

Graduate Program in Intercultural Service, Leadership, and Management (PIM)

ADDRESSING THE WORLD'S NEEDS—whether one works at the global or grassroots level—requires creative approaches that link together multiple strategies. Solutions need to encompass work at both the macro and the micro levels. Solutions must also bridge differences in nationality, race, culture, class, ethnicity, and religion. And they must bridge different sectors: government, private business, education, and civil society (which includes voluntary community associations and nonprofit, nongovernmental organizations).

The Program in Intercultural Service, Leadership, and Management (PIM) prepares professionals who have the knowledge, skills, commitment, and contacts to be actively engaged in creative and comprehensive solutions to pressing issues. The program is based on an educational philosophy that integrates theoretical disciplines with experience-based learning. Its curriculum is designed to develop reflective practitioners who possess a commanding knowledge of the theoretical basis of their profession, essential skills honed and tested through practice, and a solid awareness of their own capabilities, values, and ethics.

All study within the program is designed to develop essential intercultural competence in the related domains of knowledge, skills and attitudes. The curriculum offers on-campus coursework, which combines lectures, demonstrations, structured discussions, and experiential exercises. This is linked to a supervised practice and inquiry field experience, and a one-week capstone seminar that provides a structured process that enables students to test, extend, and integrate their learning.

Students create strong, multicultural learning communities as they analyze complex issues and share common experiences and challenges, examining them from a variety of theoretical and cultural perspectives. As individuals, students work closely with faculty advisors to develop personal learning contracts and set specific objectives tailored to their career goals. Through a strong commitment to learning and problem-solving processes, the program prepares graduates who are decisive practitioners in intercultural settings.

Degrees and Concentration Options

Core courses and other program-wide learning experiences ensure that all students have a common set of conceptual frameworks and the teamwork skills that are essential for bridge-building strategies. Building upon this core are six degree options, one of which is offered in two formats. Most of the degrees offer further refinement, or concentrations. Each degree and concentration

option provides a sequence of courses, practice, and research designed around the competencies essential to a particular arena of professional practice.

The six degree options and their corresponding concentrations are:

Master of Arts in Conflict Transformation

Concentrations

- Conflict and Development
- Arts and Theater for Social Change
- Youth Program Leadership

Master of Arts in International Education, On-Campus Format

Concentrations

- International Education Advising
- Educational Exchange Management
- Youth Program Leadership

Master of Arts in International Education, Low-Residency Format*

Master of Arts in Social Justice in Intercultural Relations

Concentrations

- Education and Training
- Community Activism, Organizing, and Advocacy

Master of Arts in Sustainable Development

Concentrations

- Community Development and Social Action
- Development Management
- Policy Analysis and Advocacy

Master of Science in Management

Concentrations

- Management of Nonprofits and NGOs
- Development Management
- International Organization Development

Master of Arts in Intercultural Service, Leadership, and Management

This is the self-designed interdisciplinary option.

There is additional flexibility in all degrees for students to:

- participate in a Master's International Program with the US Peace Corps;
- participate in a Master's Community Development program with AmeriCorps[®]VISTA;
- Explore interests through a limited number of independent studies;
- pursue a master's degree on a part-time basis with the understanding that the on-campus phase will be completed over four consecutive academic semesters (a two-year period). Students

* For more information, see page 20

may pursue this option with written approval from their academic advisor and the dean. Students using this option will be charged 50 percent of the current tuition rate and 100 percent of the current fee rate for each of the four semesters.

Program Goals and Educational Assumptions

Because students:

- prepare to be hands-on professionals, PIM emphasizes knowledge and skills grounded in theory and honed in practice.
- operate within intercultural and international environments, PIM stresses a sound analysis of the social, economic, and political realities.
- are committed to addressing contemporary issues, PIM emphasizes leadership and the facilitation of change.
- assume the importance of shared core values, PIM emphasizes the human and ethical dimensions of transformation.
- are concerned with self-reliant and sustainable change, PIM stresses the ability to develop managerial capacity in others.
- are engaged in critical issues that resist easy solutions, PIM stresses innovative problem-solving strategies.
- frequently work in resource-poor situations, PIM emphasizes the creative utilization of scarce resources.
- act within a context of increasing global interaction, PIM emphasizes bridge building, networking, and coalition building.
- are committed to impacting the world in a positive manner, PIM emphasizes a grounding in social justice based approaches.

Professional Training and the Experiential Learning Process

The program goal—to educate a unique kind of professional for an intercultural and international career—requires a different approach to the educational process from that which is common to traditional academic institutions. The educational approach of PIM is based on principles of adult learning (Knowles), of experiential education (Dewey and Kolb), and of learner empowerment (Freire). This approach can be distinguished from the traditional “university model” (Harrison, Hopkins) by examining: 1) the roles of teachers and learners; 2) the emphasis on the problem-solving process rather than the final product or “right answer”; and 3) the diversity and richness of the learning environment.

Roles of Teachers and Learners

PIM faculty and students share the responsibility for the development and management of an effective educational program. Within the basic structure of the competency-based model designed by the faculty, students are responsible for articulating their needs, acting as resources to the program, and helping to implement modifications as the on-campus program evolves. Both faculty and students are considered “teachers” and “learners” and are expected to fulfill both roles at various times in the program.

Responsibility extends beyond the content and design of the program to the development of a creative learning community, which includes PIM students and faculty and the entire SIT campus. Each individual is expected to assume responsibility not only for his or her own learning experience but also for that of other students and the group. Achieving the delicate balance between meeting one’s own needs and being responsive to the needs of others is a challenge faced by all responsible members of the global community.

