

# Global Citizenship Certificate Program

*Program Description Manual*



KENTUCKY AND SOUTHERN INDIANA

Learn. Engage. Connect.

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## CONTENTS

Introduction   <i>What is the GCCP?</i>	3
Definitions   What does it mean to be a Global Citizen?	5
Benefits of the GCCP   Why participate in the GCCP?	6
GCCP Requirement Guidelines	7
<i>Overview</i>	7
<i>Honesty and Integrity Disclaimer</i>	8
<i>Resources for Completing the Program Requirements</i>	8
1. Investigate the world and recognize diverse perspectives	9
<i>Goals and Metrics</i>	9
<i>Minimum GCCP Requirement Criteria</i>	9
2. Communicate with diverse groups	12
<i>Goals and Metrics</i>	12
<i>Minimum GCCP Requirement Criteria</i>	12
3. Apply learnings through positive actions	14
<i>Goals and Metrics</i>	14
<i>GCCP Requirements</i>	14
Tracking Requirements	16
Application Information	16
Awarding and Recognition	17
APPENDIX	18

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## GLOBAL CITIZENSHIP CERTIFICATE PROGRAM

### INTRODUCTION | *WHAT IS THE GCCP?*

The World Affairs Council of Kentucky & Southern Indiana (WAC) is pleased to offer a Global Citizenship Certificate Program (GCCP) to recognize high school students who have demonstrated a dedication to global citizenship by successfully completing a global education curriculum and engaging in co-curricular activities and experiences that foster global competency.

Building upon the Kentucky Boards of Education's "[global-ready strategy](#)," the WAC has created a structured path for student work and world readiness founded upon three (3) key dimensions borrowed from The Asia Society and Council of Chief State School Officers (CCSSO)<sup>1</sup>. Upon the completion of the GCCP, each certificate recipient will have demonstrated the following abilities:

1. ***To investigate the world and recognize diverse perspectives.***
2. ***To communicate with diverse groups .***
3. ***To apply learnings through positive actions.***

Over the 2-4 years that it may take to complete the program, a GCCP student will display these pillars through fulfilling and reporting a series of requirements including global coursework, world language proficiency, and globally-focused extracurricular activities and competitions. The aforementioned requirements, further outlined in this document, will be followed by the submission of a capstone project. Upon the successful completion of each GCCP requirement, the student will be recognized for his or her leadership and dedication by the presentation of a Certificate.

While the GCCP is completed with oversight from designated school administrators or teachers, the program is student-driven, and its components are centered around the student's individual growth and development. The GCCP does not require additional resources from local school districts. Rather, the program provides the student with a

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<sup>1</sup> Boix Mansilla, Veronica and Anthony Jackson. *Educating for Global Competence: Preparing Our Youth to Engage the World*. The Asia Society and CCSSO, 2011. Online at: <https://asiasociety.org/files/book-globalcompetence.pdf>

structured platform to harness the resources, organizations, and opportunities already available in the community to meet the GCCP requirements.

GCCP partners with an ever-expanding group of organizations, businesses, and institutions already offering quality global education learning opportunities. The WAC is proud to regularly share these resources with students in addition to its own programming so that any eligible student of any means or prior experience who holds the desire and commitment to complete the GCCP requirements is aware of opportunities to do so.

## DEFINITIONS | WHAT DOES IT MEAN TO BE A GLOBAL CITIZEN?

*“In today’s highly competitive global knowledge economy, all students need new skills for college, careers, and citizenship. To fail to give all students these new skills leaves today’s youth-and our country-at an alarming competitive disadvantage. Schools haven’t changed; the world has.”*

—Tony Wagner, *The Global Achievement Gap* (2014)

In taking advantage of community resources to meet the rigorous GCCP requirements, Certificate recipients will not only have demonstrated an initiative and dedication that will stand out to college admissions boards and future employers, but also have developed global citizenship and competency that are vital to success in today’s job market.

**Global citizenship** represents a consideration for the diversity of perspectives and their interconnectedness in the world today. Global Citizens...

- ...recognize that we live in an increasingly complex world of connections and interdependencies.
- ...understand that our choices and actions impact people and communities locally, nationally and internationally.
- ...seek to develop the skills and knowledge to effectively thrive in this environment, such as cultural competency<sup>2</sup>.

As technological advances continue to increase our interconnectedness, it is increasingly important for both personal and community success that students recognize their own global citizenship.

**Global competency** is developing the tools, knowledge, and skills that are at the heart of being a Global Citizen. Success in our interconnected world requires us to be globally competent individuals who...

- ...think critically and creatively to solve complex problems.
- ...engage globally.
- ...translate their knowledge and skills through community engagement.

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<sup>2</sup> <http://www.ideas-forum.org.uk/about-us/global-citizenship>

## **BENEFITS OF THE GCCP | WHY PARTICIPATE IN THE GCCP?**

The GCCP provides each student, regardless of his or her means, with the unique opportunity to build internationally practical skills of citizenship and competency right here in Kentucky. Unlike other programs, the GCCP, in line with the values it upholds, invites all students of all educational backgrounds and interests to participate.

Any student, including one learning English as a Second Language, who can demonstrate the capacity for global citizenship through completing the program requirements can earn the Certificate along with the prestigious distinction and competitive edge it will provide for future endeavors.

Certificate recipients will be equipped for success as leaders both in their communities and in fields ranging from business, finance, teaching, and politics to communications, arts, technology, and science. Overall, GCCP Participants will gain global skills that will prepare them for the following:

- **Diverse U.S. Society:** The ability to communicate, appreciate, and recognize different perspectives is essential for fostering effective civil discourse in the United States' diverse, multicultural society.
- **Economic Competition:** In a globalizing world, companies—big and small—are seeking employees with greater global skills, cultural awareness, and language proficiency to boost success in the international market.
- **National Security and Diplomacy:** Civic & global awareness and foreign language & area expertise help leaders manage relationships with other countries and better understand the root causes of conflict.
- **Global Leadership:** Students will acquire the foundational knowledge and skill-set necessary to flourish into world leaders and work collaboratively with international peers to address even the most contentious global issues.

## GCCP REQUIREMENT GUIDELINES

### OVERVIEW

The GCCP Certificate shall be awarded to students who have demonstrated a dedication to being a Global Citizen by successfully fulfilling the requirements under each of **the three (3) components of global competency**:

- 1. Investigate the world and recognize diverse perspectives**
- 2. Communicate with diverse groups**
- 3. Apply learnings through positive actions**

*Specific program requirements are detailed in the following sections under each of these three (3) components.* Except for the Capstone Project that will be submitted at the completion of the program, all other requirements may be completed in any order that is appropriate for the student's proficiency/learning level.

