Proposal for Certificate in Civic Leadership
Center for Civic Leadership
Rice University

Rationale
The Rice University mission calls for the development of leaders across the spectrum of human endeavor. As such, the Board of Trustees has called for an increased focus on leadership in a 21st century Rice undergraduate education. President Leebron in the Vision for the Second Century outlined an undergraduate emphasis on leadership development that recognizes “each student’s potential to make an impact in the world” and fosters “their ethical development as young people who understand their responsibilities to our society and world.”

In 2006, the university created the Center for Civic Engagement to promote Rice’s engagement with the Houston community through civic research, service, and professional development. In addition to fostering positive relations with Houston and communities beyond, the Center’s undergraduate experiential learning programs in service, research, advocacy, professional development, and entrepreneurship have cultivated civic leadership skills by enabling students to better understand themselves and their role in society, the root causes of social issues, and the mechanisms for creating positive, sustainable change. To reflect the Center’s focus within Rice undergraduate education more accurately, Dean Hutchinson renamed the Center for Civic Engagement the Center for Civic Leadership in 2013. The proposed Certificate in Civic Leadership formally aligns the Center’s mission with the Rice undergraduate academic program.

The Center’s focus on civic leadership reflects not only Rice’s mission but a broader trend that recognizes the civic purpose of 21st century institutions of higher education to cultivate social responsibility and active citizenship (i.e. Stanford and Penn). This approach to leadership education stresses the development of knowledge to understand the complex problems of today’s society, skills to motivate and collaborate with diverse stakeholders to take informed action, and values to effect positive change in the community.

Academic coursework and experiential learning play equally important and synergistic roles in fostering the requisite knowledge, skills, and values of civic leaders. Curricular and experiential offerings steeped in service, problem-solving, research undertaken in equal partnership with a community, and skills in collaboration, communication, and conflict resolution are critical components of the proposed certificate’s approach to leadership development.

Students who successfully complete the Civic Leadership Certificate will demonstrate the following learning outcomes:

- Students will acquire firsthand knowledge and understanding of the needs and objectives of community, research, and professional environments.
• Students will integrate academic and experiential knowledge in new settings in order to identify, frame, and analyze issues.
• Students will interact and collaborate with diverse partners to develop solutions to real-world problems.
• Students will communicate with and present their work effectively to a range of audiences both within and beyond the academic community.
• Through experience and embedded reflection students recognize their individual values and goals and develop the confidence, willingness, and motivation to act on them.
• Students will develop a lifelong commitment to making a positive impact on society.

By allowing students to deepen their particular academic interests beyond the classroom and to focus on the development of leadership skills through community-based action, the certificate complements all majors and minors and does not duplicate current offerings at Rice. The RCEL Certificate in Engineering Leadership focuses on discipline specific leadership development in the field of engineering and is available only to majors.

Requirements
The certificate requires completion of 12 credit hours and two CCL experiential learning programs organized in a three-tiered pathway illustrated in Table 1. Table 2 provides an illustration of how four students with different majors/profiles might move through the certificate program.

All students begin the program by completing a CCL Immersion Program that introduces them to problems facing the city of Houston (through lectures, community tours, and short-term service) and develops skills in reflective practice critical to leadership development. The immersion program includes guest speakers from relevant academic departments at Rice and engagement with a range of Houston community partners.

Additionally, students will complete one 3-credit elective in social issues and one 3-credit elective in leadership chosen from a list of courses covering relevant topics (see Table 3). The CCL faculty director and certificate program director will review and update this list on an annual basis.

Subsequently, students will apply to participate in a CCL Action Program that allows them to work in collaboration with a community partner to address a problem or need. These service, research (or design), and internship programs, listed in Table 4, demand the integration of academic and community knowledge, foster skills in collaboration and

1 At the request of Provost McLendon, Dean Bill Glick recently convened a faculty committee charged with identifying courses currently offered at Rice that give substantive attention to some element of leadership. The CCL has contributed to this investigation and looks forward to its findings. Those findings might well result in revision of the list of courses that satisfy the Leadership Elective component of the certificate.
communication with diverse stakeholders, and require weekly reflection. To be selected to one of these programs, students must demonstrate relevant academic preparation.

Upon completion of the above listed requirements, students with a minimum overall GPA of 3.3 can apply in the spring of their sophomore or junior year for admittance to the Certificate in Civic Leadership. To apply students must submit the following:

- a transcript demonstrating completion of electives and eligible GPA
- an abstract of their project proposal for the capstone course (UNIV 4xx/4xx), which is designed to yield high level, independent, community-based projects, and the signature of the faculty member who agrees to serve as the advisor. See Appendix I for Capstone syllabus.
- a paragraph explaining the relevance of their elective courses and CCL Action Program to the proposed capstone project

Only students who propose a feasible project and demonstrate a coherent path of preparation will be admitted to the CCL Certificate Program.

In the fall semester, all admitted certificate students take a course in which they prepare for their capstone projects by researching the community need or problem, designing a sustainable solution, developing a project proposal, and reflecting on leadership challenges and solutions. Students subsequently carry out their projects independently in the spring semester under the direction of their faculty advisor and the capstone instructor. To be considered for receipt of the certificate requires submission of a portfolio that includes the capstone project or description of its outcomes, a reflection essay on civic leadership, and a public presentation to the campus and community. Upon recommendation of the capstone instructor and faculty advisor, the certificate will be awarded by vote of the faculty advisory board.