Emphasis on the Creative Problem-Solving Process

Students learn through activities in which they practice skills necessary for effective performance in the field. In addition to reading appropriate literature and writing papers, students are involved in active problem solving. Based on common experiences in the learning community, students critically explore concepts and examine relevant theories.

This approach requires a commitment to the learning or problem-solving process rather than an overriding concern with producing the perfect product or having the right answer. It serves as preparation for effective work in an intercultural setting where professionals must choose appropriate action when there is rarely enough time for “extensive” research, and there seldom are “perfect” solutions or “right” answers.

A Comprehensive Learning Environment

Because responsibility for learning is centered in each individual learner, a fundamental assumption of the program is that the students learn from all aspects of their lives during the on-campus coursework and the reflective practice phase off campus, culminating in a capstone seminar. It is not assumed that important learning occurs only in the classroom setting when a faculty member is present. Activities that occur in a more structured way with faculty participation are seen as catalysts for continued exploration and learning by students. The on-campus environment provides numerous opportunities for creative exploration.

The off-campus experience provides students with even greater freedom and responsibility for their learning. Professional reflective practice opportunities are as diverse as our students and offer the challenge of “learning by doing” in a position of responsibility in an organizational setting. The educational process offered by the program both on and off campus is demanding, challenging, and stimulating for both students and faculty. It requires a special commitment and effort on everyone’s part to maximize the learning of all those involved. When the effort is made and the commitment taken seriously, the rewards for individuals and the community are many.

On-Campus Program Summary*

Phase I: On-Campus Coursework

minimum 28 credits, maximum 36 credits; nine months

The on-campus phase is divided into two semesters. The fall semester consists of a two-week term followed by a 12-week term. The spring semester consists of a four-week term followed by a 12-week term.

Language and Culture Proficiency Requirement

See page 18.

Phase II: Reflective Practice Phase (RPP)

12 credits

Following successful completion of on-campus coursework, all students engage in at least six months of field practice relevant to their professional goals. During this experience, they apply the knowledge and skills learned on campus through written documents including three reflective practice questions (RPQs) and a Course

* For Low-Residency programs, see page 20.

Linked Capstone (CLC) or Independent Practitioner Inquiry Capstone (IPIC) paper. The final portfolio of learning will represent a complete documentation of their learning. All students then attend a capstone seminar back on the SIT campus, during which they formally present the learning from their RPP.

On-Campus Degrees and Graduation Requirements

To earn any master of arts degree the student must:

1. Successfully complete the following groups of required courses:
 - program core courses common to all master's of arts degrees (10–11 credits);
 - degree courses, with or without a concentration (17–22 credits depending on degree and concentration).
2. Successfully complete the reflective practice phase off campus (12 credits).
3. Successfully complete a capstone seminar.
4. Meet the PIM Language and Culture Proficiency requirement.

To earn the Master of Science in Management degree the student must:

1. Successfully complete the following groups of required courses:
 - program core courses with the exception of Organizational Behavior II (9 credits);
 - MSM degree courses (25 credits).
2. Successfully complete the reflective practice phase off campus (12 credits).
3. Successfully complete a capstone seminar.
4. Meet the PIM Language and Culture Proficiency requirement.

Students must declare a degree by the end of the add/drop period of the Spring II Term (two weeks after classes begin). It is possible to declare a degree only if the courses required for that degree and offered only in the fall semester were successfully completed in that semester. Students may change to the MA in Intercultural Service, Leadership, and Management degree at any point during the on-campus phase.

Phase I: On-Campus Coursework

The following pages describe, in detail, the on-campus phase of each of the six PIM degree options.

MA in CONFLICT TRANSFORMATION

This degree is designed to engage current and future peacebuilders in the tasks of conflict prevention, intervention, and healing within their own communities and as third-party consultants. The program focuses on SIT's strengths in human relations and multicultural competence, in working with the NGO sector, in hands-on, pragmatic pedagogy, and in field-based practicum experience. The program encourages and models values needed for transformation in individuals, relationships among parties in conflict, and the local and global structures in which conflict is embedded.

Students are introduced to critical and timely topics emerging in the new field of conflict studies, such as forgiveness and reconciliation, the conflict-humanitarian aid-development paradigm, identity- and resource-based conflicts, refugees, and issues of gender and conflict. Specific conflict intervention skills developed through the courses include conflict analysis, introductory mediation, negotiating differences, and intergroup dialogue facilitation.

This degree prepares students for positions in the public, private, or multilateral sectors, working in intergroup peacebuilding, in conflict prevention and education, in NGO service delivery, and as advocates, catalysts, and trainers in conflict management and alternative dispute resolution.

Minimum required credits: 29

Required Courses		Credits
<i>Program core courses: 11 credits</i>		
ICHR5000	Intercultural Communication	2
MGMT5000	Organizational Behavior I: Multicultural Team Development	2
MGMT5010	Organizational Behavior II: Leadership and Organizations	2
SDIS5000	Social Change	2
MPIM5510	Practitioner Inquiry	3

Plus 9 credits from the following courses:

ICHR5315	Theory and Practice of Conflict Transformation	3
ICHR5225	Post-War Development and Peacebuilding	3
ICHR5550	Conflict and Identity	3
ICHR5258	Initiatives in Peacebuilding	3

Plus at least 3 credits from the following courses:

ICHR5522	Mediation	2
ICHR5521	Skills and Topics in Conflict Transformation I: Dialogue	1
ICHR5523	Skills and Topics in Conflict Transformation II	1
ICHR5020	Journeys of Forgiveness	1
ICHR5060	Assessment, Monitoring, and Evaluation	2

Plus an additional 6 credits of advisor-approved electives.

