

PIM Course Descriptions

PROGRAM CORE COURSES

ICHR5000

Intercultural Communication

2 credits

This course is designed to develop greater appreciation for the diversity and complexity of culture, as well as to increase skill in facing the communication challenges inherent in working in diverse cultural environments. Students examine the interplay between their experience and current intercultural communication concepts, their cultural background, and the capacity to communicate with others, and other content specialties that ground general IC theory and vocabulary in specific cultural contexts.

Please note: *Intercultural Communication: Deaf Culture is strongly recommended for anyone focusing on SJIR*

MGMT5000

Organizational Behavior I: Multicultural Team Development

2 credits

This course increases students' ability to work effectively as both leaders and members in multicultural teams (work groups) in organizations, communities, and within PIM.

MGMT5010

Organizational Behavior II: Leadership and Organizations

2 credits

This course explores differences in the leadership and management of organizations. It provides frameworks for better understanding organizations and how people work within and through them.

SDIS5000

Social Change

2 credits

This course combines an initial analysis of social problems (e.g., contending arguments about the causes of poverty or racism at global and local levels) and of social sectors (private, public, and nonprofit) with an identification of alternative strategies for addressing those problems. The course includes all PIM degree foci and gives special attention to the emerging examples of partnerships and other strategic alliances across sectors and between different professional fields.

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 PIM 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

ICHR5005

Issues in Social Justice in Intercultural Relations

3 credits

This course takes a key issue in Social Justice for Intercultural Relations and through appropriate case studies and readings, explores the issue in depth. Previous courses have included such topics as public health systems and also indigenous rights. The particular issue is dependent on faculty availability and expertise.

Please note: *IE students must have prior approval to use this course as an elective.*

ICHR5005

Individual Differences

1 credit

This course examines the nature/nurture controversy, and provides an overview of personality types (MBTI), dimensions (Enneagram), and multiple intelligences (including the "hot" intelligences – social, emotional and cultural). Using these frameworks, students will come to a greater understanding of the most effective use of oneself, and a better ability to understand and work with others who are different.

ICHR5020

Journeys of Forgiveness

1 credit

An inquiry into the practice of forgiveness: its definitions and its applicability in the lives of others as well as our own. In addition to the thoughts and experiences of the class participants, the course will draw upon the thoughts and experiences of the authors whose work will be read. Each participant will keep a working journal and a portfolio. The journal and the image portfolio will be the final product of this course.

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.

ICHR5060**Assessment, Monitoring, and Evaluation
2 credit**

Building on the PIM core research course, Practitioner Inquiry, this course increases understanding of the principles and practices involved in needs assessment and program/training impact evaluation. It utilizes skills in developing and implementing needs assessment and/or program evaluation in the context of training and programs. The course reviews the trends in this field, utilizes practice activities, and analyzes case studies. Students design an assessment or evaluation for a real training or program.

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.

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 or ICHR5500 Theory and Practice of Intercultural Relations.*

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.

ICHR5500**Theory and Practice of Intercultural Relations
3 credits**

This course provides the conceptual foundation for study and practice within the Intercultural Relations degree fields. Theoretical roots of practice in these fields are explored, focusing on adult learning in the context of social, cultural, economic and political, and organizational systems, as well as systems change. An overview of practice in the subfields covered in the concentrations are provided: community action and training, popular and adult education for change, diversity and change in organizations and communities, human resources development and training, and conflict transformation.

ICHR5521**Skills and Topics in Conflict Transformation I: Practices in Inter-Group Dialogue
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.

ICHR5523**Skills and Topics in Conflict Transformation II: (Topics TBA)
1 credit**

Students help select additional topics to be addressed in this one credit course. Recent topics include International Relations, Trauma Healing, and Nonviolence.

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.

IEDP5300**Advising Practicum****1 or 2 credits**

Campus residence advisors have the opportunity and the responsibility to develop intercultural advising skills. Students who have been hired by SIT to be residence advisors may, upon satisfactory completion of specific job requirements and a written assessment of learning, receive academic credit for advising.

Prerequisite: position as a campus residence advisor

IEDP5400**International Education Practicum****1 or 2 credits**

This practicum provides an opportunity to pursue an activity with practical application that enhances international study for academic credit.

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.

MGMT5020**Organizational Conflict Transformation**
2 credits

Conflicts in organizations range from those that are important for productive work groups to generational conflicts that shape the organizational culture. In this course students will learn tools for assessing a conflict situation. They will explore, practice, and learn when it is appropriate to use the four current approaches to organizational conflict: Evaluative, Needs-Based, Transformative, and Narrative. Using a narrative approach, students will practice how to re-story/transform a conflict in order to construct work relationships that include differences and foster continued organizational learning. They will also learn about organizational policies, procedures, and systems that can foster conflict transformation.

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**Development Management I: Project Design 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**Development Management II: 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.

MGMT5115**Budgeting and Managing Financial Resources**
3 credits

This course is designed for the nonfinancial manager who, as part of his or her future professional practice, will have basic budget preparation, management, program advocacy, or general management responsibilities. The course is designed to provide some of the analytical and decision-making knowledge and skills necessary to provide leadership within an organization through acquired competencies in budgetary preparation, budget analysis and understanding, and management of scarce budgetary resources.

MGMT5117**Global Economics**
3 credits

Beginning with a review of essential concepts in macro and micro-economics, this course focuses on the international and cross-cultural nature of contemporary economic phenomena. The course is very topical in that it attends to many of the issues that are currently of major consequence such as the global financial crisis, trade restrictions, globalization and trade deficits. In addition to the economic aspects of these issues, the political and social consequences of international trade are also discussed.

