

Course Descriptions

PROGRAM CORE COURSES

MPIM 5050

Foundations in Intercultural Service, Leadership, and Management

4 credits

The Foundations course introduces students in all of the degree options within the Program in Intercultural Service Leadership, and Management (Conflict Transformation, International Education, Sustainable Development, and self-designed) to the core competencies of effective professionals who are committed to communication, collaboration, community, and viable solutions for a better world. The competencies are related to practice-centered learning and professional development, intercultural communication, leadership, management, and transformational change processes in organizations and society. Through multiple teaching-learning methods, including readings, lectures, discussions, simulations, and individual and group projects, students acquire the knowledge and skills to plan and carry out ongoing, self-directed, professional development that effectively utilizes other courses, research, work experience, and nonformal learning opportunities.

MPIM5510

Practitioner Inquiry

2 or 3 credits

This course prepares practitioners to conduct inquiry in their fields of practice in order to extend learning, solve problems, and expand practice-based knowledge in the field. The emphasis will be on qualitative inquiry although there will be aspects of quantitative research covered in the 3-credit practitioner inquiry course. In the practitioner inquiry course all participants will get the opportunity to formulate a proposal for an inquiry project following the guidelines for capstone projects. Issues of inquiry design and implementation are explored and skills in data collection (including interviews, observation, focus groups etc.) and analysis developed. Participants will also gain experience in understanding and using the results of inquiry done by others as well as in connecting their inquiry and practice to the theoretical and practical bases of their fields.

Additionally, students completing the 3-credit practitioner inquiry course will be exposed to applied descriptive statistics and will be equipped with using Microsoft Excel to produce basic charts that can enhance management reports as well as given practice in interpreting basic descriptive statistics in reports.

(All students, other than those in the International Education degree, take the 3-credit course.)

DEGREE and ELECTIVE COURSES

ICHR5025

Training Design for Experiential Learning

3 credits

This course focuses primarily on training design within the context of experiential learning models. The course includes cognitive, affective, and behavioral competencies in design work, group facilitation, large group interventions, and learning styles.

ICHR5050

Social Identity: Exclusion and Inclusion

3 credits

This course examines the impact of societal power and privilege on one's own social identity development and how this affects interactions and interpersonal relationships. The relationship between various dimensions of oppression ("isms") is analyzed. Skills of inclusion such as intervening, dialogue, inquiry, and empathic listening are developed.

ICHR5201

Cross-Cultural Counseling

3 credits

This course introduces students to the process of becoming culturally skilled counselors. The following competencies are developed: 1) an awareness of the counselor's own cultural identity and how it affects the counseling relationship; 2) an understanding of the worldview of the counselee, who may be culturally different from the counselor, and how this affects the counseling relationship and the problem being discussed; and 3) the ability to develop appropriate helping interventions based on skills, knowledge, and awareness developed through research, practice, feedback, and reflection.

ICHR5225

Post-War Development and Peacebuilding

3 credits

This course links the field of development aid to international conflict transformation. It examines the role of structural theories on international and domestic conflict generation and places emphasis on economic conditions as a major determinant. It reviews prominent theories of resource-based conflict, the role of development aid in conflict transformation, players in the field, funding sources, and project cycles, and, through case studies and critiques, different types of intervention.

NOTE: *Not all listed classes will be offered each academic year. Course offerings depend on a minimum enrollment of ten (10) students*

ICHR5258

Initiatives in Peacebuilding

3 credits

This course focuses on the intentions, design, and delivery of a broad range of initiatives in intercommunal conflict, to both prevent war and restore relations after war. Cycles of revenge and reconciliation are introduced, and dialogue is practiced as a way to increase tolerance, broaden perspectives, and encourage action on shared interests. The course addresses both structural and relational violence and develops personal skills that are relevant to the spirit, values, and sensitivity of nonviolent conflict transformation. *Prerequisite: ICHR5550 Conflict and Identity.*

ICHR5315

Theory and Practice of Conflict Transformation

3 credits

This course helps students develop analytical skills to understand and synthesize the multiple and interrelated causes of deep-rooted conflict. The course draws on a variety of disciplines to examine the roots of state warfare and intercommunal, identity-based conflict and to investigate the roles of identity, resources, security, power, economics, globalization, militarization, historical wounds, and other factors that influence the spread of conflict and violence. This thorough grounding in conflict analysis serves as the basis for understanding practical approaches within the field of conflict transformation and prepares participants to design appropriate methods of conflict prevention and resolution in the following semester.