Recommended Elective:

ICHR5025	Training Design for Experiential Learning	3
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Concentration Option 1: Conflict and Development

This concentration offers students the opportunity to integrate into their study major theories of resource-based conflict and the role of development aid in conflict transformation. Students in this concentration fulfill all the Conflict Transformation (CT) degree requirements, but use electives and additional credit hours to focus on issues of development. By taking additional courses from the Sustainable Development curriculum, CT students in this development-focused

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concentration analyze post-conflict reconstruction interventions and assess the need for CT professionals in current development projects. This concentration familiarizes students with major theories on peacebuilding and development, as well as examining intervention design and evaluation, and the role of CT practitioners and organizations in the field.

Minimum required credits: 30

Required Courses

Program core courses: 11 credits

Plus degree concentration courses: 13 credits

ICHR5315	Theory and Practice of Conflict Transformation	3
ICHR5550	Conflict and Identity	3
SDIS5500	Theory and Practice of Sustainable Development	3
ICHR5225	Post-War Development and Peacebuilding	3
ICHR5521	Skills and Topics in Conflict Transformation: Dialogue	1

Plus at least 6 credits from the following:

ICHR5060	Assessment, Monitoring, and Evaluation	2
ICHR5523	Skills and Topics in Conflict Transformation II	1
ICHR5522	Mediation	2
ICHR5025	Training Design for Experiential Learning	3
ICHR5258	Initiatives in Peacebuilding	3
SDIS5220	Policy Advocacy	3
SDIS5005	Economics	3
SDIS5020	Issues in Sustainable Development	3

Concentration Option 2: Arts and Theater for Social Change

This concentration consists of an intensive focus in selected courses on the history, theory, and practice of socially active arts, in particular theater. These courses add to the international management and intercultural relations competencies gained in PIM courses, as well as the Conflict Transformation curriculum. In this concentration, social activists can focus on the uses of the arts in fostering change. Students will consider an overview of the dynamic role that art has played in activism, and will have the opportunity for practical training in a variety of theater arts, including puppetry, clown, and spoken word. After completing this concentration, students might use socially-engaged arts and theatre techniques for community organizing, conflict transformation, problem solving, cultural exchange, and social critique. They could expand the outreach of an exiting arts-based organization and bring creative work to new audiences; etc.

Minimum required credits: 30

Required Courses

Program core courses: 11 credits

Plus degree courses: 10 credits

ICHR5315	Theory and Practice of Conflict Transformation	3
ICHR5550	Conflict and Identity	3
ICHR5258	Initiatives in Peacebuilding	3
ICHR5521	Skills and Topics in Conflict Transformation I: Dialogue	1

Plus 6 credits of the following:

SDIS5002	Arts for Social Change	3
SDIS5003	Theater for Social Change	1
SDIS5004	Theater Skills for Social Change: Puppetry	1
SDIS5014	Theater Skills for Social Change: Clown	1
SDIS5025	Art Skills for Social Change	1
THRD5070	Popular and Nonformal Education	2
SDIS5022	Training for Social Action	3

Plus 3 credits of the following:

ICHR5025	Training Design for Experiential Learning	3
ICHR5060	Assessment, Monitoring, and Evaluation	2
ICHR5523	Skills and Topics in Conflict Transformation II	1
ICHR5522	Mediation	2
ICHR5225	Post-War Development and Peacebuilding	3
MGMT5100	Program Planning and Project Design	3
MGMT5105	Development Management I: Project Design Management	3
SDIS5350	Leadership, Community, and Coalition Building	3

Concentration Option 3: Youth Program Leadership

This concentration develops professional skills and competencies for leaders of youth programs (youth primarily ages 14–18, but with programming for ages up to 24) focusing on the principles and practices of youth leadership program design, direction and facilitation. This concentration consists of an intensive focus, in two courses (3 credits plus 1 credit), on the design and delivery of youth programs that develop leadership, global issues, civics, and peacebuilding capacities. These program leadership courses build on the organizational management and intercultural relations competencies gained in the degree courses, by adding a specialization in running youth programs. The concentration coursework builds youth leadership skills in such areas as age-appropriate training design; dialogue facilitation; teambuilding and leadership activities; logistics and planning; health and safety of participants; training a program staff; and global issues curriculum development (e.g., how to engage youth about relevant current issues, such as child labor, climate change, or HIV/AIDS). The RPP should include some work with a youth program. In addition to the two youth program courses, students in this concentration must take at least one training course and one program design or administration course.

Minimum required credits: 30

Required Courses

Credits

Program core courses: 11 credits

Plus degree courses: 14 credits

ICHR5258	Initiatives in Peacebuilding	3
ICHR5315	Theory and Practice of Conflict Transformation	3
ICHR5550	Conflict and Identity	3
ICHR5521	Skills and Topics in Conflict Transformation I: Dialogue	1
PEAC5006	Youth Program Leadership	3
PEAC5005	Youth Program Design	1

Plus at least 5 credits of the following:

ICHR5523	Skills and Topics in Conflict Transformation II	1
ICHR5522	Mediation	2
ICHR5025	Training Design for Experiential Learning	3
ICHR5060	Assessment, Monitoring, and Evaluation	2
ICHR5225	Post-War Development and Peacebuilding	3
MGMT5100	Program Planning and Project Design	3
MGMT5115	Budgeting and Managing Financial Resources	3

MA in INTERNATIONAL EDUCATION

International educators worldwide are responding to increasing globalization by internationalizing their institutions and/or programs. This takes the form of mobility programs of all types and duration, collaboration with counterparts from other regions, and distance learning initiatives. The International Education degree prepares students for professional positions in international education in schools and colleges (especially the international education offices that serve international students and scholars and/or support study abroad programs), as well as in a wide range of other nonprofit and for-profit organizations that seek to increase international understanding through community education, citizen exchange, and educational travel. Through courses and other learning activities, students examine the historical, theoretical, and social foundations of international education programs. The curriculum also includes skills-oriented courses in all aspects of the designing and managing of programs for individuals and groups, and advocacy in promoting programs and supporting the needs of participants.

