

COALITION FOR INTERNATIONAL EDUCATION

Promoting U.S. Global Competence

August 9, 2017

The Honorable Virginia Foxx
Chairwoman
Committee on Education and the Workforce
U.S. House of Representatives

The Honorable Robert C. “Bobby” Scott
Ranking Member
Committee on Education and the Workforce
U.S. House of Representatives

The Honorable Brett Guthrie
Chairman
Subcommittee on Higher Education
and Workforce Development
U.S. House of Representatives

The Honorable Susan A. Davis
Ranking Member
Subcommittee on Higher Education
and Workforce Development
U.S. House of Representatives

Dear Committee on Education and the Workforce Leadership,

We are pleased to submit the attached Coalition for International Education proposals for the reauthorization of the Higher Education Act (HEA), Title VI–International Education. Our proposals are put forth in recognition of both the rapidly growing national needs for Americans with international knowledge and foreign language abilities across employment sectors, as well as the funding limitations of a constrained federal budget environment.

Each reauthorization of the Higher Education Act finds the United States facing new global challenges. Today our nation’s successful global engagement, security and economic competitiveness depend on our capacity to understand and adapt to the more complex world of the 21st century. The ability of our nation and its citizens to engage with diverse cultures at home and around the globe has never been more critical in our history.

Unlike the time of Sputnik when the National Defense Education Act of 1958 first created Title VI to serve Cold War needs, today’s challenges require a far wider and deeper range of knowledge about the world, its cultures and many more of its languages, from high level expertise to a globally competent citizenry and workforce. The nation’s economic competitiveness, along with security challenges in global health, environment, law enforcement, food production, technology, and more, today rely on language, cultural and regional expertise. At the same time, these skills and knowledge continue to be of vital interest to our defense, intelligence and diplomatic communities with expanding threats in multiple world regions. Other complementary international education activities in the Departments of Defense, State and Commerce, which have more targeted priorities, depend on the Title VI educational infrastructure and resources to further their strategic goals.

Our Title VI recommendations are based on the findings of a 2014 policy research conference, [*Internationalization of U.S. Education in the 21st Century*](#), which examined the growing U.S. human resource needs for global competence at home and abroad, and the preparedness of our educational institutions to graduate students with the global competencies and international experiences required for the global workforce. The proven federal catalytic role in international and foreign language education through Title VI continues to be an essential strategy for developing—in partnership with our educational institutions—the American capabilities and leadership needed for addressing our

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global challenges. Without Title VI, most of the less commonly taught languages and world regions of strategic interest would not be taught in our schools and colleges on a regular basis. We urge that this role be continued, strengthened, and improved through our detailed recommendations attached.

We believe HEA-Title VI is the federal government’s foundational vehicle to address this 21st century human resource issue that too often is on the margins of our nation’s education policy discussions. During this HEA reauthorization, we urge a focus on the international and foreign language educational challenges facing the nation, and continuation and improvement of Title VI programs with the bipartisan support they have enjoyed over the decades.

We are eager to work with the committee to ensure the future success of Title VI, and would be pleased to provide any additional information requested.

Thank you for your consideration of our views.

Submitted by the following organizations:

African Studies Association
American Association of Community Colleges
American Council of Learned Societies
American Council on the Teaching of Foreign Languages
American Councils for International Education
American Historical Association
American Political Science Association
American Society for Engineering Education
Asia Society
Association for Asian Studies
Association for International Business Education and Research
Association of International Education Administrators
Association of Jesuit Colleges and Universities
Association of Research Libraries
Association for Slavic, East European, and Eurasian Studies
Consortium of Social Science Associations
Council of American Overseas Research Centers
Council of Directors of National Resource Centers
The Forum on Education Abroad
Joint National Committee for Languages
Latin American Studies Association
Middle East Studies Association
Modern Language Association
NAFSA: Association of International Educators
National Association of Independent Colleges and Universities
National Coalition for History
National Council for Languages and International Studies
National Humanities Alliance
North American Small Business International Trade Educators Association
Social Science Research Council

Attachments: Proposals for HEA-Title VI Reauthorization, and Title VI Programs At-A-Glance
cc: Members and Staff of the House Education and the Workforce Committee

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PROPOSALS FOR REAUTHORIZATION OF HEA-TITLE VI

Overview

International and foreign language education is an evolving field with heightened importance to U.S. national interests in the 21st century. Globalization's impact on almost every aspect of life today, coupled with technological advancements, changing demographics and the expanding scope of national security, are driving new demands for both deep expertise and employees with basic knowledge of a greater variety and depth of international skills, and in a growing number of professional areas.