Table 1
Path of the Civic Leadership Certificate – Required Courses and Experiential Learning Programs

<table>
<thead>
<tr>
<th>Year 1/2</th>
<th>CCL Immersion Program*</th>
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<tbody>
<tr>
<td></td>
<td>Certificate Elective 1 in relevant social issue (3 credits; REQUIRED)**</td>
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<td></td>
<td>Certificate Elective 2 in leadership (3 credits REQUIRED)**</td>
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<tr>
<td>Year 2/3</td>
<td>CCL Action Program***</td>
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<td></td>
<td>Application for admission to Civic Leadership Certificate</td>
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<tr>
<td>Year 3/4</td>
<td>UNIV 4xx/4xx Civic Leadership Capstone (6 credits; REQUIRED)****</td>
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</tbody>
</table>

* approved Immersion Programs listed in Table 2
** approved certificate electives are listed in Table 3
*** approved CCL Action Programs listed in Table 4
**** denotes new course (abbreviated Capstone syllabus, Appendix A)
Advising
To ensure that students receive timely information and pursue a coherent path towards completion of the certificate, individual and group advising will be an integral component of the program. As in an academic department, the CCL Undergraduate Advisor will assume the primary advising role, and the CCL staff will advise students on a one-on-one basis according to their area of expertise. The Undergraduate Advisor will meet with students individually to provide counsel on fulfillment of certificate requirements and monitor student progress. Each semester the advisor will also hold an information session on the certificate program. Additionally, Immersion Programs will serve as group advising opportunities where students learn about the CCL, certificate requirements, and foundational courses; and, the application processes for CCL Action Programs will help individual students align their interests with curricular and co-curricular opportunities.

Faculty
Associated faculty members represent a diversity of disciplines and hold expertise either in contemporary social issues (e.g., education, health, environment, poverty and inequality) or in leadership education (e.g., ethics, public policy, history, communication, entrepreneurship). Core faculty will serve the following functions:
*Regularly teach courses that fulfill one of the elective requirements of the certificate
*When able and appropriate, serve as advisors to students undertaking projects for CCL Action Programs or the CCL capstone course

A subset of associated faculty will function as an advisory board and provide the following:
*Advise the CCL leadership team on CCL efforts to cultivate relationships with community and governmental organizations
*Vote to approve completion of the certificate

The faculty and their areas of expertise are detailed in Table 5.

Administration
Matt Taylor, Associate Provost and Associate Dean of Undergraduates, oversees the CCL in collaboration with Bob Stein, Fox Professor of Political Science and Faculty Director of the CCL. An administrative director of the certificate program will be appointed by Dean Hutchinson and report to Dean Taylor.² The certificate program director will work with Professor Stein and the Faculty Advisory Board of the CCL to identify and approve courses that meet certificate requirements, select students for admittance to the certificate program, approve fulfillment of certificate requirements, and handle student petitions.

² The certificate program director will be appointed from the current CCL staff. The position will bring a substantial increase in salary. Funding for this increase will be covered by the existing budget of the Dean of Undergraduates.
Lauren Caldarera, Associate Director in the CCL, will teach the capstone courses; a second CCL staff member (TBN) will serve as Undergraduate Advisor responsible for tracking the progress of students pursuing the certificate, completing certificate “degree audits” for the Registrar and supporting the instructor of the capstone course. These responsibilities include coordinating selection of the students with the faculty committee, serving as a liaison to faculty advisors and community partners, and addressing problems as needed.

Estimated Size of Program and Potential for Growth

The current size and future growth depend on the capacity of the CCL (number of spots in CCL Action Programs, the need to maintain quality in the capstone course, and current staff size) and the desire and ability of students to accommodate a certificate given other academic requirements. At present approximately 90 students complete a CCL Action Program every year and become eligible to apply for the Certificate in Civic Leadership. While we anticipate that the majority of these students will be interested in the certificate, we expect that perhaps one-third will apply for the program, given existing demands on their academic schedules and the substantial expectations of the capstone. During the 2014-15 academic year, we anticipate accepting 10 students into the certificate program and growing that number to a maximum of 20 the following year. This cap is based on the current capacity of the capstone course (see below).

Once we have implemented the program, we will be able to garner an accurate assessment of the limiting factors on growth. At present we anticipate two:

1. The current number of spots in the CCL Action Programs fails to yield sufficient numbers of applicants for the certificate. In this event, we will consider expanding the number of spots in our programs, which may require additional staffing. Regardless of the yield of certificate candidates from CCL programs, we intend to reach out to administrators of other programs on campus (e.g., Beyond Traditional Borders and Community Bridges) to determine whether they wish their programs to qualify for the Action Program requirement.

2. The number of quality certificate applicants exceeds 20 per year. If this occurs, we will consider adding a second section of the capstone course.