General International Education Degree—No Concentration

The general international education degree with no concentration provides an opportunity to combine interests in other degree areas, and has the most flexibility in course selection. Students with interests in intercultural training, social justice, conflict transformation, or sustainable development and who want a main focus in international education will choose this option. In this option the program and IE degree required courses are supplemented with 9 credits of courses that develop skills and interests from other degrees.

Minimum Required Credits: 31

Required Courses

Program core courses: 10 credits

MGMT5000	Organizational Behavior I: Multicultural Team Development	2
ICHR5000	Intercultural Communication	2
MGMT5010	Organizational Behavior II: Leadership and Organizations	2
SDIS5000	Social Change	2
MPIM5510	Practitioner Inquiry	2

Degree courses: 12 credits

IEDP5050	International Educational Policy	3
IEDP5060	International Education Design and Delivery	3
IEDP5500	Theory and Practice of International Education	3
IEDP5600	International Education Design Concepts and Evaluation	3

Plus 9 credits from the following:

ICHR5025	Training Design for Experiential Learning	3
THRD5070	Popular and Nonformal Education	2
ICHR5005	Issues in Social Justice in Intercultural Relations	3
ICHR5050	Social Identity: Exclusion and Inclusion	3
ICHR5201	Cross-Cultural Counseling	3
ICHR5521	Skills and Topics in Conflict Transformation I: Dialogue	1
ICHR5522	Mediation	2
THRD5400	TOT: Ethics and Intercultural Training Design	3
ICHR5550	Conflict and Identity	3
ICHR5650	Education for Social Justice	3
IEDP5080	Issues Seminar in International Education	1
IEDP5650	Issues Seminar in International Education Programming	1
MGMT5115	Budgeting and Managing Financial Resources	3
MGMT5120	Financial Management	3
MGMT5128	Fundraising Principles and Practices	2

MGMT5130	Human Resources Management	3
MGMT5140	Strategic Management	3
MGMT5145	Strategic Planning and Implementation	3
MGMT5205	Organizational Transformation: Multiculturalism and Inclusion	3
MGMT5210	Social Entrepreneurship	3
MGMT5370	International Organization Development	3
MGMT5400	Marketing	2
MGMT5515	Statistics for Practitioners	1
MGMT5600	Introduction to Management of Information Systems	2
SDIS5020	Issues in Sustainable Development	3
SDIS5022	Training for Social Action	3
SDIS5220	Policy Advocacy	3
SDIS5310	International Policy and Citizen Advocacy	1
SDIS5350	Leadership, Community, and Coalition Building	3
SDIS5002	Arts and Social Change	2
PEAC5006	Youth Program Leadership	3
	IE Low-Residency workshops—topics TBA	1

Note: Other courses may be used as electives with prior written approval from the degree chair.

Concentration Option 1: International Education Advising

This concentration prepares students to enter direct service positions such as: international student advisor; study abroad advisor; intercultural/international exchange trainer/programmer; international student recruitment, admissions, and placement specialist; and field or sponsoring agency representative for exchange organizations.

Minimum required credits: 32

Required Courses

Credits

Program core courses: 10 credits

Plus degree courses: 18 credits

IEDP5050	International Educational Policy	3
IEDP5060	International Education Design and Delivery	3
IEDP5500	Theory and Practice of International Education	3
IEDP5600	International Education Design Concepts and Evaluation	3
ICHR5025	Training Design for Experiential Learning	3
ICHR5201	Cross-Cultural Counseling	3

Plus at least 4 credits from the following:

THRD5070	Popular and Nonformal Education	2
THRD5400	TOT: Ethics and Intercultural Training Design	3
SDIS5022	Training for Social Action	3
ICHR5050	Social Identity: Exclusion and Inclusion	3
MGMT5130	Human Resources Management	3
ICHR5521	Skills and Topics in Conflict Transformation I: Dialogue	1
ICHR5522	Mediation	2
ICHR5020	Journeys of Forgiveness	1

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Concentration Option 2: Educational Exchange Management

This concentration prepares students to enter administrative or management positions such as director or assistant director in a study abroad or an international student services office; and manager of program development, supervision, and evaluation in a nonprofit exchange or educational travel organization.

Minimum required courses: 33

Required Courses

Program core courses: 10 credits

Plus degree courses: 15 credits

IEDP5050	International Educational Policy	3
IEDP5060	International Education Design and Delivery	3
IEDP5500	Theory and Practice of International Education	3
IEDP5600	International Education Design Concepts and Evaluation	3
MGMT5130	Human Resources Management	3

Plus either course: 3 credits

MGMT5115	Budgeting and Managing Financial Resources	3
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Or:

MGMT5120	Financial Management	3
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Plus at least 5 credits from the following:

ICHR5025	Training Design for Experiential Learning	3
MGMT5145	Strategic Planning and Implementation	3
MGMT5140	Strategic Management	3
MGMT5128	Fundraising and Grantwriting	2
MGMT5205	Organizational Transformation: Multiculturalism and Inclusion	3
MGMT5210	Social Entrepreneurship	3
MGMT5400	Marketing	2

Concentration Option 3: Youth Program Leadership

This concentration prepares students to develop and deliver educational programs focusing on the principles and practices of youth leadership program design, direction, and facilitation. Here, youth includes those between the ages of 14 and 18, as well as young adults 18 to 24.