Overall, the program can be completed in anywhere from two (2) to four (4) years depending on each student's unique path. As such, it is *recommended* that a student apply to the program no later than sophomore year. A student can, however, retroactively apply previous relevant classwork to the requirements and, therefore, a student may consider applying to GCCP as late as junior year.

If a student is unsure of his or her eligibility to meet the program requirements before graduation, he or she should contact the World Affairs Council or speak to a school advisor. **For more information on applying to the program, see the Application Information section of this document or visit <http://www.worldkentucky.org/>.**

All Certificate candidates are required to report program activities via a customized module created by MobileServe. This application is available for both desktop and mobile devices. In addition, the student will be asked to write a short reflection for many of the activities and upload the reflection to their account on the MobileServe app.

*No activity will be considered complete until evidence and a reflection, when required, are submitted. It is the student's responsibility to ensure all documentation is provided for the activities.* **See the TRACKING REQUIREMENTS section for further details on uploading and receiving approval for activities via MobileServe.**

### ***HONESTY AND INTEGRITY DISCLAIMER***

To uphold the GCCP's credibility as well as respect for both its supporters and participants, the WAC will not tolerate dishonesty or inaccuracy in reporting, including in supervisor approval. *The World Affairs Council reserves the right to contact supervisors listed via Mobile Serve at random to ensure credibility.*

While the WAC does not expect dishonest behavior from the students who elect to undertake the GCCP, it must be stated that, if any such discrepancies are suspected from a student, he or she will be approached and, pending confirmation of said discrepancies, may face expulsion from the program without recognition of previous program involvement.

### ***RESOURCES FOR COMPLETING THE PROGRAM REQUIREMENTS***

Once accepted into the GCCP, students will receive regular communications and information about programs, activities, and resources that can aid students in meeting the Certificate requirements. Students are not limited to these resources and may pursue other opportunities as long as they fit the goals and metrics of the requirements.

If at any point a student is unsure about an opportunity, lecture, course, or event and its applicability to the goals and metrics of the GCCP requirements, the student is encouraged to reach out to the WAC or his or her school. If unsure, it is best to inquire *before* undertaking the activity to avoid spending time that might not be counted towards the certificate requirements.

*Below are the specific minimum requirements for each component.* Students are encouraged to seek out similar activities in addition to the minimum GCCP requirements throughout the program and after its completion.



## 1. INVESTIGATE THE WORLD AND RECOGNIZE DIVERSE PERSPECTIVES

### **GOALS AND METRICS**

- ✓ Identify an issue, explain its significance, and generate questions
- ✓ Use a variety of languages, sources, and media to identify and weigh relevant evidence
- ✓ Analyze, integrate, and synthesize evidence to construct coherent responses
- ✓ Develop argumentation based on compelling evidence to draw defensible conclusions
- ✓ Recognize and express perspectives and identify influences on that perspective
- ✓ Examine others' perspectives and identify what influenced them
- ✓ Consider the impact of cultural interactions
- ✓ Articulate the effects of differential access to knowledge, technology, and resources on quality of life and perspectives

### **MINIMUM GCCP REQUIREMENT CRITERIA**

- A. Complete four (4) internationally-focused Courses **and** *submit transcripts*
- B. Attend four (4) External Lectures **and** *submit evidence of attendance plus 4 reflections*
- C. Participate in one (1) Competition **and** *submit evidence plus 1 reflection*
- D. Attend one (1) International Festival or Celebration **and** *submit evidence plus 1 reflection*

#### **A. COMPLETE FOUR (4) UNITS OF COURSEWORK**

- a. Complete **four (4) distinct courses**, including at least two different content areas that incorporate global perspectives
- b. Coursework can include but is not limited to the following\*:
  - I. World History or Geography
  - II. Comparative Cultures, Religions, or Literature
  - III. World Language
  - IV. International Affairs or Economics
  - V. Comparative Political Science
  - VI. **\*Note:** Some schools may not offer these courses. If this is a student's case, the student should confer with the WAC to identify alternatives.

- c. The student may not receive a grade below a 'C' (or equivalent) in any one of these four distinct courses and must receive an overall average of 'B' (or equivalent) in the courses.
  - I. Grades for courses other than those required for the GCCP (e.g. Math, Chemistry) and the student's overall grade point average will not be considered for the successful completion of this requirement.
- d. Relevant coursework may be applied retroactively.
- e. **TRACKING:** Students are required to submit a transcript/report card with clearly indicated grades for the GCCP relevant classes via MobileServe. There is **no** additional reflection requirement unless the student feels the need to justify how a course is global.
  - I. The supervisor(s) listed for this requirement should be the teacher(s) of the class(es) for which the student is reporting scores.

**B. ATTEND FOUR (4) EXTERNAL LECTURES**

- a. Attend four (4) External (i.e. not within the student's high school) Lectures on global topics *while enrolled in the GCCP*. This requirement cannot be retroactively fulfilled.
- b. Lecture topics may include, but are not limited to, the following:
  - I. Culture and Society
  - II. Economy
  - III. Politics and Security
  - IV. History
  - V. Science
  - VI. Climate and Environment
- c. **For students in the Louisville Metro Area:**
  - I. Students in the Jefferson County area are asked to attend the lectures included in the WAC's [Speakers' Series](#) and "Pop-up" speaker events. This will encourage students to engage with the community and other GCCP participants in discussing international affairs.
    - i. Tickets to these events are FREE for GCCP participants.**
    - ii. These events are held year-round, including summer months, in various locations throughout Louisville.
    - iii. Dates and times for these events will be made readily available to students.
    - iv. Should attending specifically WAC lectures drastically impede a student's ability to attend 4 lectures, the student should contact the

WAC. Opportunities to attend other external lectures or remotely attend lectures from a credible website will be provided if necessary.

**d. For students outside of the Louisville Metro Area:**

**I.** Students outside of the Jefferson County area may choose and attend *in-person* any lectures that meet the goals and metrics of this requirement (e.g. those given by universities, libraries, museums, or institutions).

**i.** On a case by case basis, a student may request to remotely view an online lecture from a credible website should the in-person aspect of the requirement impede the student's ability to attend 4 lectures.

