

## Earning a 1 or 2 quarter

# Global Competency Certificate

This program's goal is to promote global awareness and understanding. Today's society and job market includes adapting to the most hyper-connected and multicultural world we've ever seen!

Sponsored by: Study Abroad Center; International Education Programs; and the Global Engagement Team in Student Leadership

## OVERVIEW

*The Global Competency Certificate Program (GCCP) includes two 10-week programs--Level One and Level Two--which will take place during Winter and Spring Quarters in 2018. GCCP creates an opportunity for faculty, staff, and students to explore international issues and improve one's ability to appreciate, learn, and work with people from diverse linguistic and cultural backgrounds.*

**In Level One**, you will be assigned to a small group of others who have similar goals with the certificate as you. During the Winter Quarter, you will complete 4 activities (individually or as a group), write short individual reflections, meet with your group at least 4 times, and write down reflections from your group meetings.

**If you decide to continue to Level Two** in the Spring quarter, you will take the International Development Inventory (IDI), an internationally recognized instrument that measures your global understanding. This will "benchmark" your current level of global understanding and allow you to see growth after completing Level Two (when you can retake the test). This test costs \$12 and information will be shared on how to register for the test as part of our group.

**Level Two** will begin within the first 2 weeks of Spring Quarter. You will meet one on one with an IDI administrator and create an individual development plan based on your IDI results, Level One journal content and your self-assessment of Level One growth. Also in Level Two, you will be assigned 3 in-depth readings designed to help further develop your global understanding. Like in Level One, you will submit your reflections on these readings. You can also retake the IDI to see your progress along the IDI scale, which would additionally make you eligible for a \$500 travel credit explained below.



## **Rewards for Completing the Certificates:**

Participants who complete Level One will receive a Certificate of Completion and will be invited to join a special luncheon with the College President. All Level One graduates are invited and strongly encouraged to continue into Level Two during Spring Quarter. Level Two Completers will receive a Certificate of Completion and any Level Two graduate who has a gain of a minimum of FIVE (5) points in their IDI score will be awarded a \$500 credit to a Seattle College District-sponsored GO ABROAD trip (study abroad, student/staff exchange, Global Impact, etc.) as a congratulations!

We are always accepting suggestions for improvement, so please don't hesitate to share your ideas. Questions? Contact Karolyn Gore: (206) 934-0971 ▪ StudyAbroad@seattlecolleges.edu

**Level One** participants who have been set up with their small groups, please review the following information about your group work. You will be engaging in at least 4 separate activities and meeting with your small group at least 4 times during the 10 weeks. You will observe, reflect, journal and then have conversations with your partner(s) about these activities that are designed to promote your global awareness and understanding. Note: it is not simply participating in activities or attending cultural events that is important, but the intentional reflection on cross cultural patterns you observe that will contribute to your development of global competency.

## General Partner/Group Guidelines

The following guidelines will help make your time with your Global Competency partner(s) both enjoyable and educational. If you have any questions or concerns, please let us know!

1. You will be partnered with other participants in the program to form a small group. Program Administrators will make every effort to assign a partner with a culture/ethnic background different than your own. You will meet together to discuss and reflect on each activity. Alternatively, you may select your own partner(s) as long as they are of a different culture/ethnicity.
2. By signing up for the Global Competency Certificate (Level One), you have committed to meet with your partner(s) at least four times during the Winter quarter.
3. We want participants to improve in global understanding. Your group meeting time should primarily be spent in conversation reflecting on what you have learned and experienced while taking part in the required activities.
4. Meet in a public place. The school's cafeteria or nearby coffee shops are all great places to have your meetings.
5. If you cannot meet with your partner(s) at the set time, please notify them at least one day in advance. Let them know if you will be at the next planned meeting and arrange an alternate time if desired.
6. Please be mindful of other's time. If a partner is more than 15 minutes late, you can assume they had an unexpected situation or emergency and are not coming to the meeting that day. You do not have to wait any longer than 15 minutes.
7. Use email or phone to contact your partner(s) and notify each other of any changes, including changes in your schedule or contact information.
8. If your group has problems meeting, we will do our best to assist. Call (206) 934-0971, email [StudyAbroad@seattlecolleges.edu](mailto:StudyAbroad@seattlecolleges.edu), or stop by the Study Abroad office at BE1102F.