Minimum required credits: 32

Required Courses

Program core courses: 10 credits

Plus degree courses: 18 credits

IEDP5050	International Educational Policy	3
IEDP5060	International Education Design and Delivery	3
IEDP5500	Theory and Practice of International Education	3
IEDP5600	International Education Design Concepts and Evaluation	3
ICHR5025	Training Design for Experiential Learning	3
PEAC5006	Youth Program Leadership	3

Plus at least 4 credits from the following:

ICHR5050	Social Identity: Exclusion and Inclusion	3
ICHR5201	Cross-Cultural Counseling	3
ICHR5523	Skills and Topics in Conflict Transformation II	1
ICHR5522	Mediation	2
ICHR5550	Conflict and Identity	3

MA in SOCIAL JUSTICE IN INTERCULTURAL RELATIONS (SJIR)

This degree responds to the growing need for professionals who can effectively act on issues of social justice and equity in multicultural contexts. Students are asked to examine their own cultures, political economies, and personal identities, as they learn to facilitate individual, community, and organizational transformation both domestically and internationally.

Concentrated studies within this degree (Education and Training or Community Activism, Organizing, and Advocacy) prepare students for current and emerging careers in schools, colleges, nonprofit organizations, government agencies, and business enterprises. Graduates work for greater social justice through professional roles as intercultural trainers, facilitators, advisors, educators, curriculum developers, organizational consultants, outreach workers, organizers, activists, managers, program planners, and evaluators in a wide range of domestic and international contexts.

Minimum required credits: 29

Required Courses

Credits

Program core courses: 11 credits

MGMT5000	Organizational Behavior I: Multicultural Team Development	2
ICHR5000	Intercultural Communication	2
MGMT5010	Organizational Behavior II: Leadership and Organizations	2
SDIS5000	Social Change	2
MPIM5510	Practitioner Inquiry	3

Plus degree courses: 9 credits

ICHR5025	Training Design for Experiential Learning	3
ICHR5050	Social Identity: Exclusion and Inclusion	3
ICHR5500	Theory and Practice of Social Justice in Intercultural Relations	3

Plus 9 minimum (up to 16 maximum) credits from the following courses:

ICHR5060	Assessment and Evaluation: Training and Programs	1
ICHR5201	Cross-cultural Counseling	3
ICHR5550	Conflict and Identity	3
MGMT5205	Organization Transformation: Multiculturalism and Inclusion	3
SDIS5003	Theater for Social Change	3
SDIS5002	Arts for Social Change	2
PEAC5005	Youth Program Design	1
PEAC5006	Youth Program Leadership	3
MGMT5128	Fundraising	2
ICHR5005	Issues in Social Justice in Intercultural Relations: Health	3
ICHR5005	Issues in Social Justice in Intercultural Relations: Rights of Humans	3
SDIS5350	Leadership, Community and Coalition Building	3
SDIS5220	Policy Advocacy	3
SDIS5310	International Policy and Citizen Advocacy	1
ICHR5650	Education for Social Justice	3
THRD5400	TOT: Ethics and Intercultural Training Design	3
THRD5070	Popular and Non Formal Education	2
SDIS5022	Training for Social Action	3

Concentration Option 1: Education and Training

This concentration explores the ways formal and non formal education can be an avenue for social and cultural activism. Using principles of adult learning and experiential education students learn

how to build learning communities which are focused on sustainable and systemic social change. Students develop skills in designing and delivering effective training and popular education programs.

Plus up to 7 credits from any of the following courses (optional):

Minimum required credits: 31

Required Courses

Credits

Program core courses: 11 credits

Plus degree courses: 20 credits

CHR5025	Training Design for Experiential Learning	3
ICHR5050	Social Identity: Exclusion and Inclusion	3
ICHR5500	Theory and Practice of Social Justice in Intercultural Relations	3
THRD5400	TOT: Ethics and Intercultural Training Design	3
THRD5070	Popular and Non Formal Education	2
SDIS5022	Training for Social Action	3
ICHR5650	Education for Social Justice	3

ICHR5060	Assessment and Evaluation: Training and Programs	1
ICHR5201	Cross-cultural Counseling	3
ICHR5550	Conflict and Identity	3
MGMT5205	Organization Transformation: Multiculturalism and Inclusion	3
SDIS5003	Theater for Social Change	3
SDIS5002	Arts for Social Change	2
PEAC5005	Youth Program Design	1
PEAC5006	Youth Program Leadership	3
MGMT5128	Fundraising	2
ICHR5005	Issues in Social Justice in Intercultural Relations: Health	3
SDIS5310	International Policy and Citizen Advocacy	1
ICHR5650	Education for Social Justice	3
THRD5400	TOT: Ethics and Intercultural Training Design	3
THRD5070	Popular and Non Formal Education	2
SDIS5022	Training for Social Action	3

Plus up to 6 credits from any of the following courses (optional):

ICHR5060	Assessment and Evaluation: Training and Programs	1
ICHR5201	Cross-cultural Counseling	3
ICHR5550	Conflict and Identity	3
ICHR5208	Introduction to Conflict and Peace Building	3
MGMT5205	Organization Transformation: Multiculturalism and Inclusion	3
SDIS5003	Theater for Social Change	3
SDIS5002	Arts for Social Change	2
PEAC5005	Youth Program Design	1
PEAC5006	Youth Program Leadership	3
MGMT5128	Fundraising	2
ICHR5005	Issues in Social Justice in Intercultural Relations: Health or Rights of Humans	3
SDIS5350	Leadership, Community and Coalition Building	3
SDIS5220	Policy Advocacy	3
SDIS5310	International Policy and Citizen Advocacy	1

Concentration Option 2: Community Activism, Organizing, and Advocacy

This concentration equips students with the skills to become community activists and organizers. It also informs them of a variety of aspects of human rights: historical experiences of migrations, dispossessions, wars, colonialism, and of political-economic alternatives. This concentration provides a theoretical foundation for concepts of community development and actions within social groups, at the organizational, community and societal levels.