3 Ms. Caldarera has degrees from Trinity (BA) and the University of Oregon (MPA), and certificates in non-profit management (Oregon) and international development (School for International Training, Kampala, Uganda). She has designed and managed service-learning programs in the U.S. and Africa, and taught associated courses, at Indiana University and Oregon. She is currently teaching a course at Rice that prepares undergraduates for international service.
<table>
<thead>
<tr>
<th>Student Profile</th>
<th>Pre-Matric.</th>
<th>Fall 1</th>
<th>Spring 1</th>
<th>Summer 1</th>
<th>Fall 2</th>
<th>Spring 2</th>
<th>Summer 2</th>
<th>Fall 3</th>
<th>Spring 3</th>
<th>Summer 3</th>
<th>Fall 4</th>
<th>Spring 4</th>
<th>Possible Post-Matric. Opportunities</th>
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<tr>
<td>Engineering student who wants to address access to clean water internationally.</td>
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<td>Career in oil and gas industry that is informed by the potential negative impact natural resource development can have on communities.</td>
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<td>Lowenstein Fellowship helps gain international perspective through a service project in San Salvador.</td>
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<td>and Capital improvement project with Environment Texas, a statewide non-</td>
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<td>profit advocacy organization, focuses on ways industrial</td>
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<td>contaminants impact Houston.</td>
<td>Urban Immersion (1 cr. - issue content)</td>
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<td>Engineering major studies abroad in Peru during fall of sophomore year</td>
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<td>Graduate study funded by Truman Scholarship with anticipated employment in public service.</td>
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<td>and then decides to learn more about the</td>
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<td>community and social welfare system. Proposes capstone project with</td>
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<td>United National Association - Houston, a local chapter of an</td>
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<td>International organization, that results in the conceptualization and</td>
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<td>proposal of policy recommendations to federal government.</td>
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<td>Sport Management major relatively uninvolved with CCL for first year</td>
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<td>Establish a new and sustainable 501(c)(3) organization dedicated to access to sports programs for disadvantaged youth.</td>
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<td>and then becomes interested in sports as a vehicle for social</td>
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<td>change. Proposes capstone project that works with Sports 4 All, a</td>
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<td>national non-profit, that will develop and test a rubric for local</td>
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<td>community use to identify assets available to support expanded</td>
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<td>Policy Studies major with a strong interest in governmental response</td>
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<td>Creates social enterprise that provides ongoing resources and support to formerly homeless individuals that no longer receive services from governmental and non-profit entities.</td>
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<td>to homelessness. HART project focuses on analysis of state laws and</td>
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<td>local ordinances criminalizing homelessness in Texas. This is followed by</td>
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<td>a capstone research project working with the Houston City Council to</td>
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<td>measure the effectiveness of Houston ordinances on achieving</td>
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<td>specific outcomes.</td>
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Notes: Credit is earned through participation in the academic content of multiple CCL action programs, including leadership roles in the Alternative Spring Break program, Summer Mentorship Experience, and Lowenstein Fellowship. The credits are not required for completion of the certificate program, but the experiential components are integral to achieving student learning outcomes. This allows students to apply these credits, without "double-dipping," to major and minor requirements when applicable. They are included in these examples to acknowledge they are required components of the respective programs.
### TABLE 3

**CCL Certificate Electives**

#### Leadership Elective Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUSI 296</td>
<td>BUSINESS COMMUNICATIONS</td>
<td>3</td>
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<tr>
<td>BUSI 310</td>
<td>LEADING PEOPLE IN ORGANIZATIONS</td>
<td>3</td>
</tr>
<tr>
<td>ENGI 140</td>
<td>ENGINEERING LEADERSHIP DEVELOPMENT</td>
<td>2</td>
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<tr>
<td>ENGI 218/318</td>
<td>ENGINEERING LEADERSHIP LAB I</td>
<td>1</td>
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<tr>
<td>ENGI 219/319</td>
<td>ENGINEERING LEADERSHIP LAB II</td>
<td>1</td>
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<tr>
<td>ENGI 315</td>
<td>LEADING TEAMS AND INNOVATION</td>
<td>3</td>
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<tr>
<td>ENGI 320</td>
<td>ETHICS AND ENGINEERING LEADERSHIP</td>
<td>3</td>
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<tr>
<td>LEAD 301</td>
<td>HISTORICAL AND INTELLECTUAL FOUNDATIONS OF LEADERSHIP</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 309</td>
<td>LEADERSHIP: THEORY TO PRACTICE</td>
<td>3</td>
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<tr>
<td>LEAD 311</td>
<td>LEADERSHIP AND CREATIVITY</td>
<td>1</td>
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<tr>
<td>LEAD 313</td>
<td>ENTREPRENEURIAL LEADERSHIP</td>
<td>2</td>
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<tr>
<td>LEAD 330</td>
<td>LEADERSHIP IN HIGHER EDUCATION</td>
<td>1</td>
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<td>LEAD 335</td>
<td>CRISIS LEADERSHIP</td>
<td>1</td>
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<tr>
<td>LEAD 325</td>
<td>APPLIED LEADERSHIP: POWER; INFLUENCE, AND PERSUASION</td>
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<tr>
<td>LEAD 545</td>
<td>STRUCTURED PROBLEM SOLVING: HOW TO EFFECTIVELY AND EFFICIENTLY SOLVE COMPLEX PROBLEMS</td>
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</table>
Relevant Social Issues Elective Courses:

ANTH 309 - GLOBAL CULTURES
Credits: 3

ANTH 327 - GENDER AND SYMBOLISM
Credits: 3

ANTH 332 - THE SOCIAL LIFE OF CLEAN ENERGY
Credits: 3

ANTH 344 - CITY/CULTURE
Credits: 3

ANTH 348 - ANTHROPOLOGIES OF NATURE
Credits: 3

ANTH 358 - THE FOURTH WORLD: ISSUES OF INDIGENOUS PEOPLE
Credits: 3

ANTH 361 - LATIN AMERICAN TOPICS
Credits: 3

ANTH 372 - CULTURES OF CAPITALISM
Credits: 3

ANTH 386 - MEDICAL ANTHROPOLOGY OF FOOD AND HEALTH
Credits: 3

ANTH 387 - ASIAN AMERICAN CONTEMPORARY COMMUNITIES
Credits: 3

ASIA 329 - HUMAN DEVELOPMENT IN GLOBAL AND LOCAL COMMUNITIES
Credits: 3

ASIA 387 - ASIAN AMERICAN CONTEMPORARY COMMUNITIES
Credits: 3

ANTH 429 - ACTIVISM AND SOCIAL MOVEMENTS
Credits: 3

ARCH 311 - HOUSTON ARCHITECTURE
Credits: 3

ARCH 313 - CASE STUDIES IN SUSTAINABLE DESIGN
Credits: 3

ARCH 317 - LANDSCAPE AND SITE STRATEGIES FOR HOUSTON
Credits: 3

ARCH 366 - RIO DE JANEIRO: A SOCIAL AND ARCHITECTURAL HISTORY
Credits: 3

ARCH 431 - URBANISM I: THE CITY THEORETICALLY CONSIDERED
Credits: 3

ARCH 455 - HOUSING AND URBAN PROGRAMS: ISSUES IN POLICY
Credits: 3

ARCH 457 - AFFORDABLE HOUSING: A PRACTICUM IN DEVELOPMENT
Credits: 3

ARTS 382 - THE PROVINCE OF ART: A CURATOR'S EYE
Credits: 3

ASIA 329 - HUMAN DEVELOPMENT IN GLOBAL AND LOCAL COMMUNITIES
Credits: 3

CEVE 302 - SUSTAINABLE DESIGN
Credits: 3

CEVE 307 - ENERGY AND THE ENVIRONMENT
Credits: 3

CEVE 310 - PRINCIPLES OF ENVIRONMENTAL ENGINEERING
Credits: 3
CHBE 281-ENGINEERING SUSTAINABLE COMMUNITIES
Credits: 3

EBIO 204-ENVIRONMENTAL SUSTAINABILITY: THE DESIGN & PRACTICE OF COMMUNITY AGRICULTURE
Repeatable for Credit
Credits: 1

ECON 415-LABOR ECONOMICS
Credits: 3

ECON 461-URBAN ECONOMICS
Credits: 3

ECON 480-ENVIRONMENTAL ECONOMICS
Credits: 3

ECON 481-HEALTH ECONOMICS
Credits:

EDUC 202-CONTEMPORARY ISSUES IN EDUCATION
Credits: 3

EDUC 301-PHILOSOPHICAL, HISTORICAL, AND SOCIAL FOUNDATIONS OF EDUCATION
Credits: 3

EDUC 330-THE AMERICAN HIGH SCHOOL
Credits: 3

EDUC 335-URBAN EDUCATION: ISSUES, POLICY, AND PRACTICE
Credits: 3

EDUC 350-EDUCATION POLICY: FROM LEGISLATURES TO CLASSROOMS
Credits: 3

ENGI 302-SUSTAINABLE DESIGN
Credits: 3

ENGI 340-A PRACTICAL INTRODUCTION TO ENTREPRENEURSHIP AND LEAN START METHODOLOGY
Credits: 3

ENGL 278- MEDICINE IN THE AGE OF NETWORKED INTELLIGENCE
Credits: 3

ENST 202-CULTURE, ENERGY, AND THE ENVIRONMENT: AN INTRODUCTION TO ENERGY HUMANITIES
Credits: 3

ENST 281-ENGINEERING SOLUTIONS FOR SUSTAINABLE COMMUNITIES
Credits: 3

ENST 312-ENVIRONMENTAL BATTLES IN THE 21ST CENTURY: HOUSTON AS MICRO COSM
Credits: 3

ENST 314-ENVIRONMENTAL HEALTH
Credits: 3

ENST 322-CASE STUDIES IN SUSTAINABILITY: THE REGENERATIVE REPOSITIONING OF NEW OR EXISING RICE CAMPUS BU
Credits: 3

ENST 332-THE SOCIAL LIFE OF CLEAN ENERGY
Credits: 3

GLHT 201-BIOENGINEERING AND WORLD HEALTH
Credits: 3

HEAL 222-PRINCIPLES OF PUBLIC AND COMMUNITY HEALTH
Credits: 3

HEAL 360-VIOLENCE IN AMERICA: A PUBLIC HEALTH PERSPECTIVE
Credits: 3

HEAL 460-PLANNING AND EVALUATION OF HEALTH PROMOTION AND EDUCATION
Credits: 3

HIST 125-SUBURBANIZING THE COUNTRYSIDE: A U.S. HISTORY, 1877-2010
Credits: 3
HIST 242-U.S. WOMEN'S HISTORY II: CIVIL WAR TO THE PRESENT
Credits: 3