In preparation for Title VI reauthorization, the Coalition in partnership with the College of William & Mary sponsored a policy research conference in April 2014, [Internationalization of U.S. Education in the 21st Century: The Future of International and Foreign Language Studies](#). Surveys and research papers were commissioned to assess supply and demand as it relates to national needs for international and foreign language education. In a [survey](#) of U.S. corporations, for example, more than 85% of firms state that their overall business would increase with international expertise on their staff, while nearly 70% indicate that foreign language skills and an appreciation for cross-cultural differences are the most important requirements at the entry level. What's more, government agencies and the non-profit sectors across various professional and technical areas also are experiencing rapidly growing demands for employees with a wide range of international skills.

Given the magnitude of the task at hand, it is not surprising that most of our educational institutions at all levels lack the teachers, faculty, or other necessary resources, structures and experiences to address this 21st century challenge, as noted recently by a Congressionally requested [report from the American Academy of Arts & Sciences](#). Catalytic support under HEA-Title VI historically has played a significant role in building our international and foreign language education capacity at the undergraduate and graduate levels to address national needs. This role is ever more important today.

Summary of Recommendations

A) Continue the historic bipartisan support for Title VI by reauthorizing six currently funded Parts A and B programs intact. They include: National Resource Centers, Foreign Language and Area Studies (FLAS) Fellowships, Language Resource Centers, Undergraduate International Studies and Foreign Language Programs, American Overseas Research Centers, and Centers for International Business Education and Research. These are quality programs with proven results. They must be continued in order to robustly support the production of deep expertise in international, area and global studies, international business, and foreign language education, which constitute the foundation necessary for addressing our new challenges throughout the educational pipeline. The capacity and expertise maintained by these programs are relied upon by government, business, and nonprofit sectors as well.

B) Consolidate and streamline the title by converting one currently funded program and four currently unfunded programs into two reformed programs designed to address new global realities and contemporary issues. Specifically, we propose the continuation and redesign of the currently funded Part A–Sec. 605 (Research and Studies) and the currently unfunded Part B–Sec. 613 (Business Education and Training) to address new national needs identified and documented at the policy research conference referenced above.

The two reformed programs are as follows:

Part A—Sec. 605 International Research and Innovation is designed to—

1. Stimulate systematic, practical research on the U.S. educational system’s capacity, structures, and effectiveness in meeting evolving national needs for both professionals with deep international and foreign language expertise, as well as graduates with basic global skills and knowledge, including cultural understanding;
2. Provide incentives for innovative strategies, or scale up proven strategies and practices to overcome systemic challenges to providing international and foreign language educational opportunities, resources and expertise across a broad spectrum of disciplines and educational institutions, and employer stakeholders.
3. Require a more sustained and systematic leadership role by the U.S. Department of Education in identifying, documenting, and evaluating the strengths and assessing the gaps in our international and foreign language education capacity, so as to better align programs under Title VI with stakeholder needs.

Part B—Sec. 613 Professional and Technical Education for Global Competitiveness is designed to support seed or enhancement/scale-up projects that—

1. Establish new strategies to provide undergraduate and graduate students with the global professional competencies, perspectives, knowledge and skills needed to strengthen U.S. global engagement and competitiveness, specifically focusing on a variety of professional and technical fields critical to the national interest;
2. Integrate international, regional, area, and global education, foreign language studies, education and internships abroad, with professional academic curricula to produce globally competent graduates in their professional fields, whether for full-time, nontraditional, mid-career, or part-time students; and
3. Support collaborative projects between institutions of higher education and the corporate, government and/or non-profit communities to strengthen their capacity for global engagement and competitiveness, such as project and team based initiatives, internship programs, alignment of international professional education with employer needs, and promotion of global business, trade or other professional activity.