Minimum required credits: 29

Required Courses

Credits

Program core courses: 11 credits

Plus degree courses: 18 credits

ICHR5025	Training Design for Experiential Learning	3
ICHR5050	Social Identity	3
ICHR5500	Theory and Practice of Social Justice in Intercultural Relations	3
SDIS5350	Leadership, Community and Coalition building	3
ICHR5005	Issues in Social Justice in Intercultural Relations: Health or Rights of Humans	3
SDIS5220	Policy Advocacy	3

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MA in SUSTAINABLE DEVELOPMENT

The MA in Sustainable Development prepares graduates for positions as reflective practitioners in organizations whose efforts achieve a more equitable and sustainable use of the world's wealth and natural resources. The program focuses on interventions at different levels (local, national, international) and those in the arenas of community development, program management, and policy analysis and advocacy. It provides a comprehensive education in development praxis combining theoretical and applied knowledge. Students analyze competing theories and alternative approaches to development, as well as develop competencies in, among others, program planning, proposal writing, policy advocacy, and training. The program emphasizes the importance of civil society, which embraces a diversity of spaces, actors, and institutional forms, including development nongovernmental organizations, community programs, women's organizations, social movements, coalitions, advocacy groups, charitable organizations, and faith-based organizations. These serve as catalysts and providers of people-centered development programs and as actors advocating for public and corporate policies that affect their constituents.

Minimum required credits: 29

Required Courses

Program core courses: 11 credits

	Credits
ICHR5000 Intercultural Communication	2
MGMT5000 Organizational Behavior I: Multicultural Team Development	2
MGMT5010 Organizational Behavior II: Leadership and Organizations	2
MPIM5510 Practitioner Inquiry	3
SDIS5000 Social Change	2

Plus degree courses: 9 credits

SDIS5005 Economics	3
SDIS5020 Issues in Sustainable Development	3
SDIS5500 Theory and Practice of Sustainable Development	3

Plus either of the following:

MGMT5105 Development Management I: Project Design Management	3
SDIS5220 Policy Advocacy	3

Plus at least 6 credits from the following if not chosen from above:

ICHR5025 Training Design for Experiential Learning	3
MGMT5105 Development Management I: Project Design Management	3
MGMT5106 Development Management II: Monitoring and Evaluation	3
MGMT5120 Financial Management	3
MGMT5128 Fundraising and Grantwriting	2
MGMT5130 Human Resources Management	3
MGMT5145 Strategic Planning and Implementation	3
MGMT5500 Nonprofit, NGO, and Social Business Management	3
SDIS5022 Training for Social Action	3
SDIS5220 Policy Advocacy	3
SDIS5310 International Policy and Citizen Advocacy	1
SDIS5350 Leadership, Community, and Coalition Building	3
THRD5070 Popular and Nonformal Education	2

Concentration Option 1: Community Development and Social Action

This concentration provides basic knowledge and skills in community outreach, education, and social mobilization with community-based organizations in both the global South and North. Examples of professional positions are: human service worker; trainer or facilitator in community-based programs for disenfranchised groups; community worker with community-based organizations focused on community organization, social action, and advocacy; and trainer in community capacity-building programs.

Minimum required credits: 29

Required Courses

Credits

Program core courses: 11 credits

Plus degree courses: 15 credits

ICHR5025 Training Design for Experiential Learning	3
SDIS5005 Economics	3
SDIS5020 Issues in Sustainable Development	3
SDIS5500 Theory and Practice of Sustainable Development	3
SDIS5022 Training for Social Action	3

Plus at least 3 credits from the following:

MGMT5105 Development Management I: Project Design Management	3
MGMT5106 Development Management II: Monitoring and Evaluation	3
SDIS5220 Policy Advocacy	3
SDIS5310 International Policy and Citizen Advocacy	1
SDIS5350 Leadership, Community, and Coalition Building	3
THRD5070 Popular and Nonformal Education	2

Concentration Option 2: Development Management

This concentration provides basic knowledge and skills in the program planning and evaluation cycle (from needs assessment to impact assessment) and in the larger organizational and management context in which programs are created. Examples of professional positions include: program or department manager in an NGO or nonprofit organization; program officer in a foundation, other donor organization, or office of corporate social responsibility or community affairs; program development, networking, and/or fundraising specialist; and capacity-building trainer or consultant.

Minimum required credits: 32

Required Courses

Credits

Program core courses: 11 credits

Plus degree courses: 15 credits

MGMT5105 Development Management I: Project Design Management	3
MGMT5106 Development Management II: Monitoring and Evaluation	3
SDIS5005 Economics	3
SDIS5020 Issues in Sustainable Development	3
SDIS5500 Theory and Practice of Sustainable Development	3

Plus 6 credits from the following:

MGMT5115 Budgeting and Managing Financial Resources	3
MGMT5120 Financial Management	3
MGMT5128 Fundraising and Grantwriting	2
MGMT5130 Human Resources Management	3
SDIS5310 International Policy and Citizen Advocacy	1
THRD5070 Popular and Nonformal Education	2

Concentration Option 3: Policy Analysis and Advocacy

Although many graduate programs in development studies focus on policy analysis (typically government centered), few offer courses in advocacy; those that do treat the topic as derivative of the policy analysis process. This concentration offers a significant alternative—one that is more consistent with the actual practice of civil society organizations and coalitions working to challenge policies of governments, multilateral organizations, corporations, and other powerful institutions that are often the source of social injustices. Policy analysis is treated as only one (though essential) element of advocacy—along with political systems analysis, strategy design, constituency development, network and coalition building, messaging and media, lobbying, mass mobilizations, and other advocacy elements.

