

## What is CLAC?

Cultures and Languages Across the Curriculum (CLAC) builds upon this basic idea: Knowledge exists within and is shaped by culture and, therefore, just as materials in many languages can and should be incorporated into all parts of the curriculum, intercultural perspectives can and should inform the teaching of academic content in many curricular contexts. The program works closely with the longstanding Languages Across the Curriculum (LAC), striving to make translingual and transcultural competence a reality for all students, not simply for those who major in a foreign language or participate in immersive study abroad programs. CLAC engages languages (and intercultural perspectives) to achieve a better and more multifaceted understanding of content. It focuses less on bringing disciplinary content or culture into the language classroom than on assimilating languages and cultures into instruction and research across a wide range of disciplinary and interdisciplinary contexts

## What does CLAC look like?

In practice, CLAC may include  
but is not limited to:

- Linked language and content courses or courses with specially designed language modules
- Co-taught courses in which content is infused with an international perspective
- Large lecture courses with break out or discussion sessions that are conducted in and include the use of materials in a variety of languages
- Study abroad programs that actively and reflectively link together linguistic and cultural experiences from the classroom to social life.

CLAC can take many forms, depending on specific content and curricular goals within a discipline. Among areas of interest to CLAC educators are:

- Alternative models of education fostering the acquisition of cross-cultural competences.
- Frameworks building connections between comparative literature, cultural studies & area studies.
- K-16 articulation models.
- Content-based language instruction and the development of new content-based foreign language textbooks and discipline-specific learning materials and technology.
- Study abroad including programs focused on professional studies.
- Heritage learner programs.
- Service learning models in cross-cultural contexts.



[www.clacconsortium.org](http://www.clacconsortium.org)

9th CLAC Conference  
*Engaging a Wider Community  
Through CLAC*  
Denison University  
April 16-17, 2015

In collaboration with: Auburn University, Baldwin Wallace University, Binghamton University, Drake University, Gettysburg College, Oberlin College, The Richard Stockton College of New Jersey, Skidmore College, The University of Iowa, The University of Minnesota, University of North Carolina/Chapel Hill, University of Richmond, Wittenberg University & Residential College in the Arts and Humanities at Michigan State University.

The 2015 CLAC conference focuses on building relationships to serve an expanded population. At this, our 9th conference, CLAC is reflecting on past achievements and future directions. With increased national attention on and support for developing international and cross-cultural perspectives in the curriculum programs like *100K Strong in the Americas & Generation Study Abroad* create even more opportunities to spotlight the role of CLAC principles/practices in shaping the next “generation of leaders who can reach across borders” whether physical, linguistic, cultural, or curricular.

Our conference is of interest to both seasoned CLAC practitioners and those in the process of implementing or developing CLAC programs. We seek a dialogue for sharing ideas and best practices in our evolving and unique field of education for global citizens. We welcome participation from the broad array of stakeholders promoting international education as a transformational model for learning, teaching and global engagement.

Past participants at our conference have included academic teaching faculty and scholars, student affairs professionals, international educators, community representatives, government officials, and teachers. CLAC 2015 will provide an opportunity for more extended discussions of ways in which we can expand and advance the CLAC movement.

See full details on our  
Call for Presentations @

<http://denison.edu/campus/conferences/clac-2015/call-for-proposals>

## Join CLAC

Institutional members may include: institutions of higher education, primary & secondary education, educational non-profit orgs, international education providers. *Institutional members are not required to have a formal CLAC program on their campus.*

Individual members represent those who support the basic goals of CLAC (i.e. international education professionals, higher education faculty and staff, graduate and undergraduate students, k-12 educators, policy maker, representatives of governmental and non-governmental organizations, business professionals, etc.)

We invite proposals for papers (30 min presentation, including 10 min Q&A) or panels (presentation for 90 min total, including 30 min Q&A) or poster presentations on any issue relating to CLAC, although the following topics are of particular interest:

- Inter-institutional CLAC collaborations
- Global Course Connections and CLAC
- Experiential learning and CLAC
- The role of CLAC in the Community College
- CLAC and Critical Thinking
- CLAC and Pathway Programs
- Collaborative Online International Learning (COIL) and CLAC
- Promoting CLAC to stakeholders
- Cross-disciplinary teaching styles and pedagogical approaches
- Interconnections with Study Abroad, Service Learning, International Students
- Community Connections
- Experiential and Community Engagement
- Professional development opportunities
- CLAC practitioners (mentor relationships)
- Assessment