HIST 328-POVERTY AND SOCIAL JUSTICE IN LATIN AMERICA
Credits: 3

HIST 421-RACE, EDUCATION AND SOCIETY IN THE URBAN SOUTH
Credits: 3

HIST 268-MODERN SLAVERY
Credits: 3

HIST 421-RACE, EDUCATION AND SOCIETY IN THE URBAN SOUTH
Credits: 3

HIST 428-MODERN SLAVERY AND HUMAN TRAFFICKING: GLOBAL AND LOCAL
Credits: 3

LASR 373-WOMEN'S SOCIAL MOVEMENTS IN LATIN AMERICA AND THE CARIBBEAN
Credits: 3

LASR 374-FEMINIST AND QUEER THEORY IN THE AFRICAN DIASPORA
Credits: 3

LASR 375-LATINA AND AFRICAN AMERICAN WOMEN'S ACTIVISM IN THE URBAN METROPOLIS
Credits: 3

LASR 376-CHICANA AND LATINA IMMIGRANT EXPERIENCE
Credits: 3

PHIL 315-ETHICS, MEDICINE, AND PUBLIC POLICY
Credits: 3

POLI 250-INTERNATIONAL POLITICAL ECONOMY OF GENDER
Credits: 3

POLI 301-STATE POLITICS
Credits: 3

POLI 315-ELECTIONS AND VOTING BEHAVIOR
Credits: 3

POLI 322-POLITICS OF INFLUENCE IN THE UNITED STATES
Credits: 3

POLI 328-LATINO POLITICS IN THE UNITED STATES
Credits: 3

POLI 329-HEALTH POLICY
Credits: 3

POLI 330-MINORITY POLITICS
Credits: 3

POLI 331-ENVIRONMENTAL POLITICS AND POLICY
Credits: 3

POLI 332-URBAN POLITICS
Credits: 3

POLI 335-POLITICAL ENVIRONMENT OF BUSINESS
Credits: 3

POLI 337-PUBLIC POLICY AND BUREAUCRACY
Credits: 3

POLI 338-POLICY ANALYSIS
Credits: 3

POLI 356-REPRESENTATION AND POLICY MAKING
Credits: 3

POLI 380-POLITICAL BEHAVIOR
Credits: 3
POLI 434 - PUBLIC POLICY AND METROPOLITAN AREA GOVERNANCE  
Credits: 3

POLI 438 - RACE AND PUBLIC POLICY  
Credits: 3

POLI 441 - COMMON PROPERTY RESOURCES  
Credits: 3

POST 200 - BAKER INSTITUTE INTRODUCTION TO PUBLIC POLICY ISSUES  
Credits: 3

POST 201 - BAKER INSTITUTE INTRODUCTION TO PUBLIC POLICY  
Credits: 3

POST 300 - PUBLIC POLICY PLANNING, MANAGEMENT AND ADVOCACY  
Credits: 3

POST 338 - POLICY ANALYSIS  
Credits: 3

POST 351 - ETHICS IN THE MEDIA  
Credits: 3

POST 353 - THE SOCIAL DYNAMICS OF LONDON: CONTEMPORARY ISSUES THROUGH SERVICE LEARNING  
Credits: 3

POST 401 - ENERGY POLICY  
Credits: 3

POST 411 - INTEGRATED APPROACHES TO SUSTAINABLE DEVELOPMENT  
Repeatable for Credit  
Credits: 3

POST 420 - HEALTH CARE: COMPETITION & MANAGED CARE  
Credits: 3

POST 430 - THE SHAPING OF HEALTH POLICY  
Credits: 3

PSYC 345 - HEALTH PSYCHOLOGY  
Credits: 3

PSYC 420 - ELECTION SYSTEMS, TECHNOLOGIES, AND ADMINISTRATION  
Credits: 3

PSYC 435 - POLLUTION AND PSYCHOLOGICAL DEVELOPMENT  
Credits: 3

PSYC 475 - STEREOTYPING AND PREJUDICE  
Credits: 3

RELI 270 - INTRODUCTION TO THE BLACK CHURCH IN THE UNITED STATES  
Credits: 3

RELI 345 - HOUSTON'S HOUSES OF WORSHIP: BUILDING THE SACRED IN AN AMERICAN CITY  
Credits: 3.

SOCI 280 - POVERTY, JUSTICE, & HUMAN CAPABILITIES  
Credits: 3

SOCI 300 - SOCIO-POLITICAL ISSUES IN EDUCATION  
Credits: 3

SOCI 301 - SOCIAL INEQUALITY  
Credits: 3

SOCI 306 - SOCIOLOGY OF GENDER  
Credits: 3

SOCI 308 - HOUSTON: THE SOCIOLOGY OF A CITY  
Credits: 3
SOCI 309 - RACE AND ETHNIC RELATIONS  
Credits: 3

SOCI 313 - DEMOGRAPHY  
Credits: 3

SOCI 314 - SCIENCE AT RISK? OUT OF THE LAB AND INTO PUBLIC SPHERE  
Credits: 3

SOCI 315 - POPULATION AND SOCIETY  
Credits: 3

SOCI 329 - MULTIRACIAL AMERICA  
Credits: 3

SOCI 334 - SOCIOLOGY OF THE FAMILY  
Credits: 3

SOCI 337 - SOCIOLOGY OF EDUCATION  
Credits: 3

SOCI 345 - MEDICAL SOCIOLOGY  
Credits: 3

SOCI 338 - SOCIAL PROBLEMS  
Credits: 3

SOCI 367 - ENVIRONMENTAL SOCIOLOGY  
Credits: 3

SOSC 300 - SOCIAL SCIENCE AND PUBLIC POLICY  
Credits: 3

SOSC 301 - POLICY ANALYSIS  
Credits: 3

SOSC 314 - ENVIRONMENTAL HEALTH  
Credits: 3

SOSC 330 - HEALTH CARE REFORM IN THE 50 STATES  
Credits: 3

SWGS 250 - INTERNATIONAL POLITICAL ECONOMY OF GENDER  
Credits: 3

SWGS 302 - GLOBALIZATION, GENDER, AND MIGRATION  
Credits: 3

SWGS 322 - HUMAN DEVELOPMENT IN GLOBAL AND LOCAL COMMUNITIES  
Credits: 3

SWGS 373 - WOMEN'S SOCIAL MOVEMENTS IN LATIN AMERICA AND THE CARIBBEAN  
Credits: 3

SWGS 375 - LATINA AND AFRICAN AMERICAN WOMEN'S ACTIVISM IN THE URBAN METROPOLIS  
Credits: 3

SWGS 389 - YOUTH STUDIES  
Credits: 3

SWGS 422 - GENDER AND GLOBAL ECONOMIC JUSTICE  
Credits: 3

SWGS 444 - FAMILY INEQUALITY  
Credits: 3

SWGS 465 - GENDER AND HEALTH  
Credits: 3

SWGS 470 - ADVANCED SEMINAR IN POVERTY, JUSTICE, AND CAPABILITIES  
Credits: 3
The Summer Mentorship Experience (SME) is a competitive summer internship program for Rice undergraduates who aspire to high-level leadership. Students who are admitted first attend a training seminar that focuses on leadership in professional contexts. Upon successful completion, the students then spend the summer working with recognized leaders in public, private, and nonprofit organizations. Throughout the summer, students are also required to complete readings and written reflections designed to enhance their understanding of the personal and professional demands facing leaders today. Each SME participant is paired with a mentor who is responsible for overseeing the student's learning and personal development, and we only partner with organizations at which the student will do substantive work and have some opportunity to observe and interact with recognized leaders.

