Inclusion Criteria for Global Competency Certificate-eligible International and Intercultural Experiences

To meet the non-academic graduating requirement of the GCC, students must demonstrate that they have successfully taken part in a GCC-eligible international or intercultural experience.

There are two kinds of GCC-eligible international and intercultural experiences available to students:

Pre-Approved International and Intercultural Experiences
These experiences have already been approved by the GCC Faculty Advisory Committee, who will maintain a list of such experiences. Students who take part in these experiences must arrange for the submission of the following to the GCC Coordinator / Program Developer.
A letter from the individual or organization supervising the experience which indicates the student's successful participation in that experience.

International and Intercultural Experiences Requiring Approval			
These experiences must be approved by the GCC Faculty Advisory Committee before they can be used by the student to fulfill the non-academic graduating requirement of the GCC. Students who take part in these experiences must provide evidence of their time commitment and arrange for the submission of the following to the GCC Coordinator / Program Developer.			
Option A		*Option B*	
Time Commitment	*Required Documents*	*Time Commitment*	*Required Documents*
The experience is a minimum of 2 weeks or 80 hours in duration. The learning outcomes of the experience must address at least **3 of the GCC global competencies** as defined in the GCC catalogue description and listed in the Appendix to this document.	A letter from the individual or organization supervising the experience which indicates the student's successful participation in that experience.	The experience is a minimum of 1 week or 40 hours in duration. The learning outcomes of the experience must address at least **3 of the GCC global competencies** as defined in the GCC catalogue description and listed in the Appendix to this document.	A letter from the individual or organization supervising the experience which indicates the student's successful participation in that experience.
			An analysis/reflection assignment and/or portfolio that demonstrates critical thinking and global self-awareness within the context

			of the experience. Examples include a logbook or diary, reflective journal, and end-of-experience reflection.

Appendix: GCC Global Competencies

Upon completion of the Global Competency Certificate, students will possess an understanding of	
Competency	*Definition*
Worldviews of others	An understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, beliefs, and practices.[1]
Sustainable and inclusive economies	An understanding of sustainable and inclusive economic engagement with human and natural systems and the concept of ecological interdependence.[2]
Global systems, contexts, and issues	The analysis of major elements of global systems and issues, including their historic and contemporary interconnections and the differential effects of human organizations and actions, leading to solutions to complex problems in the human and natural worlds.[2]
Intercultural communication	The complex skills and ability that one requires in order to interact effectively and appropriately when dealing with members of another culture, including patience, humility, empathy, tolerance for ambiguity, and target-language understanding.[3]
Perspective-Taking	The ability to process, weigh and synthesize a range of cultural, disciplinary, ethical and emotional interests with a view to informing decision-making regarding natural and human systems. High importance is placed here on intercultural empathy and personal reflexivity.

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[1] Adapted from "Intercultural Knowledge and competence Value Rubric." *AACU*, https://www.aacu.org/value/rubrics.

[2] Adapted from Jacobs, Michael, and Mariana Mazzucato, eds. *Rethinking Capitalism: Economics and Policy for Sustainable and Inclusive Growth*, Wiley-Blackwell, 2016.

[3] Adapted from Fantini, Alvino. "Reconceptualizing Intercultural Communicative Competence: A Multinational Perspective." *Research in Comparative and International Education*, Vol. 15, No. 1, March 2020, pp. 52–61.

Critical thinking	The ability to systematically think through problematic situations regarding what to believe or how to act. Critical thinking often requires collecting background information, weighing evidence, suspending judgement and using criteria to evaluate options in order to reach a reasoned decision.[4]
Global self-awareness	The ability to objectively evaluate the global impact of one's own and others' specific local actions on integrated social and ecological systems.

[4] Adapted from Case, Roland, and LeRoi Daniels. "Introduction to the TC2 Conception of Critical Thinking." *TC2: The Critical Thinking Consortium*, https://tc2.ca/pdf/About%20Critical%20Thinking/Online%20Articles/Understanding%20Critical%20Thinking/Introduction%20to%20the%20TC2%20Conception%20w_%20new%20copyright.pdf.