**Level One Activities:** You and your partner(s) will select 4 activities from 4 separate categories to complete the certificate requirements. Each activity should be at least one hour in length and an activity can only be counted once. You will observe, reflect and journal on these experiences and then discuss them with your partners. Please complete a documentation form on each activity/interaction.

**Activities:**

Museums or Cultural/Ethnic Sites

Books

Food/Restaurants

Films/Theatre/Art

Socio/Political Justice Issues

Women/Gender Issues

Religion & Faiths

Global Health & Environmental Issues

Note: At least one area must be a Seattle Central campus activity and one area needs to also be a “shared” activity (i.e. all members of your group see the same movie or read the same book, etc. so that you can have deeper discussions on the same content).



2. You must maintain a **reflection journal** and log each of your meetings. Journal electronically on the included documentation pages. Note: You must respond to each question. Further reflection and journaling beyond the listed questions is encouraged. For each activity, set a time to meet with your partner(s). Be sure to journal your reflections and responses to each of the questions.
  - You have a cultural, ethnic, and/or racial identity that shapes your understanding of the world, and your perceptions about others. Take a few minutes to write down your own cultural identity, and how it has affected you. Do you have a racial identity? How does it shape your view of yourself? After you have done this, discuss it with your partner.
  - While completing activities for the Global Competency Certificate, reflect on cultural differences and commonalities you observe between you and your partner(s). In what ways do these individuals perceive, value, and act similar or different compared to you?

# **CATEGORIES, REFLECTION, AND DISCUSSION QUESTIONS**

## **Museums or Cultural/Ethnic Sites**

Visit one museum in Seattle that has a significant amount of art and content from other areas of the world and journal the following questions. Example museums might be the Wing Luke Asian Museum, SAM, Northwest African American Museum or Nordic Heritage Museum.

What expectations did you have before visiting the museum? Were there any surprises?

Identify 3-5 things that you learned about the culture(s) represented in this museum.

Choose 2 items on display and answer the following:

How do you feel about this item/piece of art?

Why did you choose it?

Are there cultural aspects of the work that you aren't sure how to interpret?

What questions do you have about it?

## **Books**

Read one book that is based in a cross-cultural setting that describes and explains patterns of cultural difference and similarity and journal the following questions.

This link suggests a wide variety of books you could purchase or check out at the library <https://www.goodreads.com/shelf/show/cross-cultural>  
Intercultural Press is also a good source for cross-cultural books.

What is the book title and author? Why did you choose that book?

What is the plot or focus of the book chosen?

Identify 3-5 things you learned about another culture or issue from the book.

Were there any cross-cultural questions or issues you became aware of while reading the book?

## **Food/restaurants**

Choose one ethnic restaurant serving a cuisine you are not familiar with (ex. Moroccan, Japanese, Ethiopian, Thai).

What restaurant or food did you choose and why?

What expectations did you have before the meal? Were there any surprises?

Identify 2-3 things you learned about the cuisine and the country/region that it comes from?

## **Films/Theatre/Art**

Choose a film that is based in a cross-cultural setting that describes and explains patterns of cultural difference and similarity.

What film did you choose and why?

What expectations did you have about the film before watching it? Were there any surprises?

Identify 3-5 things that you learned about the culture(s) represented in the film.

### **Social/Economic/Political issues**

Attend a campus or community event that focuses on global dimensions of social, economic, or political issues. On campus, these events might be organized by the Library (series on Social Issues), Student Leadership, Multicultural Services, or a faculty/staff lecture. Events in the community might be sponsored by the World Affairs Council, Henry McGee Lecture Series at Seattle University, Seattle Town Hall, etc.

What event did you attend, who organized it, and what was the date and time?

What expectations did you have about the topic before the event?

Identify 3-5 issues that were presented? What did you learn about the issue(s)?

Were there any cross-cultural questions or issues that you became aware of while at the event?

### **Women/Gender issues**

Attend a campus or community event that focuses on global dimensions of women and/or gender issues around the world. Events on campus are often sponsored by the Women's Programs office, library, Student Leadership, faculty/staff open lectures, etc. Events in the community might be sponsored by the World Affairs Council, Henry McGee Lecture Series at Seattle University, Seattle Town Hall, etc.