**ii.** Please contact the WAC for more information regarding tracking requirements for a specific remote lecture.

**e. TRACKING:** Students are required to submit evidence of lecture attendance plus two (4) reflections via MobileServe.

**I.** Note: The listed "supervisor" who will approve this activity should be the event host. In most cases, this will be a WAC employee or the supervisor listed in the Resource Guide under the lecture the student is attending.

**i.** In all other cases, the student should contact the host to ask for the appropriate "supervisor" to approve the student's hours. If unsure about to whom to reach out, especially in the case of remote lecture attendance, the student should contact the WAC for case by case instruction.

**C. PARTICIPATE IN ONE (1) COMPETITION**

a. Participate in at least one Competition with a global theme or focus *while enrolled in the GCCP*. This requirement can not be retroactively fulfilled.

b. Competitions may include, but are not limited to, the following:

I. [Academic WorldQuest™](#)

II. Model United Nations

III. Amazing Global Marketplace

IV. VEX Robotics

V. World Language Showcase

c. For a more extensive list of suggested competitions, consult the GCCP Resource Guide. If unsure about a given activity, the student should contact the WAC.

d. **TRACKING:** Students are required to submit evidence of competition participation plus one (1) reflection via MobileServe.

#### **D. ATTEND ONE (1) INTERNATIONAL FESTIVAL OR CELEBRATION**

- a. Attend or participate in an International Festival or Celebration that celebrates global diversity and cultures different from the student's own.
- b. Events may include, but are not limited to, the following:
  - I. WorldFest
  - II. Festival of Faiths
  - III. Americana Festival
  - IV. International Film Festival
  - V. We Day Kentucky
  - VI. Heritage Festivals
  - VII. Book/film/art festivals with an international focus
- c. For a more extensive list of suggested international festivals or celebrations, consult the GCCP Resource Guide. If unsure about a given activity, the student should contact the WAC.
- d. **TRACKING:** Students are required to submit evidence of event attendance plus one (1) reflection via MobileServe.

## **2. COMMUNICATE WITH DIVERSE GROUPS**

### ***GOALS AND METRICS***

- ✓ Recognize and express how diverse audiences perceive meaning and how that affects communication
- ✓ Listen to and communicate effectively with diverse people
- ✓ Select and use appropriate technology and media to communicate with diverse audiences
- ✓ Reflect on how effective communication affects understanding and collaboration in an interdependent world

### ***MINIMUM GCCP REQUIREMENT CRITERIA***

- A. Demonstrate proficiency in English and one or more other languages **and** *submit evidence in the form of test results*
- B. Participate in forty (40) hours of direct international experiences or interactions **and** *submit evidence plus one (1) reflection per activity.*

## A. WORLD LANGUAGE PROFICIENCY

- a. Demonstrate Proficiency in English and one (or more) additional language(s).
  - I. English language proficiency is understood when the student is enrolled in local schooling.
  - II. The additional language may be a learned language, a heritage language, or a native language.
  - III. All students, including those for whom the additional language is their native language, must show proficiency with a Language Proficiency Exam.
    - i. Test options include AAPPL, STAMP, Advanced Placement, International Baccalaureate, Cambridge International, etc.
    - ii. Testing dates and options will be provided to students as the WAC develops partnerships with local universities and testing agencies in efforts to minimize the possible costs associated with this requirement.
- b. Students are required to submit the Proficiency Exam score by directly sharing the score with the WAC or submitting the score via MobileServe. There is **no** additional reflection requirement.

## B. INTERNATIONAL EXPERIENCES AND INTERACTIONS

- a. Participate in 40 hours of International Experiences through activities, clubs or regular Interactions with those from a culture that is different from your own.\*
- b. Experiences may include, but are not limited to, the following:
  - I. Traveling through an exchange student program
  - II. Hosting an international student through the WAC's [International Visitors programs](#)
  - III. Engaging in regular and direct communication with individuals from other countries/cultures (e.g. as pen pals or through Skype)
  - IV. Participating in language or other internationally focused clubs
- c. For a more extensive list of suggested experiences, consult the GCCP Resource Guide. If unsure about a given activity, the student should contact the WAC.
- d. **TRACKING:** Students are required to log the hours per engagement and submit evidence as pictures or documents plus one (1) reflection per activity via MobileServe.

- e. **\*Note: A student may count internships and volunteer activities** that involve direct interaction with internationally diverse individuals toward this requirement ***in addition to*** the Volunteer/Internship requirement as long as the required hours are met and appropriately documented.

### **3. APPLY LEARNINGS THROUGH POSITIVE ACTIONS**

#### ***GOALS AND METRICS***

- ✓ Identify and create opportunities for personal or collaborative action to improve conditions
- ✓ Assess options and plan actions based on evidence and potential for impact
- ✓ Act, personally or collaboratively, in creative and ethical ways to contribute to improvement, and assess impact of actions taken
- ✓ Reflect on capacity to advocate for and contribute to improvement

#### ***GCCP REQUIREMENTS***

- A.** Complete forty (40) hours of internationally-focused community service **or** a ten (10) hours/week Internship for eight (8) weeks (80 hours total) **and submit evidence plus one (1) reflection per activity**
- B.** Complete and submit a Capstone Project

#### **A. SERVICE AND/OR INTERNSHIP**

- a. Complete ONE of the following:
- I. *Community service of minimum 40 hours* while enrolled with a local organization that has an international component, serves a global market/community, and/or works with local immigrant or refugee groups\*. The 40 hours of service may be split among a variety of service organizations.
  - II. *Internship of minimum of 10 hours/week for eight weeks* with a business or organization that has an international component, serves a global market/community, and/or works with local immigrant or refugee groups\*. The 80 hour internship must be completed at one service organization, preferably over the summer months.

- i. **\*Note: Existing service or internship requirements** for a student's school or other programs *may also be applied* to the GCCP requirements as long as the student fulfills the objectives stated above and is not prohibited to do so by the school or other program.
- b. For a list of suggested internships and volunteer organizations, consult the GCCP Resource Guide. If unsure about a given activity, the student should contact the WAC.
- c. **TRACKING:** Students are required to log and submit hours with picture or document evidence plus one (1) written reflection per activity via MobileServe.