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 a 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.

MGMT5205**Organizational Transformation:****Multiculturalism and Inclusion****3 credits**

Many organizations are moving from being monocultural to being inclusive of people regardless of gender, race, ethnicity, nationality, age, physical ability, sexual orientation, religion, and class. This movement involves more than simply demographic diversity; an inclusive organization needs to change its vision, culture, decision-making process, human resources policies, and leadership style. The purpose of this course is to create a vision of a truly inclusive organization and to develop skills for assisting an organization to reach this goal.

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**International Organization Development****3 credits**

Current thinking about organization development defines it as mutual learning, multicultural, dialogical, transformational processes to foster mission-aligned, productive, inclusive, humane, and socially responsible organizations. Working first from an historical understanding of the three revolutions that have occurred in theories of organization development, this course explores the current dialogical and transformational practices that are being used internationally in nonprofits, NGOs and socially responsible businesses. Students have opportunities to experiment with many evidence based approaches to fostering organizational transformation and participate in designing and conducting an organizational change.

MGMT5400**Marketing****2 credits**

This course examines the principles and practices required to develop and promote the services, ideas, products, positions, and image of organizations. Topics include the design of a marketing strategy and marketing mix, channels of distribution, membership, pricing issues, and customer service. Use of media, advertising, and promotion methods, and relationships with businesses, government, and the community are explored from a multicultural perspective.

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.

MGMT5600**Introduction to Management of Information Systems****2 credits**

This course examines the impact and the enabling role of information and communication technologies (IT) in transforming organizational, work group, and individual processes. Topics include: identifying and using specific enabling IT and communication applications, gaining efficiencies and competitive advantage, and leading the process of IT-induced change process. Case studies are used to reveal technical and organizational issues along with operational considerations. Students enrolled in the class are expected to have basic microcomputer skills.

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.

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.

PEAC5005**Youth Program Design****1 credit**

This theory and practice course for running youth programs will cover skills and issues relevant to design and delivery of youth leadership and peacebuilding. Participants will address youth program design principles, will gain experience designing program components, and discuss issues in adolescent psychology. Participants will learn to apply specific skills in managing youth program contracts, responding to grants, and building budgets, including risk assessment and contingency planning, and considering legal issues. Case studies will be examined to assess best practices in program design and challenges for delivery.

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 leave students prepared to work in and to run major components of social issue oriented youth programs.

SDIS5002**Arts for Social Change****2 credits**

This course will provide an overview of applications of various art disciplines in impacting social change. Depending on the interests of students and availability of speakers and regional programs, these may include music, visual arts, dance, poetry and prose, film, electronic/virtual media, and theater. We will bring in guest speakers and visit programs and projects that use the arts for social purposes. Students and faculty will analyze methods used in various programs and synthesize principles for best practices for using art to further social change, as well as assessing how different forms of art are best applied for various social purposes.

SDIS 5003**Theater for Social Change****3 credits**

This class will meet periodically during the course of the semester to see 4 unusual theater performances, and to discuss their impact on social action or awareness. The class will meet with the artists to sample their techniques of creating theater and to experience the relationship between process and performance. The theater artists will come from Sandglass Theater's Voices of Community series, which presents social activist ensemble theater artists from around the country, and from the programs at the New England Youth Theater, which presents work performed by local children and youth, and by disabled youth and adults, as well as professional guest artists. The class will also aim to contextualize these performances within a national movement to integrate theater and community.

SDIS5004 / SDIS5014**Theater Skills for Social Change****1 credit each section**

Three consecutive sections of this course will offer three independent, one-credit skills-based blocks that will train students in specific theater skills that can be applied in social change work.

PUPPETRY: this class will look at puppets made from quick materials that are available anywhere. We will also look at how puppets communicate social themes. It's in the action and the images more than in the words! We'll put together a show that's fun, or shocking or...

CLOWN: A broad introduction to physical theatre technique, with an emphasis on non-verbal communication, "innocent" listening and observation, clarity, and problem-solving from the point of view of a clown, with the honesty of a fool. Participatory!

SDIS5004 / SDIS5014**Arts Skills for Social Change****1 credit**

This course offers students a chance to spend four weeks working in any art form they choose, to create a piece that addresses an aspect of social change. The result could be a solo or collaborative performance, exhibit, or community event. It could address social issues, alternative perspectives, or bring a community together. Work will be done independently during the week. Class meetings will be a chance for students to connect to collaborators, discuss their projects with the class, find historical or artistic context for the work, and present stages of the work in progress.

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**Topics in Policy Analysis and Advocacy****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*

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.

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 in Latin America 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

THRD5400**TOT: Ethics and Intercultural Training Design****3 credits**

Students will explore critical ethical implications of "intentional" culture contact, through training, as the medium for education, transformation, and change. This course focuses on culturally based assumptions and ethically grounded principles regarding intercultural training as a "transformative educational" process applicable to domestic and international contexts. The course will explore the following questions: What are ethical considerations regarding the socio-psychological learning environments fostered by trainers? How responsible are we, as trainers, for the "ripple effects" of our work? Should intercultural trainers be certified and licensed as training professionals and, if so, what will be the benefits and challenges of such a process? *Prerequisite: ICHR5025 Training Design for Experiential Learning and ICHR5050 Social Identity or ICHR5000 ICC:Deaf Culture*

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. PIM consistently emphasizes responsible action and service and views this phase as 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 70 Low-Residency 2010–2012 Catalog Supplement/Student Handbook