In addition, we propose **conforming/related amendments to the title of Part B and to the Part B Findings and Purposes to reflect the redesigned Part B—Sec. 613.**

In combination with the six currently funded programs listed above, these two reformed programs would help move the dial forward in U.S. international education toward ensuring that American graduates are prepared to function, collaborate and compete successfully in our increasingly interdependent and interconnected world.

C) Insert a technical amendment to Title VI, Part A—Sec. 602(b) clarifying eligibility for graduate FLAS Fellowships for beginning, intermediate and advanced language study.

D) Provide authorization levels for the succeeding fiscal years that enable a progressive restoration of the severe FY 2011 funding reductions. Less than 0.1% of the Department of Education’s discretionary budget, FY 2017 Title VI funding falls below its 1960s level adjusted for inflation. While we understand the current federal budget constraints, we urge that the committee consider the national security and global competitiveness import of these programs in setting authorization levels throughout the life of this next reauthorization. We also urge that the reauthorization require the new activities in Sec. 605(d)(2) and the proposed reformed Section 613 be funded only with new resources above the title’s aggregate FY 2017 appropriations level.

The following four documents outline our proposed legislative specifications for (I) Part A—Sec. 605; (II) Part B—Sec. 613; (III) conforming amendments to Part B’s title and Part B—Sec. 611 Findings & Purposes; as well as (IV) a technical amendment to Part A—Sec. 602(b) FLAS fellowships. Also attached is an **Addendum** on current Title VI Programs At-A-Glance.

COALITION FOR INTERNATIONAL EDUCATION

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Proposed Legislative Specifications (I) Title VI, Part A–Sec. 605

International Research and Innovation

Sec. 605.

(a) Purposes –

Support essential international and foreign language education research and innovation projects with the goal of assessing and strengthening the nation’s international education capacity, coordination, delivery and outcomes to meet national needs.

(b) Authority in General –

The Secretary is authorized directly, or through grants or contracts to an eligible grant recipient or partnerships or consortia of such eligible grant recipients to–

- (1) Conduct research and studies that contribute to the purposes of this title, including but not limited to research to provide a systematic understanding of our nation’s international and foreign language education capacity, structures, and effectiveness in meeting growing demands by education, government, business and non-profit sectors;
- (2) Create innovative paradigms, enhance or scale up proven strategies and practices that address systemic challenges to developing and delivering international and foreign language education resources and expertise across educational disciplines and institutions, and for employers and other stakeholders;
- (3) Develop and manage a national standardized database on the strengths, gaps and trends in the nation’s international and foreign language education capacity, and document the outcomes of programs funded under this title every grant cycle.

(c) Eligible Grant Recipients –

The Secretary may award grants to carry out the activities authorized under this section to the following:

- (1) An institution of higher education.
- (2) A public or private nonprofit library.
- (3) A nonprofit educational organization.
- (4) An existing grantee under this title.
- (5) A partnership of two or more of the above.

(d) Authorized Activities –

The Secretary is authorized to make grants under this section for the following —

(1) Research and studies grants for the systematic development, collection, analysis, publication and dissemination of data and other information resources in a manner that is easily understandable and made publicly available, and that contributes to the achieving the purposes of this title, which may include one or more of the following —

- (A) Assessing and documenting international and foreign language education capacity and supply, such as –

- (i) Studies and surveys to determine the numbers of foreign language courses, programs and enrollments at all levels of education and in all languages, including a determination of gaps in those deemed critical to the national interest;
 - (ii) Studies and surveys of the number and types of degrees or certificates awarded in area studies, global studies, foreign language studies and international business and professional studies, including identification of gaps in those deemed critical to the national interest;
 - (iii) Studies and surveys of the number of foreign language, area or international studies faculty, including international business faculty, and K-12 foreign language teachers, all by language, degree and world area; and
 - (iv) Studies and surveys of the number of undergraduate and graduate students engaging in long or short-term education or internship abroad programs as part of their curriculum, including the countries of destination.
- (B) Assessing the demands for and outcomes of international and foreign language education, and their alignment, such as –
- (i) Studies, surveys and conferences to determine demands for increased or improved instruction in foreign language, area or global studies, or other international fields, as well as the demand for employees with such skills and knowledge in government, education, and the private sector;
 - (ii) Studies, surveys and conferences to assess the employment or utilization of graduates of programs supported under this title by governmental, educational and private sector organizations; and
 - (iii) Other studies, surveys and conferences to assess standardized outcomes and effectiveness and benchmarking of programs supported under this title;
- (C) The development and publication of specialized materials for use in foreign language, area, global and other international studies, including in international business and other professional education as appropriate;
- (D) Studies and surveys that identify and document systemic challenges and changes needed in higher education and K-12 systems to make international and foreign language education available to all students as part of the basic curriculum, including but not limited to challenges in current evaluation standards, entrance and graduation requirements, program accreditation, student degree requirements or teacher and faculty legal or workplace barriers to education and research abroad;
- (E) Studies and surveys that identify and document in underrepresented institutions of higher education, including those under Parts A or B of Title III, under Title V, or community colleges –
- (i) systemic challenges and changes, incentives and partnerships needed to internationalize educational programming in a comprehensive and sustainable way; and
 - (ii) short and long term outcomes of successful internationalization strategies and funding models;
- (F) Evaluation of the extent to which programs assisted under this title reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs, as described in the grantee’s application.