## **B. CAPSTONE PROJECT**

- a. Create a creative Capstone Project Proposal to be submitted to and approved by the WAC following the completion of all other GCCP requirements.
  - I. Students may, however, and are encouraged to explore ideas for their Capstone Project *earlier* in the program.
- b. Complete the Capstone Project and submit it to be evaluated by the WAC.
  - I. This project serves as the culminating "graduation" product.
- c. Students should refer to the [GCCP Capstone Rubric](#) for a detailed breakdown of criteria to be assessed for the project.
- a. Deadlines for each year are as follows, unless otherwise noted:
  - i. **January 15: Submit a one-page Capstone Project Proposal**
  - ii. **April 28: Submit the final Capstone Project**

## TRACKING REQUIREMENTS

Students accepted into the GCCP must self-report and track progress toward the completion of program requirements. This will be done via a customized application through MobileServe.

Upon acceptance into the program, the student will create a MobileServe profile and will be invited to the GCCP tracking module. The student will then be able to post and submit updates, pictures, reflections and other necessary documentation for the program. MobileServe may be accessed via any mobile device or computer. Students are also encouraged to link social media accounts to the MobileServe application to share their experiences with other community members.

All activities will be clearly marked with the required reporting items, including reflections, pictures, and electronic signatures from supervisors who verify participation in a given activity. The WAC administrators will also use this platform to communicate information about relevant program events directly to GCCP students. See the [GCCP MobileServe Guide](#) for more complete instructions.

A wealth of resources available online, locally, nationally, and internationally can aid students in fulfilling the GCCP requirements. Students and educators are encouraged to seek out and identify resources that might be relevant or useful to GCCP students. If a student or educator would like to suggest a resource to be added to the GCCP Resource Guide (a master list of credible and appropriate activities/resources for each of the requirements), he or she should send all relevant information, references, and/or recommendations from reputable sources to the WAC.

## APPLICATION INFORMATION

All GCCP-related information, including application materials and deadlines, will be posted and regularly updated on the WAC website: [www.worldkentucky.org](http://www.worldkentucky.org). Please download, complete, and return the application to [gccp@worldkentucky.org](mailto:gccp@worldkentucky.org) to be considered by the deadline listed on the website.

The application is to be completed *by the student* with consent from a parent/guardian if under age 18.



Once submitted, the WAC and the GCCP Committee will review all applications, and students will be contacted with an admissions decision by the date listed on website.

### **AWARDING AND RECOGNITION**

A student who has fulfilled all of the GCCP requirements and successfully completed a Capstone Project will be awarded the Certificate and recognized at a special celebration. Select students will be invited to present exemplary Capstone Projects at the celebratory event.

## APPENDIX

- I. [Capstone Rubric](#)
- II. [MobileServe Guide](#)
- III. [Program Checklist](#)
- IV. [Reflection Writing Guide](#)
- V. [Sample Timelines](#)

## I. CAPSTONE RUBRIC

### Global Citizenship Certificate Program Capstone Project

#### OVERVIEW

As the final requirement of the GCCP, the Capstone Project should fundamentally demonstrate that the Certificate candidate has become a globally competent citizen with the ability to recognize diverse perspectives, communicate with diverse groups, and apply learnings through positive actions. The Project should also demonstrate an awareness that the student's own cultural perspective does not represent a universal norm but, rather, one in a global array of perspectives.

The Capstone Project should be a **creative and original** project or written work that meets the requirements of the rubric below, and it must have been created for the sole purpose of the GCCP.

#### PROJECT PROPOSAL

A student **must** first submit a written Capstone Project Proposal to be approved by the WAC **before** commencing work on the project. The Proposal should be a **300-500 word brief overview** of the intended project and how it will meet the rubric requirements. A student may submit a Capstone Project Proposal at any time **before** the annual deadline and is in fact encouraged to begin thinking about the Proposal earlier in the GCCP.

Should a student decide to revise his or her project subject after submitting the Proposal to the WAC, he or she **must** submit a new Proposal with updated information for the revised version. Projects without Proposals will be considered incomplete.

Students should consider the following questions as they complete the Proposal:

- What is the project you intend to create?
- What is its intended purpose?
- Will it need to be accompanied by an explanation? (Is it an audio or visual work?)\*
- How does it fulfill the criteria listed in the rubric?

## RUBRIC

This rubric measures the success of a given project based on the already identified features of global and cultural competence. The Candidate has broad creative license to design a project that fits his or her personal interests and skills as long as the Capstone Project achieves ALL of the following targets and is preceded by an approved Proposal:

- 1. Recognizes diverse perspectives and appreciates insights gained through open cultural exchange.** The student investigates diverse perspectives by specifically highlighting at least one cultural difference between or among members of at least two distinct cultural groups. This could be the intended “purpose” of the project or simply an embedded feature of a project with a separate, specific purpose.
- 2. Communicates with diverse groups and understands the opportunities and challenges of language diversity.** The project demonstrates the student’s ability to effectively exchange ideas with diverse audiences who **may or may not** have any shared spoken language. This could include features that are bi- or multilingual; it could alternatively also seek to convey ideas without use of written or spoken language (art, music, video, etc.).
- 3. Applies learning through positive actions with meaningful community engagement.** The project represents a real-world application of cultural understanding to a specific community challenge. It may exist simply as a “proposal” or, where feasible, an actual application of the project’s concept.

**\*NOTE:** All projects that are not text-based (i.e. not a paper, scripted video, pamphlet, etc.) **must** be accompanied by a brief (300-500 words) description and explanation of the project and its purpose. For example, a painting must be accompanied by an artist’s statement.

## EXAMPLES OF CAPSTONE PROJECTS

- Written or digital guide for the Candidate’s community for international visitors
- Video or skit that examines a social concept
- Mural or mural idea for a public space
- Research paper that analyzes cross-cultural concerns

