences. Faculty within the Center for Languages and Intercultural Communication teach courses which cover the student learning outcomes.

Upon completion of the Certificate’s requirements, students receive formal recognition on their transcript and a Rice University certificate. Students receiving the certificate will have completed coursework in the language selected, a study abroad program of studies offering a minimum of 6 credit hours, and an assessment of language outcomes.
A. COURSE REQUIREMENTS:¹⁷

1. Two courses (three credit hours each) taught in the target language at the 200-level or above.
2. Two courses (three credit hours each) taught in the target language at the 300-level.

French and German:
All 300-level courses in those languages are taught by the Department of CES; thus students register for both required 300-level courses through the Department of CES.

Portuguese and Spanish:
Students may fulfill the 300-level course requirement through courses offered by CLIC or SPLAS with the following conditions:
   i. whenever students complete two 200-level courses offered by CLIC, they must take a minimum of ONE 300-level course taught by the Department of SPLAS.
   ii. whenever students fulfill either one or both of the 200-level course requirements with a 300-level course, they must register for a minimum of TWO 300-level courses offered by the Department of SPLAS.

Other languages (other than French, German, Portuguese or Spanish)
In cases when 300-level courses are not offered regularly, students can
   i. take another 200-level course if available, or
   ii. submit a request to transfer credit whenever applicable.

B. EXPERIENTIAL LEARNING

Students must take at least one of the required courses through a Rice Faculty-led study abroad program that provides experiential learning opportunities (e.g., service learning, community service, etc.). In cases when there are no Rice Faculty-led programs offered, students should consult with the corresponding advisor for alternative options that include the academic goals associated with the certificate. In addition, whenever possible, students should register for courses that provide experiential learning opportunities in the form of internships, service learning and similar learning opportunities. The Rice-in-Country program of studies already includes most of these options.

C. OUTCOMES ASSESSMENT

In order to receive the certificate, students will complete an examination consisting of an oral exam in the target language and a 500-word essay written in the target language. Students completing the Certificate are expected to reach level B2 (Independent User) of the Common European Framework of Reference for Languages (CEFR) in the selected language. Students receiving the certificate cannot fail the test; they simply are given information about the level of competence obtained after completing the certificate requirements. The level reached will be noted on the certificate.

¹⁷ In order for the courses to count towards the certificate, students must make a B+ or better.
Placement Testing
Students who have some background in the language they intend to study are required to take a placement test to ensure that they are placed in the appropriate course. Placement tests are administered online prior to O-Week and several weeks before spring registration. Detailed information regarding language placement exams can be found on the CLIC website.

Transfer Credits
The Center for Languages and Intercultural Communication will determine equivalency for foreign language classes taken at other colleges or universities and approve them for transfer credit. University transfer credit guidelines (see Transfer Credit) as well as requirements of the degree-granting department still apply. Students who study abroad should have their transfer credits approved, when possible, before they commit to a study-abroad program. When requesting Rice equivalent credit for foreign language acquisition courses, students must submit no less than the following to CLIC for approval: 1) the appropriate transfer request form from the Office of the Registrar, 2) a program description for courses taken abroad or catalog description for courses taken in the United States, and 3) a syllabus for the course they wish to take or have taken, or a web address to the program if one is available. Students should be aware that the approval process takes about one week and should plan accordingly.

Scholarships
The Center for Languages and Intercultural Communication invests in students participating in CLIC-sponsored study abroad programs by offering scholarships to offset the cost of tuition, fees, and in some cases, airfare. The scholarships are offered in the spring semester for study abroad programs taking place the following summer. Detailed information on the scholarship and the CLIC-sponsored programs can be found on the CLIC website.