(2) Innovation grants to fund projects consistent with the purposes of this title that establish and conduct innovative strategies, or scale up proven strategies, which may include one or more of the following —

- (A) Innovative paradigms to improve communication, sharing and delivery of resources that further the objectives of this title, such as —
- (1) Networking structures and systems to more effectively match graduates with international and foreign language education skills with employers' needs across the workforce;
 - (2) Sharing international specialist expertise across institutions of higher education or in the workforce to pursue specialization or learning opportunities not available at any single institution of higher education, such as shared courses for studying less commonly taught languages, world areas or regions, international business or specialized research topics of national strategic interest.
 - (3) Producing, collecting, organizing, preserving and widely disseminating international and foreign language education expertise, resources, courses and other information through the use of electronic technologies and other networking techniques that contribute to the purposes of this title;
 - (4) Cooperative or coordinating initiatives to identify, capture and provide persistent access to and creation of digital global library resources that are beyond the capacity of any single grantee under this title, or any single institution of higher education, including the professional development of library staff; and
 - (5) Utilization of technology to create open source resources in international, area, global and foreign language studies that are adaptable to multiple educational settings, and that promote interdisciplinary partnerships between technologists, curriculum designers, international and foreign language education experts, language teachers and librarians.
- (B) Innovative curriculum, teaching and learning paradigms that further the objectives of this title, such as —
- (1) New paradigms for collaborations of disciplinary programs with foreign language studies, area, global, and international studies, and education abroad programs that address the internationalization of such disciplinary studies for the purpose of producing globally competent graduates in their fields;
 - (2) Innovative collaborations between established centers of international and foreign language education excellence and underrepresented institutions and populations seeking to further their goals for strengthening international, area, global and foreign language studies, including institutions of higher education under Parts A or B of Title III, under Title V, or community colleges;
 - (3) Teaching and learning collaborations among foreign language, area, global or other international studies with diaspora communities, including heritage students; and
 - (4) New approaches and methods to teaching emerging global issues, cross-regional interactions, and underrepresented regions or countries, such as project and team based learning.
- (C) Innovative assessment and outcome tools and techniques that further the objectives of this title, such as —
- (1) International and foreign language education assessment techniques that are coupled with outcome focused training modules, such as certificates and badges, immersion learning or e-portfolio systems that meet the purposes of this title; and
 - (2) More effective and easily accessible methods of assessing professionally useful levels of proficiency in foreign languages, or competencies in area, culture and global knowledge or other international fields in programs under this title, which may include use of open access online and other cost-effective tools for students and educators at all educational levels and in the workplace.

(e) Application –

Each eligible grant recipient or partnership desiring a grant under this section shall submit an application to the Secretary at such time, and in such manner, and accompanied by such information and assurances as the Secretary may reasonably require, including but not limited to assurances that proposed innovation projects have reasonable and demonstrable expectations of sustainability once the projects are completed.

(f) Match Required –

The Federal share of the total cost of carrying out a program supported by a grant under this section shall not be more than 66 2/3 percent. The non-Federal share of such cost may be provided either in-kind or in cash, from institutional and non-institutional funds, including contributions from State and private sector corporations or foundations.

(g) Special Rule –

The Secretary may waive or reduce the required non-Federal share for institutions that –

- (1) are eligible to receive assistance under part A or B of Title III or under title V, or are community colleges; and
- (2) have submitted a grant application under this section that demonstrates a need for a waiver or reduction.