## II. MOBILESERVE GUIDE

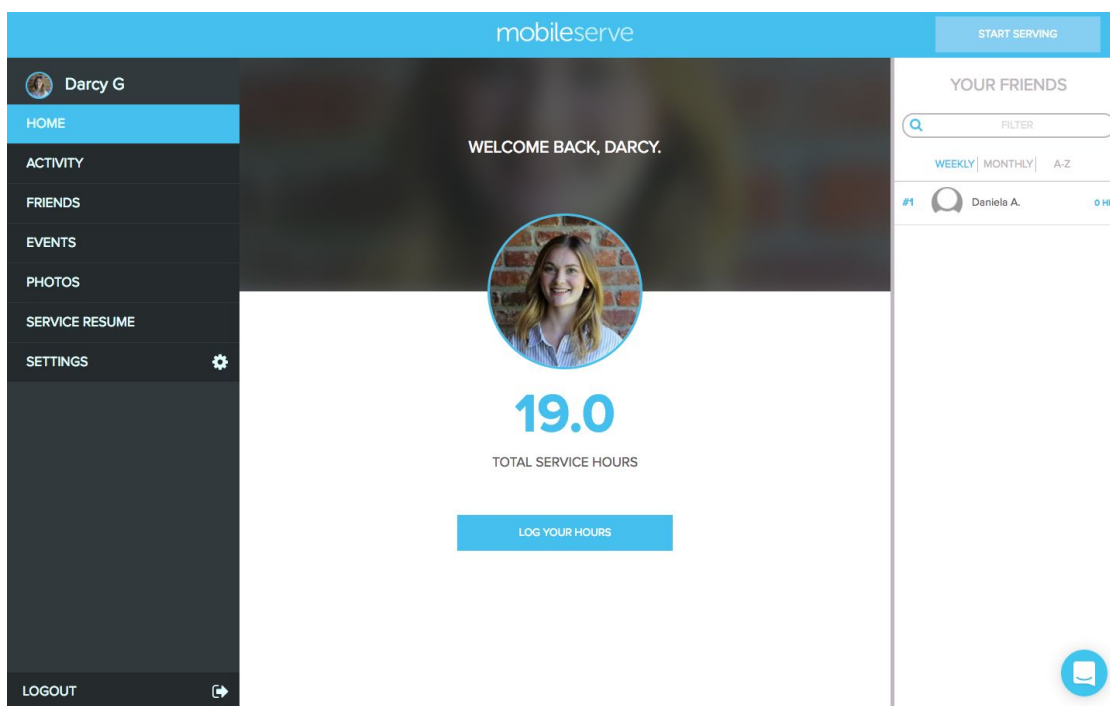
### OVERVIEW

MobileServe is an application ([desktop](#) and mobile) created to track volunteer hours through a social network. Through the MobileServe app, the student can easily log hours, upload photos, connect with friends, and get organizational approval for the student's logged activities. The WAC has worked with MobileServe to adapt the application to the specific needs of the GCCP, and **all GCCP requirements will be logged and tracked through the MobileServe application.**

### CREATING AN ACCOUNT

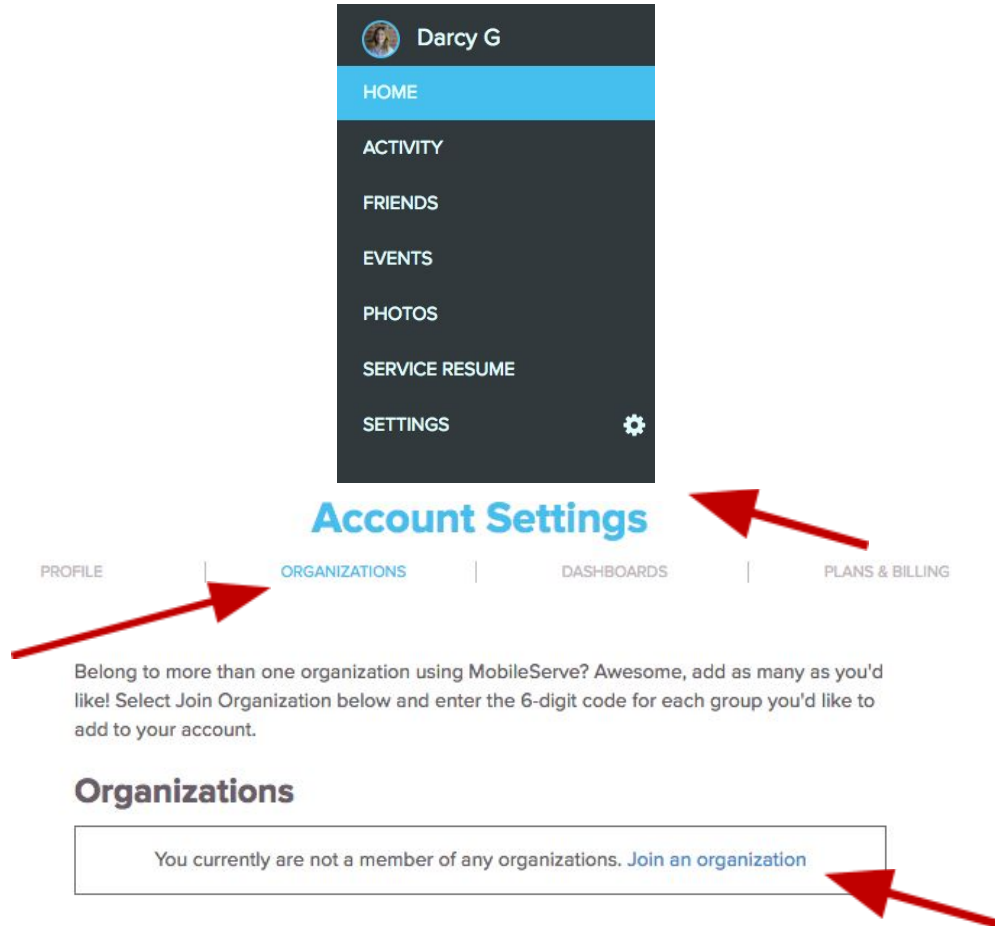
Shortly after a student's acceptance into the GCCP, he or she will receive an email with a link to create a MobileServe account. After clicking the link, the student will be prompted to create an account via either Facebook or email. Either option is acceptable for the GCCP program requirements.

Once the student has created an account, he or she will be introduced to the "Home" screen as shown below and should familiarize him or herself with the app's various functions.

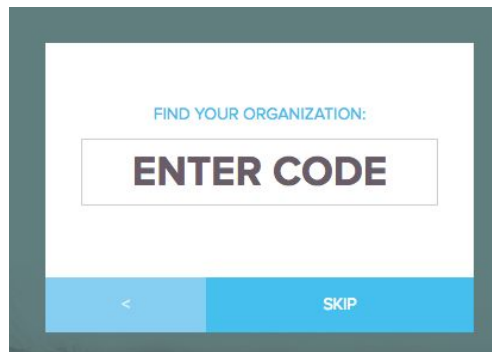


## JOIN THE WAC GCCP ON MOBILESERVE

To log activities, the student **must first connect with the World Affairs Council GCCP within the app**. To do so, click the Settings tab from the menu, go to the “Organizations” tab of the Account Settings, and click “Join an organization.”