Urban Immersion (UI) is an intensive, service-oriented program that introduces incoming Rice students to the urban issues, social needs, and cultural diversity of Houston while having a good time meeting other students. UI Coordinators are involved in all aspects of the program, including agency (service site) selection, collaboration, and scheduling; participant recruitment, selection, and supervision; logistics planning; and issue education.

An Alternative Spring Break (ASB) experience consists of a week-long service trip, in addition to pre-break training and education and post-break activities. ASB Site Leaders are responsible for fundraising, training sessions, planning on-site activities, and group meetings, to name only a few components. Site Leaders commit to an intensive year-long commitment that begins long before the trips, with attendance at trainings, 3 1-credit course modules, advising meetings, and regular meetings with your groups.

Every summer, the CCL supports up to five Group International Service (GIS) projects for continuing undergraduate students. The groups have a maximum of 15 participants, and the trips are a minimum of two weeks. The GIS Site Leaders are selected a year in advance of travel and are required to enroll in a 1-credit course module, along with Loewenstern Fellows. They are responsible for fundraising, learning about the country and the service organization, and building a cohesive group dynamic. Upon returning from the trip, students are expected to share their experience and new found knowledge with the campus and local community through both formal and informal programs.
| The **Loewenstern Fellowship** provides funding for individual students to participate in service activities in Latin America and Asia for four to twelve weeks over the summer. The Fellowship extends for a full academic year, with commitments to present the experience back to the Rice University community through formal and informal presentations in the fall semester. Fellows are required to enroll in three 1-credit course modules that cover planning/logistics, ethics of international service, models of sustainable international development, and risk management. The final module will also provide an opportunity for fellows to prepare their applications and abstracts/proposals for the CCL Capstone course. | 17 (2014) | 11 (10 Loewenstern, 1 RDWSS) |
| Houston Action Research Teams (HART) are small, interdisciplinary teams of Rice undergraduate students who work together with local community offices and organizations to address issues and challenges facing Houston and its citizens. Each year the Center for Civic Leadership develops civic research projects in collaboration with Houston community partners and Rice faculty. Teams of four or five students are selected through a competitive application process. Through research, meetings with key stakeholders, and structured reflection, HARTs give undergraduate Rice students opportunities to apply what they learn in the classroom to real-world issues and to learn from their teammates and from community partners. HARTs also enable Rice students to develop team- and community-based leadership skills, and to communicate their ideas effectively to various stakeholders. | 82 (2013-2014) | 25 |
| The **Wagoner Foreign Study Scholarship** provides undergraduates up to $15,000 for independent research for a minimum of six weeks to one year. While the area of research is open, students who conduct a civic research project in collaboration with an in-country partner are able to count this experience for the Civic Leadership Action Program requirement. Students are selected through a competitive application process. In addition to conducting their research abroad, students must attend a pre-departure workshop that focuses on global citizenship and intercultural understanding, complete reflection assignments and submit research progress reports while abroad, and present their research upon return. | 60 (2013) | 22 (not all qualify as civic-based research) |
| The Janus Award supports student investigation of complex environmental and/or science issues from multiple perspectives. Students from all fields of study are eligible. Applicants submit a full project proposal and a letter of support from a faculty advisor. Janus Award winners are selected by a committee of Rice faculty. Awardees receive $2500 to support summer projects in the US. Janus projects often have a strong civic component but are not required to do so. Janus Awardees submit a progress report and a final project report and reflection, and are required to present their work in a formal public setting, such as RURS or an academic conference, within the academic year following their award. | 5 (2013) | 3 awarded, 2 civic research/design-based |
Table 5

CCL Certificate in Civic Leadership

Faculty

Bob Stein:  Professor of Political Science, Faculty Director of the CCL
*Mike Byrne:  Professor of Psychology
Leonardo Duenas Osorio:  Associate Professor of CEVE
*Michael Emerson:  Professor of Sociology
Elizabeth Festa:  Lecturer in the Program in Writing and Communication
Birnur Guven, Research Scientist, HARC
Richard Johnson:  Professor in the Practice of Environmental Studies and Sociology
*Ed Knightly:  Professor of Electrical and Computer Engineering
Albert Pope:  Professor of Architecture
Devika Subramanian:  Professor of Electrical and Computer Engineering
*Dan Wallach:  Professor of Computer Science
*Pending confirmation
COURSE DESCRIPTION
UNIV 400 (3-credits)/UNIV 401 (3-credits) are required of students completing the Certificate in Civic Leadership. UNIV 400, offered each fall semester, prepares students to complete high-level, independent, community-based projects and enhances students’ inclination and capacity to lead in a variety of community settings. In UNIV 401 students implement their projects under the supervision of a faculty advisor.