ICHR5521

Skills and Topics in Conflict Transformation

1 credit

Dialogue can be understood as a structured and guided exploration between people around a shared concern. Dialogue fosters a search for common ground and mutual understanding, often providing an opportunity to establish relationships, increase empathy, broaden views of conflict dynamics, and bridge differences. This four-session skills course will introduce dialogue concepts, tools, and applications, with a focus on inter-group and inter-communal dialogues used within the US and internationally, especially in circumstances of conflict, separation, and/or intolerance. The course will explore theories and practices of dialogue, demonstrate the effectiveness and impact of dialogue, and develop beginning dialogue facilitation skills.

ICHR5522**Mediation****2 credits**

This course focuses on practical, hands-on skills used by a mediator in two-party or small group conflicts. It does not look at international or political conflicts. Interest-based mediation, as described by Fisher and Ury in *Getting to Yes*, is the theoretical foundation highlighted in the course. Students reflect on the conflict style of their families of origin as well as interview or research various applications of mediation such as peer school-based mediation, family and divorce mediation, workplace, ADA, neighborhood mediation, and others. One third of class time is devoted to role-play and other interactive activities. The course culminates with class presentations focused on mediator cultural competence and culturally based responses to conflict.

ICHR5550**Conflict and Identity****3 credits**

The focus of this course is intercultural relations with an emphasis on the links between identity and intercultural conflict. It explores the significance of cultural diversity and difference, values, and identity as communities manage or fail to resolve the issues of tolerance and coexistence. The exploration includes both interpersonal and intergroup relations within the US and internationally. Students connect personal histories to theoretical material. The multicultural experience at SIT and prior intercultural professional experience can be considered as additional resources for experiential learning, observation, and reflection.

ICHR5650**Education for Social Justice****3 credits**

The main intent of this course is to examine the role that teachers play in the classroom and to encourage students to critically examine their own class bias and how this bias is unconsciously developed. The course facilitates increased intercultural awareness for educators by promoting the representation of marginalized populations.

IEDP5050**International Educational Policy****3 credits**

This course examines how governmental and economic policy and diplomacy affect opportunities and support for international education exchange. The course focuses on processes by which policies are made, the purposes they are intended to serve, their implementation and enforcement. A review of how policy is developed at various levels leads to understanding how policy affects access, diversity, and quality of programs in internationalization efforts on campuses and across countries. Select current international and US educational policy issues, including US government funding for public diplomacy and US immigration regulations, and advocacy efforts we as professionals can take, are discussed.

IEDP5060**International Education Design and Delivery****3 credits**

This course surveys the range of international educational programs, including international exchange programs for academic credit, short-term citizen exchange, and host college international student services. Participants examine the many critical aspects of designing, planning, and implementing an educational exchange program; analyze the different components of incoming and outgoing student and citizen programs; and design a new educational mobility program.

Prerequisites: IEDP5500 Theory and Practice of International Education and IEDP5050 International Educational Policy

IEDP5080**Issues Seminar in International Education****1 credit**

This seminar addresses critical and contemporary issues (beyond those covered in IEDP5500 and IEDP5050) to enhance understanding of the breadth and depth of the field and allow participants to pursue their individual interests. International education topics considered vary, depending upon student interest and guest speaker availability.

IEDP5375**Special Topics in International Education****1–3 credits**

This course will cover a topic or set of closely related topics not covered in the rest of the curriculum. The course is initiated by a member of the faculty, often in response to student interest. The specific content and methods will vary based on the topic.

IEDP5500**Theory and Practice of International Education****3 credits**

In this foundations and survey course, the field of international education is examined through a variety of lenses, including historical, cultural, economic, political, structuralist, functionalist, postmodernist, and other theoretical perspectives. Through such perspectives, the class looks at regional responses to current educational issues and identifies specific educational sectors for further analysis. These analyses provide a framework to better understand international education and the relationship of theory to practice. Participants also become familiar with current issues in the field of education such as globalization, distance learning, new technologies, and diversity, as well as their impact on international education and their expression in educational exchange management and international student advising.

IEDP5600**International Education Design Concepts and Evaluation****3 credits**

A companion course to IEDP5060, this course covers topics related to institutional contexts in which internationalization occurs on a campus level: design decisions about curriculum, developing curriculum, and program delivery mechanisms. Issues related to supporting program participants and providing cocurricular activities are addressed. Students develop skills in conducting needs assessments and program evaluations. *Prerequisites: IEDP5500 Theory and Practice of International Education and IEDP5050 International Educational Policy*

IEDP5650**Issues Seminar in International Education Programming****1 credit**

This course addresses critical and contemporary issues in the field of international education explored from the perspectives of professionals representing program interests in the field. This provides exposure to a variety of topics related to program designs and implementation. This should also increase participants' understanding of the breadth of the field of international education. Issues considered vary, depending upon the guest speaker and program affiliation within the organization.