The WAC will have sent a 6-letter code to the student after acceptance into the GCCP, and that code should be entered in this section when prompted to “Find Your Organization.”



## LOGGING YOUR ACTIVITIES

The student can log his or her hours in the app from the Home screen or, in the desktop version, by clicking the “Start Serving” button in the top right corner of the screen.



When entering the details for each activity, the student should include the number of hours spent doing the activity, the name of the organization or group with which you did the activity, and the name and email of the activity supervisor. Check the WAC GCCP box, and select the name of the activity from the dropdown list.


RECORD YOUR HOURS HERE

October 19, 2017



**5.00**


TOTAL SERVICE HOURS

SERVICE DETAILS

SERVICE ORG  Name of agency/club/individual/etc.

World Affairs Council KY / SI Communicate: International Experience

TELL YOUR STORY  Check this box, and select a category 

 Copy and paste your reflection here

WANT TO GEO-VERIFY?

**ATTACH MY LOCATION**

LOOP IN YOUR LEADERS

Enter your supervisor's name and email,  
and we'll send them a chance to confirm your hours.

SUPERVISOR NAME

SUPERVISOR EMAIL

**SUBMIT HOURS**

## REFLECTIONS

When required, the reflection should be entered in the box labeled “Tell Us Your Story.” It is highly recommended that the student **first complete the reflection in a Word or Google Document, save it, and then copy and paste** the text into the MobileServe form. Only the student, the supervisor, and the WAC approval board will have access to this reflection. Service logs will **NOT** be approved without the required reflections. The student should refer to the [Reflection Guide](#) for reflection writing tips.

## SUPERVISORS

The student’s activities will only gain the WAC’s approval after first being approved by a Supervisor. The Supervisor should be an individual at the student’s school or at an agency that can vouch for the student’s presence. At lectures or other events, the Supervisor should be the event host. A student with questions about identifying the appropriate Supervisor for events or retroactively applied coursework should contact the WAC.

After the student has submitted an entry in MobileServe, the student’s Supervisor will receive an email to approve the submitted hours. The student should follow up with his or her supervisor to ensure the supervisor has received the email and is aware of the pending activity approval.

## PHOTOS

The student **must attach photos as evidence of attendance** at events (if access to a camera is limited, please contact WAC). The student should remember to always ask for permission before taking photos of other people, and **photos of persons under 18 may only be taken after having received permission from a parent or guardian.**

## EDITING HOURS

The student may make changes to his or her submission at any time. The student should please note, however, that **any changes made to the dates, times, or supervisor information will remove any prior activity approval and prompt an additional email to the student’s supervisor.**

The student may, on the other hand, revise the reflection section without impacting the approval status. For example, a student may log an activity immediately upon completion and return to add photos at a later time without impacting the approval status.



## **OTHER FEATURES**

In addition to the required use of the MobileServe app to log hours, the student may also choose to add friends, communicate, and share events to stay connected with other GCCP participants and exchange information that could help in completing the program requirements. This is optional, and the student may change his or her account privacy settings at any time in Account Settings.

### III. PROGRAM CHECKLIST

The student may complete the program requirements in any order, except for the Capstone that must be completed last. It is the student's responsibility to submit all evidence and written reflection(s) via MobileServe when required. Activities will only be considered complete if the MobileServe records have been appropriately updated; discrepancies will not be tolerated. Students should consult the GCCP Manual and Reflection Writing Guide before contacting The World Affairs Council of Kentucky and Southern Indiana with any questions.

#### ***1. Investigate the world and recognize diverse perspectives.***

- Attend a minimum of four **(4) External Lectures**
  - Log lecture attendance with evidence
  - Submit 4 reflections about the lectures
    - Supervisor listed in MobileServe should be event host (often a WAC employee). If unsure of to whom to reach out, especially for remote lecture attendance, please contact the WAC for case by case instruction.
- Participate in a minimum of one **(1) Competition**
  - Log competition attendance with evidence
  - Submit 1 reflection about the competition
- Complete a minimum of four **(4) units of Coursework**
  - Upload transcript/report card with grades for relevant classes
    - Supervisor(s) listed in MobileServe should be teacher(s) of reported class(es)
- Attend a minimum of one **(1) International Festival or Celebration**
  - Log festival or celebration attendance with evidence
  - Submit 1 reflection about the event

#### ***2. Communicate with diverse groups.***

- Demonstrate **proficiency in English and one or more other languages**
  - Upload evidence of proficiency in at least one other non-English language (IB, AP, AAPPL, STAMP, Cambridge International exam results, etc.)
- Participate in activities, clubs or **regular interactions with individuals or groups from a culture that is different from your own**

- ❑ Log at least 40 engagement hours w/ hours per engagement and evidence
- ❑ Submit 1 reflection per activity about the interactions

### ***3. Apply learnings through positive actions.***

- ❑ Complete either **40 hours of service *or* an internship** of 10 hours per week for 8 weeks
  - ❑ Log service and or internship hours with evidence
  - ❑ Submit 1 reflection per activity about the service or internship
- ❑ (COMPLETE LAST) Submit a **Capstone** Project Proposal to be approved by the WAC. After Proposal approval, complete a Capstone Project that demonstrates an understanding of global citizenship and how the local community is connected globally. *Please refer to the GCCP Capstone Rubric and the GCCP Manual for further guidelines.*

#### IV. REFLECTION WRITING GUIDE

The student should reference this document as a loose guide to writing the required activity reflections. Reflections must be submitted for each of the following requirements: Lectures (4), Volunteer/Internship (1 per activity), Multicultural Interactions(1 per activity), Competition (1), and Celebrations/Festivals(1). *Please consult the Program Description Manual and/or contact the WAC with questions regarding reflections.*

GCCP reflections are an opportunity for the student to describe his or her work or attended events and how these activities' personal, academical, emotional, intellectual, etc. impacts. Not only do these reflections help ensure the credibility of the student's successful completion of the requirements in addition to the other provided evidence, but these reflections also encourage the student to think deeply and personally about his or her growth with newly acquired skills and knowledge.