(h) Database Website; 5-year Report –

The Secretary shall directly, or through grants or contracts to an eligible grant recipient –

- (1) Establish, curate, maintain and update at least every grant-cycle a web-based site that showcases results of this section and serves as a repository and landing site for access to the information, resources and best practices generated through activities under this section; and
- (2) Prepare, publish and disseminate to the U.S. Congress and the public every 5 years just prior to a reauthorization of this title, a report that summarizes key findings from the activities conducted under this section and policy issues the findings may raise with respect to international and foreign language education and outcomes.

(i) Funding Proviso. —Notwithstanding any other provision under this title, no funding shall be provided for subsection (d)(2) of this section unless the aggregate funding for programs under this title is greater than the FY 2017 appropriations level.

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Proposed Legislative Specifications (II) Title VI, Part B—Sec. 613

Professional and Technical Education for Global Competitiveness

Sec. 613.

(a) Purpose –

The purpose of this program is to support innovative strategies that provide undergraduate and graduate students with the global professional competencies, perspectives and skills needed to strengthen and enrich U.S. global engagement and competitiveness in a wide variety of professional and technical fields important to the national interest in the 21st century.

(b) PROGRAM AUTHORIZED. —The Secretary shall make grants to, or enter into contracts with, institutions of higher education, or consortia of such institutions, or partnerships of such institutions and the corporate or nonprofit communities to pay the Federal share of the cost of programs designed to—

- (1) Establish an interdisciplinary global dimension in the undergraduate and graduate curricula of business, STEM, and other professional education and technical training programs to be determined by the Secretary based on national needs;
- (2) Produce graduates with proficiencies in both the global aspects of their professional fields and international, cross-cultural and foreign language skills; and
- (3) Provide appropriate services to or linkages with the corporate, government and nonprofit communities that will expand their knowledge and capacity for global engagement and competitiveness, and provide internship or employment opportunities for students and graduates with international skills.

(c) AUTHORIZED ACTIVITIES .—

- (1) **MANDATORY ACTIVITIES.** —Eligible activities to be conducted by institutions of higher education pursuant to grants or contracts awarded under this section shall include—
 - (A) Combining or incorporating into undergraduate or graduate professional education and technical training curricula the following—
 - (a) Foreign language programs that lead to proficiency, including but not limited to immersion opportunities;
 - (b) International, area or global studies programs;
 - (c) Education, internships or other innovative or technological linkages abroad; and
 - (d) Global business, economic and trade studies, as appropriate.
 - (B) Innovation and improvement in international, global and foreign language education curricula to serve the needs of business and other professional and non-profit communities, including development of new programs for nontraditional, mid-career, or part-time students;
 - (C) Establishment of education or internship abroad programs or other innovative approaches to enable undergraduate or graduate professional students to develop their foreign language skills and knowledge of foreign cultures, societies and global dimensions of their professional fields; and

- (D) Development of collaborations on issues of common interest to institutions of higher education, corporations, or non-profit sector organizations designed to strengthen engagement and competitiveness in global business, trade or other global professional activity.

(2) PERMISSIBLE ACTIVITIES.—

- (A) Development of specialized teaching materials and courses, including foreign language and area or global studies materials, and innovative technological delivery systems appropriate to professionally-oriented students;
- (B) Establishment of student fellowships or other innovative support opportunities for education and training in global professional development activities, **including for underrepresented populations, first generation students, and heritage learners;**
- (C) Development of opportunities or fellowships for professional school faculty, including junior faculty, to acquire or strengthen international and global skills and perspectives, **including in institutions of higher education under Parts A or B of Title III, under Title V, or community colleges;**
- (D) Summer or other academic break or technology-delivered institutes in global business, STEM or other professional fields, foreign language, world area, global and other international studies designed to carry out the purposes of this section;
- (E) Internationalization of curricula at the junior and community college level **and at institutions of higher education under Parts A or B of Title III and under Title V** to further the purposes of this section;
- (F) Establishment of linkages overseas with institutions of higher education, corporations and organizations that contribute to the educational objectives of this section;
- (G) Development of programs to inform the public of increasing global interdependence in a wide variety of professional fields such as, business, science, technology, health, environment, energy, agriculture, law, civics, and other areas, and the U.S. role within the global system; and
- (H) Establishment of trade education programs through cooperative arrangements with regional, national and global trade centers and councils, and with bilateral and multilateral trade associations.