NOTE: Not all listed classes will be offered each academic year. Course offerings depend on a minimum enrollment of ten (10) students

MGMT5100**Program Planning and Project Design****3 credits**

This course addresses the theory and practice of strategic program development and project design. Special emphasis is placed on developing hands-on skills in needs assessment, problem definition, organizing resources and activities, and proposal writing.

MGMT5105**Program Planning and Management****3 credits**

This course explores the principles, theory, and practice of program planning and project design in the context of international development. It encourages a critical examination of the prevailing models in order to assess their strengths and weaknesses. The purpose is to prepare students to be effective practitioners within organizations that adhere to the dominant paradigm, but who can also evaluate the efficacy within that particular context, introduce alternatives, and become agents of change.

MGMT5106**Monitoring and Evaluation****3 credits**

Building on the Practitioner Inquiry course, this course provides a thorough introduction to concepts, case examples, and research tools designed to: 1) explore and assess community problems, needs, and the feasibility of new development interventions, and 2) monitor and evaluate the process and impact of existing interventions. Special attention is given to participatory methodologies and other current approaches.

Prerequisite: MGMT5105 Development Management I: Project Design Management only for those in the Development Management concentration.

MGMT5120**Financial Management****3 credits**

This course is designed to provide part of the analytical and decision-making knowledge and skills necessary for a manager to provide critical leadership and innovation within an organization (or one of its subunits) and to demonstrate competency with budget preparation and analysis, the development of new and supplementary revenue resources, and the general management of financial resources. Specific topics of inquiry include: 1) budgetary planning, income, revenue, and expense forecasting and analysis using standard financial statement formats; 2) the basic concepts of managerial finance and the time value of money and their practical applications; 3) determination of project and program capital, working capital, and cash flow adequacy; 4) appropriate uses of debt capital; 5) strategic reconceptualizations of nonprofit and NGO activities to include for-profit initiatives; and 6) managerial financial decision making and planning using discounted cash flow, ROR, break-even, and scenario analyses.

MGMT5128**Fundraising and Grantwriting****2 credits**

This is a focused, two-part course. The first part looks at fundraising and covers establishing and maintaining tax exempt status, types of contributions and gifts, donor research and identification, tax issues for contributors, capital campaigns and special events, major gifts solicitation and planned giving strategies. The second part of the course covers the nuts and bolts of grantwriting: funding sources, pre-planning and research, grantwriting formats, describing requests to funders, developing compelling problem statements, writing a program design, developing an evaluation plan, demonstrating sustainability, planning a budget, recommended attachments and following up. Students taking this course should have a functional understanding of marketing and finance.

MGMT5130**Human Resources Management****3 credits**

This course investigates the special role of diverse human resources in achieving an organization's strategy and purpose from a theoretical and experiential perspective. The roles, responsibilities, functions, and processes of human resources management are covered. Expectations of various stakeholders such as government, employees, volunteers, management, and constituent communities are explored from an intercultural perspective. Students learn about recruitment and staffing, job design and training, compensation and motivation, and performance management techniques, with a particular emphasis on nonprofit and nongovernmental organizations from a mission-driven perspective.

MGMT5140**Strategic Management****3 credits**

This capstone course for Management students investigates how strategy interacts with and guides an organization within its internal and external environments. Key elements that are examined include organization mission and vision, goal setting, environmental assessment, and strategic decision making. Strategy implementation—as it relates to governance issues, organization structure, leadership, functional contributions, and evaluation of result—is also covered. Students learn to think strategically and to evaluate results from the perspective of the organization operating in an increasingly multicultural and competitive environment.

Prerequisites: MGMT5120 Financial Management or permission of the instructor

MGMT5145**Strategic Planning and Implementation****3 credits**

This course considers the interconnections and integration of the various dimensions of management and how they can adapt to the demands and changing conditions of the external environment. Emphasis is placed on strategic planning and implementation and strategies and processes of organizational change. The course enhances conceptual and creative abilities in addressing fundamental or strategic organizational and transorganizational issues. It is designed for experienced learners.