#### BASIC FORMAT

The reflection must be between **300-700 words** (~1-2 pages double-spaced), and some activities will warrant longer reflections than others. Reflections that are deemed to be too short, lack substance, or contain inappropriate language/themes will not be accepted. The student will not be discounted for spelling and grammar mistakes. (See SAMPLE REFLECTIONS below for examples)

#### QUESTIONS TO CONSIDER

The following questions may aid the student in writing his or her reflection:

- *What did this experience involve? Why did the student choose this particular activity?*
- *Would the student participate again? What would he or she do differently?*
- *Was it difficult or easy? Was it a success?*
- *What sorts of emotions, thoughts, or feelings did the experience invoke?*
- *What lessons did the student learn? Did the student grow from this experience? How?*
- *How has this experience changed the student's perspective about the surrounding world?*

The student need not feel obligated to answer all, or any, of these questions. As long as the student's reflection can demonstrates that he or she truly participated in the activity and took time to think about the experience, the student may write about any aspects of the activity on which he or she would like to reflect.

## TIPS AND BEST PRACTICES FOR REFLECTION-WRITING

The student should...

- **...write the reflection as soon as possible.** The best time to reflect is within in a few days of the event or requirement so that the experience is fresh in the student's mind and able to be recalled more clearly.
- **...keep notes about the experiences *as they occur*.** It may be helpful to have a separate journal or document for notes to be referenced when writing the reflection or logging hours for a longer-term requirement.
- **...take the reflections seriously.** Reflection is an important life and career skill that will help the student grow personally and professionally. As such, it requires practice and patience. Sincere student reflection will help the student truly understand the impact of all of his or her hard work.
- **...be creative and thoughtful.** This is the *student's* time to reflect. Only the student, the supervisor, and the WAC Approval Committee will have access to the reflection, so the student should feel free to be personally expressive!

## **SAMPLE REFLECTIONS**

Wilbur A. Council

GCCP Reflection: Lectures #1

10 June 2017

Today I went to a speaker event held by the World Affairs Council as part of my lecture requirement for the GCCP. It was the very first event I have gone to for my certificate program and I was a little bit nervous walking into the hall. There were a lot of professionals and journalists there, so it was intimidating at first, but I found other students in the program to sit with and felt more relaxed. We talked for a little bit about ideas for our Capstones and their projects sound so cool!

Then we grabbed some snacks and listened to the former ambassador Margaret Scobey talk about diplomacy. Honestly, I wasn't that sure what diplomacy meant before this talk. I had heard it said on TV and in a couple of my classes, but I had certainly never met or heard a diplomat speak in real life. She was like any other person, but she had so many stories to tell. Everything she said seemed calculated and rational, and I could imagine her speaking to high-level officials in China or Russia with the same tone of voice. She even answered some questions that were pretty political and I was impressed with how she seemed not to alienate anyone in the room with her answers.

She talked a lot about understanding cultural differences, and I remembered hearing the volunteer coordinators at my refugee tutoring agency say the same thing. You never really know what other people are coming from culturally or personally, so you have to be conscious of your differences. That made a lot of sense, especially in her work I think. If she

makes a mistake, it could mean something-maybe not war exactly but something.

Overall, this talk made me really excited for my next lecture and the rest of this program. I never thought I would say that I am excited for a lecture, but this type of talk was not the boring one I was expecting. She was honest and interesting. She made me want to learn more about maybe becoming a diplomat myself someday.

## **SAMPLE REFLECTIONS**

Wilbur A. Council

GCCP Reflection: Interactions #2

10 June 2017

Today was my last scheduled week of tutoring a refugee student for my volunteer requirement. She is a sixth grader from Nepal and probably the sweetest child I have ever met. I can't believe I've already met with her for 40 hours! I liked tutoring and mentoring her so much that I am going to continue meeting with her over the summer so she can get ahead for next year. After all this time, I don't even think I could stop tutoring her if I wanted to because it would be like losing a best friend.

In a way, that is surprising to me because we were both so shy at first. The first few weeks, I never thought we would get anywhere. I was so afraid she wouldn't understand me because I only had a little experience tutoring and I felt such a large pressure to help her do well. I think she could tell I was nervous so she was too. But then, I sort of realized I was missing the point. It didn't really matter so much if she did well in her classes with good grades because of me as it did helping her become confident as a student.

Finally, she told me a few weeks in that she played music with her cousins sometimes and from then on, her eyes would light up whenever we talked about music. That was so important later on when we really frustrating days where neither of us wanted to work, especially with math. If I could find a way to explain problems with guitars in the examples or by making it more active, she would get it!



Some days, after we would talk about what she had done at school that week and done her homework together, when we had a little extra time, I would let her ask me questions about what it was like to be in high school or we would talk about her dreams. We even made a “dream board” together with pictures and in it she put that she wanted to be a teacher someday—just like me. In that moment, almost in tears, I felt and still feel so lucky to have gotten to watch her grow and, more importantly, to have grown with her. This has definitely been my favorite part of the GCCP so far and probably high school overall.

I will be so sad to leave my student when I go to college, but I think I’m going to reach out to a younger student in the GCCP to take over my tutoring position when I leave. At least then I’ll know my friend is in good hands and I can help someone else have this incredible experience teaching too. I really feel like I have gotten more confident in myself and my abilities to help other people understand difficult concepts and I really feel like I have made an impact. I am convinced there is no better feeling in the world, and I am grateful to carry that feeling with me wherever I go from here.

## V. SAMPLE TIMELINES

Below are samples of timelines you can use as templates for creating your own schedule to complete the program in your chosen timeframe.

<b>Three (3)-year Sample Timeline</b>		
	<b>YEAR 2</b>	<b>YEAR 3</b>
<b>FALL</b>	<ul style="list-style-type: none"> <li>Attend 2<sup>nd</sup> External Lecture, write 1<sup>st</sup> reflection</li> <li>Complete 3<sup>rd</sup> unit of Coursework that fulfills the GCCP requirement (Begin Volunteering, complete 20 hours, write 1<sup>st</sup> reflection)</li> </ul>	<ul style="list-style-type: none"> <li>Attend 4<sup>th</sup> External Lecture, write second reflection</li> <li>Take Proficiency exam in second language, upload results</li> <li>Draft Capstone Project Proposal</li> </ul>
<b>SPRING</b>	<ul style="list-style-type: none"> <li>Attend 3<sup>rd</sup> External Lecture</li> <li>Complete 4<sup>th</sup> unit of Coursework that fulfills the GCCP requirement</li> <li>Participate in International Competition, write reflection (Finish Volunteering, complete 20 hours, write 2<sup>nd</sup> reflection)</li> <li>Narrow down Capstone Project ideas to top 5</li> </ul>	<ul style="list-style-type: none"> <li>Complete regular International Interactions, write 2<sup>nd</sup> reflection</li> <li>Submit Capstone Project Proposal by January 15<sup>th</sup></li> <li>Submit Capstone project by March 15<sup>th</sup></li> <li>Attend recognition celebration in April</li> </ul>
<b>SUMMER</b>	<ul style="list-style-type: none"> <li>Apply to the GCCP before deadline listed on website</li> <li>Join MobileServe and document those approved required activities that you completed prior to your GCCP admission</li> <li>Complete 1<sup>st</sup> unit of Coursework that fulfills the GCCP requirement</li> <li>Attend 1<sup>st</sup> External Lecture</li> <li>Make list of organizations for possible Volunteering or Internship</li> </ul>	<ul style="list-style-type: none"> <li>Upload transcripts from GCCP Coursework from the year</li> <li>Complete any Volunteer hours you have left <i>or</i> complete Internship (if you haven't already) with 2 reflections</li> <li>Narrow down Capstone Project ideas to top 3</li> <li>Sign up to take Proficiency exam next semester</li> </ul>