(d) APPLICATIONS .— Each institution of higher education, consortium of such institutions, or partnerships desiring a grant under this section shall submit an application to the Secretary at such time, and in such manner, and accompanied by such information and assurances as the Secretary may reasonably require, including but not limited to—

- (1) Assurances that proposed projects have reasonable and demonstrable expectations of sustainability and replicability once the projects are completed;
- (2) A copy of the agreement entered into by the institution of higher education with a corporation or nonprofit organization engaged in international economic or other relevant professional activity, or a combination or consortium of such enterprises, organizations or associations, for the purpose of establishing, developing, improving or expanding activities eligible for assistance under subsection (b) of this section;
- (3) Assurances that the institution of higher education will use the assistance provided under this section to supplement and not to supplant activities conducted by institutions of higher education described in subsection (b); and
- (4) Assurances that, where applicable, the activities funded by the grant will reflect diverse perspectives and a wide range of views on world regions and international affairs.

(e) Match Required.—The Federal share of the total cost of carrying out a program supported by a grant under this section shall not be more than 50% percent. The non-Federal share of such cost may be provided either in-kind or in cash, from institutional and non-institutional funds, including contributions from State and private sector corporations or foundations.

(f) Special Rule.—

The Secretary may waive or reduce the required non-Federal share for institutions that –

- (1) Are eligible to receive assistance under part A or B of Title III or under title V, or are community colleges; and
- (2) Have submitted a grant application under this section that demonstrates a need for a waiver or reduction.

(g) Funding Rule.—Notwithstanding any other provision under this title, no funding shall be provided for this section unless the aggregate funding for programs under this title is greater than the FY 2017 appropriations level.

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Proposed Legislative Specifications (III)

Title VI, Part B—Title and Sec. 611 Findings and Purposes Conforming and Related Amendments

Amend the Title of Part B as follows:

Delete “Business and International Education Programs”

Insert “Global Business and Professional Education Programs”

Amend the Findings and Purposes of Part B to reflect the reformed Sec. 613, as follows (proposed changes in red font):

Sec. 611 Findings and Purposes

(a) FINDINGS.—The Congress finds that—

- (1) the future **economic** welfare of the United States will depend substantially on increasing international **and global** skills in the business, educational, and **other professional** communities and creating an awareness among the American public of the internationalization of our economy **and numerous other professional areas important to the national interest in the 21st century**;
- (2) concerted efforts are necessary to engage business schools, **professional schools and programs**, language, area **and global** study programs, professional international affairs education programs, public and private sector organizations, and United States business in a mutually productive relationship which benefits the Nation’s future economic **and security** interests;
- (3) few linkages presently exist between the manpower and information needs of United States business **and other professional fields** and the international **and global** education, language training and research capacities of institutions of higher education in the United States, and public and private organizations; and
- (4) organizations such as world trade councils, world trade clubs, chambers of commerce and State departments of commerce, **as well as other professional organizations** are not adequately used to link universities and business **or the professions** for joint venture exploration and program development.

(b) PURPOSES.—It is the purpose of this part—

- (1) to enhance the broad objective of this Act by increasing and promoting the Nation’s capacity for international understanding, economic enterprise, **and security** through the provision of suitable international education and training for business **and other professional** personnel in various stages of professional development; and
- (2) to promote institutional and noninstitutional educational and training activities that will contribute to the ability of United States business **and other professional fields** to prosper in a **international global** economy.

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Proposed Legislation Specifications (IV)

Technical Amendment to Title VI, Sec 602(b) Clarifying FLAS Graduate Eligibility

Sec. 602(b)(2)(B)(ii) is amended (in red font) as follows:

“(b) FELLOWSHIPS FOR FOREIGN LANGUAGE AND AREA OR INTERNATIONAL STUDIES .—

(2) ELIGIBLE STUDENTS .—A student receiving a stipend described in paragraph (1) shall be engaged—

(A) in an instructional program with stated performance goals for functional foreign language use or in a program developing such performance goals, in combination with area studies, international studies, or the international aspects of a professional studies program; and

(B)(i) in the case of an undergraduate student, in the intermediate or advanced study of a less commonly taught language; or

(ii) in the case of a graduate student, in graduate study in connection with a program described in subparagraph (A), including—

(I) predissertation level study;

(II) preparation for dissertation research;

(III) dissertation research abroad; ~~or~~

(IV) dissertation writing; ~~or~~”

(V) the beginning, intermediate or advanced study of a foreign language related to the area of specialization.