Minimum required credits: 35

Required Courses**Minimum Credits**

Program core courses: 11 credits

Plus degree courses: 18 credits

SDIS5500	Theory and Practice of Sustainable Development	3
SDIS5005	Economics	3
SDIS5220	Policy Advocacy	3
SDIS5020	Issues in Sustainable Development	3
SDIS5225	Topics in Policy Analysis and Advocacy	3
MGMT5106	Development Management II: Monitoring and Evaluation	3

Plus one of the following combinations:

ICHR5025	Training Design for Experiential Learning	3
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And

SDIS5022	Training for Social Action	3
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Or:

MGMT5105	Development Management I: Project Design Management	3
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And

Any 3 credit PIM course

continued next page

MS in MANAGEMENT

The MSM degree prepares students to lead and manage non-profits, NGOs, public and private sector organizations, social businesses, and entrepreneurial ventures both domestically and internationally. Courses and guided learning experiences enable students to examine management theory and practice while acquiring functional and general management skills. Particular focus is placed on individual understanding and realization of leadership potential and exploring what it means to manage and lead responsibly and ethically in a diverse and multicultural environment.

Concentration Option 1: Management of Nonprofits and NGOs

This concentration prepares students to practice leadership and management based on principles of social responsibility and sustainability in a variety of sectors and organizational contexts. The relevant courses cover concepts in financial management; marketing; human resource management; strategic management; theory and practice of nonprofits; NGO and social business management; social responsibility and social entrepreneurship.

Minimum required credits: 34

Required Courses	Credits
<i>Program core courses: 9 credits</i>	
MGMT5000 Organizational Behavior I: Multicultural Team Development	2
MPIM5510 Practitioner Inquiry	3
ICHR5000 Intercultural Communication	2
SDIS5000 Social Change	2

Plus degree courses: 18 credits

MGMT5500 Nonprofit, NGO, and Social Business Management	3
MGMT5140 Strategic Management	3
MGMT5130 Human Resources Management	3
MGMT5120 Financial Management	3
MGMT5128 Fundraising and Grantwriting	2
MGMT5020 Organizational Conflict Transformation	2
MGMT5600 Introduction to Management of Information Systems	2

Plus at least 7 credits from the following approved electives:

MGMT5117 Global Economics	3
MGMT5400 Marketing	2
MGMT5205 Organizational Transformation: Multiculturalism and Inclusion	3
MGMT5210 Social Entrepreneurship	3
MGMT5370 International Organization Development	3
MGMT5100 Program Planning and Project Design	3
MGMT5115 Budgeting and Management of Financial Resources	3
MPIM5000 Independent Study	1
<i>Or</i>	
Advisor-Approved Electives	1-3

Concentration Option 2: Development Management

This concentration provides management competencies to those aspiring to pursue careers in the field of development management. Graduates may work as administrative staff members of community organizations, sector specialist managers in international development organizations or managers in national and international NGOs. They may direct fundraising, manage projects or programs or become social entrepreneurs. Course content focuses on management practices, strategies and current issues with particular emphasis on the development context.

Minimum required credits: 34

Required Courses	Credits
<i>Program core courses: 9 credits</i>	
<i>Plus degree courses: 21 credits</i>	
MGMT5500 Nonprofit, NGO, and Social Business Management	3
MGMT5140 Strategic Management	3
MGMT3120 Financial Management	3
MGMT5130 Human Resources Management	3
MGMT5105 Development Management I: Project Design Management	3
MGMT5106 Development Management II: Monitoring and Evaluation	3
SDIS5500 Theory and Practice of Sustainable Development	3

Plus at least 4 credits from the following approved electives:

MGMT5370 International Organization Development	3
MGMT5600 Introduction to Management of Information Systems	2
MGMT5117 Global Economics	3
MGMT5128 Fundraising and Grantwriting	2
MGMT5020 Organizational Conflict Transformation	2
SDIS5020 Issues in Sustainable Development	3
MGMT5400 Marketing	2
MPIM5000 Independent Study	1

Or

Advisor-Approved Electives 1-3

Concentration Option 3: International Organization Development

This concentration prepares practitioners to effectively lead and manage change processes and initiatives in a variety of organizational settings. Course content will focus on international approaches to organization development and theory and practice of leading and managing mission driven organizations with special attention to issues of justice, responsibility, and effectiveness. Professional roles may include: training and development professionals; human resources development professionals; organization development professionals; functional and line managers moving into leadership positions; and social entrepreneurs.

Minimum required credits: 34

Required Courses	Credits
<i>Program core courses: 9 credits</i>	
<i>Plus degree courses: 17 credits</i>	
MGMT5500 Nonprofit, NGO, and Social Business Management	3
MGMT5140 Strategic Management	3
MGMT5120 Financial Management	3
MGMT5130 Human Resources Management	3
MGMT5020 Organizational Conflict Transformation	2
MGMT5370 International Organization Development	3

Plus at least 8 credits from the following approved electives:

ICHR5025 Training Design for Experiential Learning	3
MGMT5210 Social Entrepreneurship	3
MGMT 5117 Global Economics	3
MGMT5100 Program Planning and Project Design	3
MGMT5205 Organizational Transformation: Multiculturalism and Inclusion	3
MPIM5000 Independent Study	1
<i>Or</i>	
Advisor-Approved Electives	1-3

MA in INTERCULTURAL SERVICE, LEADERSHIP, AND MANAGEMENT

Interdisciplinary

This is a self-designed degree that allows students to draw upon the courses and resources of two, three, or all five of the other degree programs. Service, Leadership, and Management (SLM) degree students choose this option for many reasons. Commonly they are either switching careers, being introduced to new disciplines, or know exactly what they need for career advancement. Working closely with faculty advisors, students select courses and a reflective practice phase that allow them to take full advantage of this flexible, interdisciplinary degree option.