Students in UNIV 400 will move through three main stages in the development of their project proposal: (1) naming and framing the issue that their project will address; (2) defining a specific community need (and a specific location) that the project will target; (3) designing a creative, realistic, and appropriate plan to meet the community need. Students will be responsible for drafting relevant portions of their proposal during each of these stages.

During each of these stages, students will engage the instructor, their peers, and community stakeholders in order to: (1) understand and reflect critically upon their project within a larger context of community life and its challenges; (2) apply insights from readings, guest lectures, field trips, and class discussion and activities to the formation of their own projects; (3) engage in critical self-reflection regarding their personal development as civic leaders.

ASSIGNMENTS:
By the end of this course students will have completed a written proposal for their capstone project. In addition to the completed project proposal, students will be responsible for course readings, an interview, reflections, progress reports, and presentations. Collectively, these assignments coupled with meetings with a faculty advisor will help students shape proposals and think critically about their role as engaged civic leaders.

By the end of the semester, successful students will have completed a project proposal, which includes:

- a project title
- a contextualization of the social issue, including a discussion of how the issue has been addressed by others
- a description of the community where the project will take place
- identification and justification of the community partner and faculty advisor with whom the student will collaborate
- a definition of the specific problem that the student’s project will address
- a map of the project stakeholders
- a description of the specific work to be completed
- a timeline and plan for project completion
- a project budget and plans for raising funds, if necessary
- a plan for communicating project outcomes with relevant audiences
- a faculty-student-community partner project agreement and timeline for collaboration
- a description of student’s own civic-leadership approach relevant to his/her project needs
- future plans for project sustainability, scalability, etc.
At least three times during the course students will be required to write progress reports to identify: 1) the strengths and weaknesses of their projects and, 2) their development as a civic leader. In addition, students will meet with their faculty advisor to provide him/her with a progress update and receive feedback and support where applicable. Students should schedule meetings with their advisors on the following weeks of the semester:

- **Week 1**: This meeting should be used to share the syllabus with the student’s advisor, discuss expectation of each other, and upcoming deadlines.
- **Week 5**: The first progress report is due; be ready to share the background research section of the proposal.
- **Week 8**: The second progress report is due; be prepared to share the specific problem within the larger issue that the project will address and the proposed community partner.
- **Week 11**: The final progress report is due; this will be the final advisor meeting before submitting project proposals.

**Proposal Milestones/Drafts:**
To assist students in staging the development of their project proposal, students will be responsible for reaching three milestones. These milestones occur the week before each progress report/advisor meeting, so that students can think critically about their proposal’s progress and share this information with their advisor.

- **End of Week 4**: Draft a summary of the social issue in context. Include efforts in the intended project location, the nation, and the world. For the intended location, explain and justify why that community is targeted. This draft should help in completing the background research section of the proposal: (What is the issue being addressed? What organizations, actions, and people are currently addressing this issue?)

- **End of Week 10**: Draft following items for their project:
  - *Proposed project* (How will you go about addressing the issue? What change do you want to see? What are your project outcomes? How will this project contribute to addressing the issue?)
  - *Timeline* (Projects should be completed in one semester and/or summer; limited funding may exist to extend projects into the summer)
  - *Feasibility* (How realistic is completing this project in the given timeframe?)
  - *Sustainability* (How will this project continue after you graduate?)
  - *Draft budget including funding required* (if necessary)

- **Week 14**: Final proposal due

**GRADING (160 total points)**
- Attendance/Participation: 28 points (14 x 2 points per class)
- Reflections: 30 points (6 x 5 points per assignment)
- Progress Reports: 15 points (3 x 5 points per assignment)
- Houston Leader Interview: 7 points (1 x 7 points)
- Draft Proposals: 40 points (2 x 20 points per assignment)
- Final Proposal: 40 points (1 x 40 points)

**COURSE SCHEDULE**
- **Week 1: Self in Society: Responsibility and Citizenship**
Readings/Viewings:
- "What Makes Houston the Next Great American City?", Smithsonian Magazine, July-August 2013.
- "Third Ward, TX," about Project Row Houses and Houston’s Third Ward (film).
- Overview of “Empathic Civilization: The Race to Global Consciousness in a World in Crisis” – 10 minute animated version http://www.youtube.com/watch?v=I7AwfFRc7g

Assignments:
- Reflection: What is your personal purpose for exercising leadership (in other words, why does this issue matter to you)? What communities are you a part of? How do you interact with these communities and within the larger society? How has your relationship/interest in your communities contributed to your project idea?

Week 2: Civic Leadership
Readings/Viewings:
TED Talks such as:
- Jason Roberts: How to Build A Better Block http://www.youtube.com/watch?v=ntwqVDzdqAU
- A more recent and local example of a failed attempt at social change similar to this example: http://articles.latimes.com/2010/may/14/local/la-me-0514-homeboy-industries-20100514
- Trends in the Development of Leadership Theories

Assignments:
- Students conduct an interview with a leader in the Houston community; encourage students to interview non-traditional leaders or leaders with a non-traditional leadership style; students should come prepared to share insights about their interviews
- Reflection: In the absence of authority, what strengths and capacities can you draw upon to exercise leadership as it relates to your project? What limitations might you have for handling difficult situations? After reflecting on other successful or unsuccessful civic leaders, in what ways do you think you will be stretching your comfort zone as you execute your project?

Weeks 3-4: Naming and Framing the Issue
Selected readings will be taken from the following books:

Assignments:
- Complete draft of proposal
• Present summary to class in 5 minutes. Note: CWOVC is a campus resource to assist you developing a presentation.