Explanation and Rationale

This amendment clarifies statutory intent by restoring the ability of FLAS grantees to award academic year or summer fellowships for beginning, intermediate or advanced study of a foreign language related to the graduate student’s world area of specialization.

In 2016, the Department of Education changed a long-standing policy of allowing the award of academic year and summer fellowships to graduate students for beginning level language training in the less commonly taught languages. The Department currently requires that beginning language learning for a FLAS graduate student is allowable only if the student has advanced proficiency in *another* language of the world area of specialization. This policy conflicts with decades of long-standing Congressional statutory intent, administrative precedent and one of the purposes of Title VI to strengthen the nation’s capacity in foreign languages.

Graduate FLAS students should be eligible to take beginning, intermediate and advance courses in a less commonly taught language (LCTL) that is needed for the student’s overall training and expertise, including dissertation work, whether or not the student has studied a language before. Graduate students are highly motivated to achieve a working proficiency in the LCTL by the time they graduate. Moreover, as the Modern Language Association confirms, many graduate students do not have access to LCTL instruction at their undergraduate institutions, especially the least commonly taught languages. Many professional students applying for a FLAS never had the need to study a language at all. In both cases, graduate students must have access to support for beginning level LCTL studies relevant to their world area of study. FLAS fellowships provide incentives both to the students to study LCTLs, and to the institutions to offer the requisite courses that would not otherwise be offered due to low enrollments.

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ADDENDUM HEA-Title VI Programs At-A-Glance

Authorized under the Higher Education Act, Title VI authorizes 11 programs, 10 of which were funded as of FY 2010. *Those in italics are not funded as of August 2017.*

PART A, International and Foreign Language Studies focuses on increasing knowledge and expertise in more than 200 foreign languages, world areas and global issues.

National Resource Centers (NRCs) support institutions of higher education (IHEs) to establish and operate centers to train students, specialists, and other scholars; maintain important library collections; conduct advanced research; and conduct outreach to K-12 & higher education institutions, business, government, and the media.

Foreign Language and Area Studies (FLAS) Fellowships support academic year and summer fellowships for graduate and undergraduate-level training at IHEs having nationally recognized programs of excellence.

Undergraduate International Studies and Foreign Language (UISFL) program is a seed program that supports the establishment and strengthening of instructional programs in international studies and foreign languages at the undergraduate level.

International Research and Studies (IRS) projects support IHEs, public and private nonprofit organizations and individuals in projects to conduct research on the needs, methods and strategies for teaching foreign language and area and international studies.

Language Resource Centers (LRCs) support IHEs to improve the teaching and learning of foreign languages.

American Overseas Research Centers (AORCs) program supports consortia of IHEs to establish centers overseas to promote postgraduate research, faculty and student exchanges for advanced training and research.

Technological Innovation and Cooperation for Foreign Information Access (TICFIA) supports IHEs to develop innovative techniques or programs using electronic technologies to collect, organize preserve and widely disseminate information on world regions that address our nation's teaching and research needs in international education and foreign languages.

PART B, Business and International Education Programs provides support to expand international business education and enhance U.S. leadership in the global economy.

Centers for International Business Education and Research (CIBER) support university centers to improve international business education and serve as national and regional resources for businesses, government and other educational institutions.

Business and International Education Projects (BIE) is a "seed" program that supports IHEs to enhance international programs in business schools and to promote linkages with the international business community.

PART C, Institute for International Public Policy (IIPP) builds international education capacity at minority-serving institutions and provides an opportunity for the best students at these schools to receive training and participate in internships that lead to international careers.

PART D-Sec. 637, Science and Technology Advanced Foreign Language Education Grant Program (never funded) supports programs in institutions of higher education that encourage students to develop an understanding of science and technology combined with foreign language proficiency, including teacher training.