What is the name of the event, who organized it and what was the date and time? What expectations did you have before attending the event on Women/Gender issues?

Identify 3-5 things you learned about women/gender issues from the event.

Were there any cross-cultural surprises that you learned?

### **Religion/Faith**

Attend a religious service, "rite of passage" or wedding ceremony, faith-based lecture or event focusing on a religion/faith with which you are not familiar. Read a book about a religion that is not familiar to you (note: you cannot count the activity twice in both Book and Religion categories).

What type of activity did you do related to religion/faith exploration?

Why did you choose to do this? What expectations did you have about the religion/faith before exposing yourself to it? Were there any surprises?

Identify 3-5 things that you learned about the culture(s) as represented through the experience?

### **Global Health & Environmental Issues**

Attend one event on campus or around Seattle that focuses on global environmental issues or the broad field of global health. Events in the community might be sponsored by PATH, Washington Global Health Alliance, World Affairs Council, Henry McGee Lecture Series at Seattle University, Seattle Town Hall, etc.

What is the name of the event, who organized it and what was the date and time?

What expectations did you have before attending the event?

Identify 3-5 things you learned about global health or global dimensions to environmental issues.

Were there any surprises?

# **PLANNING, DOCUMENTATION, AND EVALUATION**

With your partner(s), write your 4 choices below including the specific activity, event, book, etc. you will do within the category. When you have finished your activities, written reflections and discussions, you will send the Documentation Form (6 pages) and completed Evaluation Form provided at the end of this packet to the Study Abroad Office to process your Certificate.

**\*Please note that this is for planning and does not need to be submitted.**

## **Example**

**Category :** Museum                      Visit Wing Luke Museum

**(include specific activity, book, museum, etc)**

**Category 1:**

**Category 2:**

**Category 3:**

**Category 4:**

# **DOCUMENTATION FORMS**

\*Pages 9-18 must be submitted\*

**Each person** must submit these pages to the Study Abroad Office after completing the activities, reflections, discussions, and evaluation. We encourage you to complete the forms after each meeting rather than waiting until all the events are done.

**\*\*Documentation forms and evaluations must be submitted by the last day of the Winter quarter (March 21, 2018).** Return pages 9-17 electronically to [StudyAbroad@seattlecolleges.edu](mailto:StudyAbroad@seattlecolleges.edu) or in person to BE1102F.

## **Introductory Meeting - Reflection**

### **Date of Discussion:**

You have a cultural, ethnic, and/or racial identity that shapes your understanding of the world, and your perceptions about others. Take a few minutes to reflect on your own cultural identity and how it has affected you. Do you have a racial identity? How does it shape your view of yourself? Provide some reflections on your thoughts about this and your first meeting with your partner(s).



## **Global Activity – Museum or Cultural/Ethnic Sites**

**Date of Activity:**

**Date of Meeting with Partner(s):**

**Activity:**

**Reflections:**

Visit one museum in Seattle that has a significant amount of art and content from other areas of the world and journal the following questions. Example museums might be the Wing Luke Asian Museum, SAM, or Nordic Heritage Museum.

What expectations did you have before visiting the museum? Were there any surprises?

Identify 3-5 things that you learned about the culture(s) represented in this museum.

Choose 2 items on display and answer the following:

How do you feel about this item/piece of art?

Why did you choose it?

Are there cultural aspects of the work that you aren't sure how to interpret? What questions do you have about it?

## **Global Activity - Books**

**Date of Activity:**

**Date of Meeting with Partner(s):**

**Activity:**

**Reflections:**

Read one book that is based in a cross-cultural setting that describes and explains patterns of cultural difference and similarity and journal the following questions.

This link suggests a wide variety of books you could purchase or check out at the library.

<https://www.goodreads.com/shelf/show/cross-cultural>

Intercultural Press is also a good source for cross-cultural books.

What is the book title and author? Why did you choose that book? What is the plot or focus of the book chosen?

Identify 3-5 things you learned about another culture or issue from the book.

Were there any cross-cultural questions or issues you became aware of while reading the book?