• Reflection: How have your own preconceived ideas of the social issue and community changed/stayed the same as you have started developing your project proposal. What biases, assumptions, stigmas, stereotypes do you have on this issue that may influence your objectivity? Based on a systems approach to exercising leadership, what are the underlying structures in place that might make change difficult or risky for your social issue or community?

**Week 5: Workshop/ Work Time**

Assignments:
- Progress Report and Faculty Advisor Meeting

**Week 6-7: Defining the Problem**

Selected readings will be taken from the following books:
- readings on who are stakeholders, stakeholder mapping, concept mapping

Assignments:
- Students will conduct additional research on their chosen project site/community including news items, articles, and other media resources reporting on their issue locally.
- Students interview three potential community partners and complete a matrix that shows how each organization: (1) has defined a problem within the larger issue; (2) is addressing the problem they have defined; (3) which stakeholders each organization works within their problem-solving efforts; (4) and, finally drawing on students leadership style, what are best practices for interacting/collaborating with each stakeholder and what challenges might arise while developing a meaningful partnership
- Reflection: What have you learned about the role of citizens, communities, organizations, and governments in addressing the issue?

**Week 8: Workshop/ Work Time**

DUE:
- Progress Report and Faculty Advisor Meeting

**Weeks 9-10: Designing a Plan for Positive Change**

Guest Speaker: Jeff Reichman, Principal, January Advisors ([www.januaryadvisors](http://www.januaryadvisors))

Readings:
Selected readings from:
- Managing Partnerships: (university-community; issues of power/voice; formal/informal authority)
• Perhaps readings focused on the roles of public/private/gov. partnerships, civil society; news articles/video clips about unique partnerships;
• Needs assessments vs. asset-based model

Assignments:
• Complete draft of project proposal
• Complete campus-based “community tool box” assignment: asset mapping, needs assessments, manage partnerships and develop a project budget; these tools will be practiced in class using Rice campus as the community
• Reflection: How do the tools introduced in this section help to avoid some of the pitfalls (inequality, misunderstanding, patronization) that often characterize community-based work? How do you anticipate using the tools introduced in this section in your future role as a civic leader?

**Week 11: Workshop/ Work Time**
Assignment:
• *Full draft of proposal due to course instructor, faculty advisor, community partner, and CCL advisory committee by Thursday of Week 11.*

**Week 12: Future Planning/ Next Steps:**
Readings/Viewings:
• *Built to Last:* http://www.youtube.com/watch?v=VGjt_YXloJI

Assignment:
• Complete final proposal
• Develop 10-minute presentation to present to peers, faculty, and staff at next week’s class.
• Reflection: How do you envision the effects of your proposed project in 1 year? 5 years? 10 years? Who and what will be affected? To what ends?

**Week 13: Revisions/ Individual Work Time**
Revisions due to course instructor, faculty advisor, and community partner by Wednesday of this week.

Center for Written, Oral, and Visual Communication will present on developing a pitch to diverse stakeholders.

**Week 14: Project Proposal Pitches**
This class provides students the opportunity to pitch their proposals and receive feedback from peers, faculty, community partners, and staff. The pitches will be 5-10 minutes and followed by a feedback session. Students should develop well thought out pitches in which they can articulate the purpose of their project, the community need, and long-term feasibility. Visual aids, PowerPoint or other presentation materials may be used.
Who is eligible to apply for the CCL Capstone?
The CCL Capstone course is a 3-credit course offered each fall by the Center for Civic Leadership. The course is open only to students seeking a Certificate in Civic Leadership from the CCL and is designed to prepare students to carry out high-level, independent, community-based projects.

Students who have completed all other CCL certificate requirements* (or their equivalents, as determined by CCL staff) and who are motivated and prepared to develop and carry out a substantial and appropriate service, community-based research and design, or social entrepreneurship project are encouraged to apply. Registration in the CCL Capstone course is by instructor permission only and requires that students complete a brief application and secure a written commitment from a Rice faculty member willing to advise the capstone project.

How do I move from UNIV 400 to UNIV 401 and implement my project proposal?
Before the end of the semester, students will submit their completed proposal to the UNIV 400 course instructor, a committee of CCL staff, the student's chosen faculty advisor, and a designated representative from the project's community partner for approval. Students whose proposals are approved by all parties listed above will be invited to apply for an additional 3-credit project course for project completion in the spring, summer, or fall, following UNIV 400.

In order to complete UNIV 401 students must:
- complete their proposed project during the following spring or summer;
- present at Rice Undergraduate Research Symposium (RURS) or similar opportunity;
- participate in a Campus-Community symposium; and,
- submit a final reflection paper synthesizing their leadership experience, project, and future career, personal, and academic goals.

Can I participate in the CCL Capstone as a junior or senior?
Students who take the Capstone Course in the fall semester of their junior year and whose project proposals are not approved at the end of that fall semester may revise their proposals under the guidance of a CCL advisor, the faculty advisor, and the community partner. Students who take the Capstone course in the fall semester of their senior year and whose project proposals are not approved by the end of fall semester will not be eligible to move forward with their projects or to receive a Certificate in Civic Leadership from the CCL.

Is there funding for my CCL Capstone project?
Students may apply to the CCL for up to $2500 for project funding. CCL project funding may be used for costs specific to the project, including project supplies and materials, printing costs, transportation to and from project site, and room and board (if project is conducted outside of Houston or during the summer). Students requesting CCL funding must submit a detailed budget to their CCL project advisor and the Capstone Course Instructor for consideration and approval. Students who propose projects with budgets exceeding $2500 are free to apply for additional external funding or raise additional funds on their own in order to meet their project budget needs.