NOTE: *Not all listed classes will be offered each academic year. Course offerings depend on a minimum enrollment of ten (10) students*

MGMT5210**Social Entrepreneurship****3 credits**

This course focuses on creating a new venture with an explicit social purpose, including evaluating the entrepreneurial team, opportunity analysis, and financing requirements. Skills, concepts, and competencies necessary for creating, organizing, and building a new venture, project, or program are examined and applied. The final product for the course is a detailed, professional-quality business plan, which includes organizational form, management team, marketing, and financial plan components. The course includes an examination of the laws and regulations affecting the establishment, operation, and redesign of nonprofit organizations. Students enrolled in the course are expected to have basic budgeting and research competencies.

MGMT5120 Financial Management and MGMT5400 Marketing are strongly recommended

MGMT5370**Leadership and Change****3 credits**

This course focuses on theory and practice of leading and managing change at a variety of levels. At the individual level, it will create an in-depth opportunity for individuals to examine and develop their personal preferences and strategies pertaining to leading and managing change. At the group level, it is concerned with attention to intra- and inter-group processes, systems and design issues and their management. At the organizational and higher levels it examines organizational dynamics and understanding the larger environmental factors, which impact leading and managing change in organizations and their effectiveness. The course will create an opportunity to critically examine the major leadership and change theories and their relevance to participants' future works as managers, leaders, and agents of social change. Throughout the course the themes of justice and social responsibility will receive special attention. The course experience will be a deep and practical exploration of ethical, moral, and performance aspects of leadership and change and the dilemmas, challenges and strategies they involve as we attempt to build sustainable organizations.

NOTE: *Not all listed classes will be offered each academic year. Course offerings depend on a minimum enrollment of ten (10) students*

MGMT5500**Nonprofit, NGO, and Social Business Management****3 credits**

In this course students explore approaches to nonprofit, NGO, and social business leadership and management and the practices needed to support social change and sustain a mission-driven organization. Among the practices explored are: working with multiple accountabilities—constituents, boards of directors, funders, intermediaries, and governments; fostering an organizational culture and business model that supports the social change mission; leveraging resources; dealing effectively with power and authority; encouraging an inclusive, multicultural work environment; operating in a socially responsible and ethical manner; and encouraging an adaptive organization.

MPIM5000**Independent Study****1–2 credits**

The Independent Study provides an opportunity to pursue an activity that enhances learning and professional development related to one's studies. The student, guided by a faculty member, is responsible for taking the initiative for identification of a project or activity.

MPIM5375**Special Topics in Service, Leadership, and Management****1–3 credits**

This course will cover a topic or set of closely related topics not covered in the rest of the curriculum. The course is initiated by a member of the faculty, often in response to student interest. The specific content and methods will vary based on the topic.

MPIM5515**Statistics for Practitioners****1 credit**

This course will equip participants with a broad understanding of approaches to quantitative research, and statistical methods and software that would assist them in being able to analyze large amounts of data in very effective ways. The course aims to develop a critical understanding of the value of statistical methods and software such as Excel and SPSS. Participants will learn to read and interpret reports that contain descriptive as well as inferential statistics. Participants will also learn to use Excel and SPSS to create graphs, charts and use formulae for statistical analysis and learn how to export data files and charts from Excel to SPSS and to other programs.

PEAC5006**Youth Program Leadership****3 credits**

This intensive experiential course will give students hands-on experience participating in and leading activities to develop youth leadership and peacebuilding capacities, including outdoor education, group challenge, teambuilding, trust building, and dialogue facilitation. Students will learn how to teach about global youth issues and civics, how to promote youth advocacy and activism, and how to manage social and conflict dynamics in inter-group youth programs. The course will build skills for youth leadership in such areas as training design, inter-group dialogue facilitation, and global issues curriculum development, e.g., how to engage youth about current issues, such as child labor, global warming, and drug abuse. This course is designed to prepare students to work in and to run major components of social issue oriented youth programs.

PEAC5375**Special Topics in Conflict Transformation****1–3 credits**

This course will cover a topic or set of closely related topics not covered in the rest of the curriculum. The course is initiated by a member of the faculty, often in response to student interest. The specific content and methods will vary based on the topic.

SDIS5005**Economics****3 credits**

This course explores the macroeconomic environment within which organizations operate, identifying and examining the macroeconomic forces that managers must understand and consider in their direction of an organization, program, or project. Sources of macroeconomic information and how to incorporate them in decision making are examined. Specific emphasis is placed on the needs and requirements of nonprofit organizations in the contemporary environment.

SDIS5020**Issues in Sustainable Development****3 credits**

This course takes a key issue in sustainable development and, through appropriate case studies and readings, explores the issue in depth. Previous courses have included such topics as: the environment, women and gender issues, and the role of microenterprise. The particular issue is dependent on faculty availability and expertise.