## **Global Activity – Food/Restaurants**

**Date of Activity:**

**Date of Meeting with Partner(s):**

**Activity:**

**Reflections:**

Choose one ethnic restaurant serving a cuisine you are not familiar with (ex. Moroccan, Japanese, Ethiopian, Thai).

What restaurant or food did you choose and why?

What expectations did you have before the meal? Were there any surprises?

Identify 2-3 things you learned about the cuisine and the country/region that it comes from?

## **Global Activity – Films/Theatre/Art**

**Date of Activity:**

**Date of Meeting with Partner**

**Activity:**

**Reflections:**

Choose a film that is based in a cross-cultural setting that describes and explains patterns of cultural difference and similarity.

What film did you choose and why?

What expectations did you have about the film before watching it? Were there any surprises?

Identify 3-5 things that you learned about the culture(s) represented in the film.

## **Global Activity – Social/Economic/Political Issues**

**Date of Activity:**

**Date of Meeting with Partner(s):**

**Activity:**

**Reflections:**

Attend a campus or community event that focuses on global dimensions of social, economic, or political issues. On campus, these events might be organized by the Library (series on Social Issues), Student Leadership, Multicultural Services, or a faculty/staff lecture. Events in the community might be sponsored by the World Affairs Council, Henry McGee Lecture Series at Seattle University, Seattle Town Hall, etc.

What event did you attend, who organized it, and what was the date and time? What expectations did you have about the topic before the event?

Identify 3-5 issues that were presented? What did you learn about the issue(s)?

Were there any cross-cultural questions or issues that you became aware of while at the event?

## **Global Activity – Women/Gender Issues**

**Date of Activity:**

**Date of Meeting with Partner(s):**

**Activity:**

**Reflections:**

Attend a campus or community event that focuses on global dimensions of women and/or gender issues around the world. Events on campus are often sponsored by the Women's Programs office, library, Student Leadership, faculty/staff open lectures, etc. Events in the community might be sponsored by the World Affairs Council, Henry McGee Lecture Series at Seattle University, Seattle Town Hall, etc.

What is the name of the event, who organized it and what was the date and time? What expectations did you have before attending the event on Women/Gender issues?

Identify 3-5 things you learned about women/gender issues from the event.

Were there any cross-cultural surprises that you learned?

## **Global Activity – Religion/Faith**

**Date of Activity:**

**Date of Meeting with Partner(s):**

**Activity:**

**Reflections:**

Attend a religious service, “rite of passage” or wedding ceremony, faith-based lecture or event focusing on a religion/faith with which you are not familiar. Read a book about a religion that is not familiar to you (note: you cannot count the activity twice in both Book and Religion categories).

What type of activity did you do related to religion/faith exploration?

Why did you choose to do this? What expectations did you have about the religion/faith before exposing yourself to it? Were there any surprises?

Identify 3-5 things that you learned about the culture(s) as represented through the experience?

## **Global Activity – Global Health/Environmental Issues**

**Date of Activity:**

**Date of Meeting with Partner(s):**

**Activity:**

**Reflections:**

Attend one event on campus or around Seattle that focuses on global environmental issues or the broad field of global health. Events in the community might be sponsored by PATH, Washington Global Health Alliance, World Affairs Council, Henry McGee Lecture Series at Seattle University, Seattle Town Hall, etc.

What is the name of the event, who organized it and what was the date and time?

What expectations did you have before attending the event?

Identify 3-5 things you learned about global health or global dimensions to environmental issues.

Were there any surprises?



## **End-of-Quarter Evaluation**

Your name: \_\_\_\_\_ Date: \_\_\_\_\_

Your Global Competency Certificate Program partner name(s):

Describe what new insights you have learned throughout the program.

Has this program been helpful to you in developing your global competency? Why or why not?

What advice would you give to a new participant?

Would you recommend this certificate program to your friends or colleagues? Why or why not?

How would you describe the Global Competency Certificate Program (Level One) to someone who is interested in the program?

Will you be continuing into Level Two? Why or why not?

What suggestions do you have to improve this certificate program?

***Thank you*** for participating in the Global Competency Certificate Program  
Level One

Return to **StudyAbroad@seattlecolleges.edu** or to BE1102F