## Two(2)-year Sample Timeline

	YEAR 1	YEAR 2
<b>FALL</b>	<ul style="list-style-type: none"> <li>Apply to the GCCP before deadline listed on website</li> <li>Join MobileServe and document those approved required activities that you completed prior to your GCCP admission</li> <li>Complete 1<sup>st</sup> unit of Coursework that fulfills the GCCP requirement</li> <li>Attend 1<sup>st</sup> External Lecture</li> <li>Make list of organizations for possible Volunteering or Internship</li> <li>Brainstorm Capstone Project ideas</li> <li>(Begin Volunteering, complete 20 hours, write 1<sup>st</sup> reflection)</li> </ul>	<ul style="list-style-type: none"> <li>Complete 3<sup>rd</sup> unit of Coursework that fulfills the GCCP requirement</li> <li>(Finish Volunteering, complete 20 hours, write 2<sup>nd</sup> reflection)</li> <li>Take Proficiency exam in second language, upload results</li> <li>Draft Capstone Project Proposal</li> <li>Participate in International Competition, write reflection</li> <li>Attend 3rd and 4th External Lectures, write second reflection</li> </ul>
<b>SPRING</b>	<ul style="list-style-type: none"> <li>Begin regular International Interactions, write 1<sup>st</sup> reflection</li> <li>Complete 2<sup>nd</sup> unit of Coursework that fulfills the GCCP requirement</li> <li>Choose a Competition to take on next school year</li> <li>Apply for an Internship <i>or</i> sign up to be a Volunteer</li> <li>Attend 2<sup>nd</sup> External Lecture, write 1<sup>st</sup> reflection</li> <li>Narrow down Capstone Project ideas to top 5</li> </ul>	<ul style="list-style-type: none"> <li>Complete 4<sup>th</sup> unit of coursework that fulfills the GCCP requirement</li> <li>Complete regular International Interactions, write 2<sup>nd</sup> reflection</li> <li>Submit Capstone Project Proposal by January 15<sup>th</sup></li> <li>Submit Capstone project by March 15<sup>th</sup></li> <li>Attend recognition celebration in April</li> </ul>
<b>SUMMER</b>	<ul style="list-style-type: none"> <li>Upload transcripts from GCCP Coursework from the year</li> <li>Brainstorm Capstone Project ideas</li> <li>Complete any necessary Volunteer training <i>or</i> complete Internship with 2 reflections</li> <li>Attend 1 Festival or Celebration, write reflection</li> <li>Narrow down Capstone Project ideas to top 3</li> <li>Sign up to take Proficiency exam next semester</li> </ul>	<ul style="list-style-type: none"> <li>Encourage younger friends and family to apply!</li> </ul>



### Four (4)-year Sample Timeline

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b>FALL</b>	<ul style="list-style-type: none"> <li>Apply to the GCCP before deadline listed on website</li> <li>Join MobileServe and document those approved required activities that you completed prior to your GCCP admission</li> <li>Attend 1<sup>st</sup> External Lecture</li> <li>Make list of organizations for possible Volunteering or Internship</li> </ul>	<ul style="list-style-type: none"> <li>Complete 2<sup>nd</sup> unit of Coursework that fulfills the GCCP requirement</li> <li>Attend 2<sup>nd</sup> External Lecture, write 1<sup>st</sup> reflection</li> <li>Complete 5 hours of International Interactions (Begin Volunteering, complete 10 hours, write 1<sup>st</sup> reflection)</li> </ul>	<ul style="list-style-type: none"> <li>Complete 3<sup>rd</sup> unit of Coursework that fulfills the GCCP requirement</li> <li>Attend 4<sup>th</sup> External Lecture, write second reflection</li> <li>Complete 5 hours of International interactions</li> <li>Sign up to take proficiency exam next semester</li> <li>Narrow down Capstone Project ideas to top 5 (Complete 10 hours of Volunteering)</li> </ul>	<ul style="list-style-type: none"> <li>Complete 4<sup>th</sup> unit of Coursework that fulfills the GCCP requirement</li> <li>Complete regular International interactions, write 2<sup>nd</sup> reflection</li> <li>Draft Capstone proposal</li> <li>Attend 1 Festival or Celebration, write reflection</li> </ul>
<b>SPRING</b>	<ul style="list-style-type: none"> <li>Complete 1<sup>st</sup> unit of Coursework that fulfills the GCCP requirement</li> <li>Begin regular International Interactions, write 1<sup>st</sup> reflection</li> <li>Apply for an Internship <i>or</i> sign up to be a Volunteer</li> </ul>	<ul style="list-style-type: none"> <li>Attend 3rd External Lecture</li> <li>Participate in International Competition, write reflection</li> <li>Complete 5 hours of International Interactions</li> <li>Choose a competition to take on next school year</li> <li>Brainstorm Capstone ideas (Complete 10 hours of Volunteering)</li> </ul>	<ul style="list-style-type: none"> <li>Take Proficiency exam in second language, upload results</li> <li>Narrow down Capstone Project ideas to top 3</li> <li>Complete 5 hours of International interactions (Complete 10 hours of volunteering, write 2<sup>nd</sup> reflection)</li> </ul>	<ul style="list-style-type: none"> <li>Submit Capstone Project Proposal by January 15<sup>th</sup></li> <li>Submit Capstone project by March 15<sup>th</sup></li> <li>Attend recognition celebration in April</li> </ul>