Prerequisite for the globalization issue: SDIS5005 Economics; other issues have no prerequisites.

SDIS5022**Training for Social Action****3 credits**

This course is both introspective and practical in nature. It offers participants an opportunity to gain a more in-depth understanding of what they bring to the process of social change. Increased awareness and skill building in the areas of listening, strategic questioning, participatory decision making, and ethics are primary to the course.

Prerequisite: ICHR5025 Training Design for Experiential Learning

SDIS5220**Policy Advocacy****3 credits**

This course focuses on the policies of major institutions in society and the processes by which those policies are made, implemented, and enforced. The course enhances participants' skills for influencing those processes and thus affecting policy outcomes, with special attention to working in civil society organizations, networks, and coalitions. Different sections of the course may have a particular emphasis on specific target institutions and contexts: public policy of governments, corporate policy of businesses, and development policy of international institutions such as the UN and World Bank.

SDIS5225**Policy Analysis and Advocacy Methods****3 credits**

This course provides students who have taken the fall Policy Advocacy course with the opportunity to deepen analytic, research, and applied competencies relevant to topics of their interest. Students develop competencies related to writing briefs for policy makers based on extensive analysis of policy options and political contexts, and enhance competencies related to the messages, media, and other communication strategies in the context of advocacy campaigns.

Prerequisite: SDIS5220 Policy Advocacy

NOTE: Not all listed classes will be offered each academic year. Course offerings depend on a minimum enrollment of ten (10) students

SDIS5310**International Policy and Citizen Advocacy****1 credit**

This course is designed to provide the student with a better understanding of how policy on international matters is formulated and, in particular, how that policy is and can be best influenced by citizens. This one-week course, which takes place entirely in Washington, DC, includes an intensive combination of: 1) briefings by and discussions with policy makers and advocacy professionals, 2) debriefing-synthesis sessions, 3) classroom activities, 4) student interviews with policy makers and advocacy professionals, and 5) relevant readings.

SDIS5350**Leadership, Community, and Coalition Building****3 credits**

This course introduces various theoretical frameworks relevant to current leadership and community-building models. The course provides practical experience in the art of multicultural community-based coalition building with a focus on empowerment for diverse communities.

SDIS5375**Special Topics in Sustainable Development****1–3 credits**

This course will cover a topic or set of closely related topics not covered in the rest of the curriculum. The course is initiated by a member of the faculty, often in response to student interest. The specific content and methods will vary based on the topic.

SDIS5500**Theory and Practice of Sustainable Development****3 credits**

This course is an introduction to the theories and conceptual evolution of development thinking. The course helps students define what is meant by development, provides historical context, and distinguishes between modernization, dependency, and emerging world theories. Dimensions of sustainability in development are derived by examining several areas, including women's roles in development, population, the environment, culture, the role of government, and the role that nongovernmental organizations play in development.

THRD5070**Popular and Nonformal Education****2 credits**

This course addresses the purposes and types of nonformal education and its connection to popular education. The historical roots of popular education are explored, as well as its contemporary uses in Latin and North America, Africa, and Asia to address educational needs of marginalized groups. Students develop skills in designing and critiquing popular education programs. Many popular education experiential activities will be used.

Prerequisite: ICHR5025 Training Design for Experiential Learning

THRD5300**Training Practicum****1 or 2 credits**

The Training Practicum provides an opportunity for students to implement, in a "real-world" situation, the training tools and skills introduced in the first semester.

Prerequisite: ICHR5025 Training Design for Experiential Learning

MPIM6701 / MPIM6702 / MPIM6703**Reflective Practice Phase****12 credits**

The reflective practice phase (RPP) is the required off-campus phase of the program. It provides an opportunity to explore deeply the learning derived from a focused professional practice context of a student's choice, allowing each student to test out in practice the theories and concepts highlighted in coursework and to further enhance the skills and awareness developed in the coursework phase. Equally important is the service aspect of the RPP—emphasis is on responsible action and service—this phase is a special opportunity to make a contribution to the global community. The RPP is a question-based practitioner inquiry experience leading to an enhanced capacity for lifelong reflective practice, professional development, and global contribution. It consists of the following components: a minimum of six months practice in an organizational setting, a learning plan approved by one's faculty advisor, a final learning portfolio including a capstone project, and attendance at a capstone seminar on the SIT campus.

NOTE: Descriptions of the courses for the Low-Residency Master of Arts and Graduate Certificate in International Education can be found in the PIM 71 Low-Residency 2011–2013 Catalog Supplement/Student Handbook.