Minimum required credits: 28

Required Courses	Credits
<i>Program core courses: 11 credits</i>	
MGMT5000 Organizational Behavior I: Multicultural Team Development	2
MGMT5010 Organizational Behavior II: Leadership and Organizations	2
ICHR5000 Intercultural Communication	2
SDIS5000 Social Change	2
MPIM5510 Practitioner Inquiry	3

Plus an additional 17 credits of PIM courses, selected on the basis of an advisor-approved learning contract.

Language and Culture Proficiency Requirement

The language and culture proficiency requirement can be fulfilled in a variety of ways, depending upon the skills and needs of the student. All options require the successful completion of the Intercultural Communication (ICC) course. Incoming students will participate in a self-assessment to help them determine the method of fulfillment most suitable to their goals and needs. This self-assessment will be carried out through a combination of advising by on-campus advisors and assessment of language skill by the SIT Language and Culture Department, the latter at the student's initiative. For all students, regardless of their selected option, study of a second language at SIT is strongly encouraged, including continued study of English if appropriate.

For Native Speakers of Languages Other Than English

The requirement is fulfilled either: 1) by passing the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) test with a score that satisfactorily meets the SIT admissions requirement, or 2) by submitting a university transcript that demonstrates successful study at an English-medium university for at least four years prior to applying to SIT.

For Native Speakers of English

The following three options are available. The first two are **strongly recommended**. If they are not possible, a third option is available with the approval of the PIM language proficiency coordinator.

1. Focus on one language: The requirement is fulfilled by passing an ACTFL proficiency exam in a target language at the Advanced level. This option would most likely fit the needs of students who already have strong skills in a foreign language and/or plan to work in a particular culture/country which requires that language.

2. Focus on (a minimum of) two languages: The requirement is fulfilled by passing an ACTFL proficiency exam in each of at least two target languages at the Intermediate High level. This option may fit the needs of students who have lived in several different language contexts and/or are not sure what their next step might be in that regard. They may also want to prepare themselves to further acquire a variety of languages over time as they change contexts.

3. Focus on sociolinguistics, intercultural communication, and the role of language and culture in one's field of professional practice: The requirement is fulfilled by constructing a portfolio which documents the following:

- a) taking and passing two semesters of language study while in the on-campus phase, or their equivalent at another institution; documentation for the language and culture proficiency requirement will consist of a transcript showing successful completion of this study, plus
- b) completing the 90-hour "Field Guided Self-Instruction (FGSI) in Language, Cultural, and Intercultural Competence" program through the SIT Language and Culture Department. Students may choose to do the FGSI before, during, or after the reflective practice phase and/or may do it as a short-term intensive study program. Documentation for the FGSI will consist of all components as defined in the *FGSI Handbook*, plus
- c) satisfactory accomplishment of *one* of the following:

On Campus

- Focus two major course papers or projects on issues of

language and culture or language and intercultural communication; documentation for the language and culture proficiency requirement will consist of the papers plus the student's 3–5 page self-assessment of learning about language and culture

- Prepare and offer a workshop focused on language and inter-cultural communication for SIT, organization, or community audiences; documentation for the language and culture proficiency requirement will consist of the workshop outline and materials, a summary of participants' evaluation of the workshop, plus the student's 3–5 page self-assessment of learning about language and culture.

Off Campus

- Focus one reflective practice question of the reflective practice phase on significant or advanced learning about language and intercultural communication (not duplicating the FGSI requirement above); documentation for the language and culture proficiency requirement will consist of the student's 3–5 page self-assessment of learning about language and intercultural communication, and an additional product focusing on language, culture, and intercultural communication as agreed upon with the reflective practice phase advisor which will be part of the final learning portfolio.
- Write an in-depth analytical paper on language and culture in the student's field of practice, 10–15 pages in length. Prior to seeking this option, the student must obtain approval of the paper's scope and topic from the language proficiency coordinator. The student may petition to substitute the paper with an equally extensive and in-depth product of another type (workshop, documentary, etc.), subject to the approval of the coordinator.

Supervision

Initial assessment and decision-making: Students' on-campus advisors work in conjunction with Language and Culture Department staff to help students assess the best option for their needs and to supervise the incorporation of that option into the learning contract/advising process. Students hold the major responsibility for determining the best of the options for themselves and laying out the plan for fulfilling these with their advisors.

Monitoring of progress during the on-campus phase: Students are responsible for monitoring their progress toward achieving the language and culture proficiency requirement. They may request assistance or reassessment from their advisors or language proficiency coordinator.

Monitoring during the off-campus phase: Students are responsible for ensuring that they fulfill any language and culture requirements that may pertain to the off-campus phase and for informing their advisor about their progress toward meeting the proficiency requirement.

Evaluation

The Language and Culture Department will evaluate language proficiency for options 1 and 2. For option 3, the Language Coordinator at the Language and Culture Department will evaluate the FGSI report. The PIM language proficiency coordinator will evaluate the other components of the portfolio and determine if the overall portfolio fulfills the language and culture requirement.

Phase II: The Reflective Practice Phase (RPP)

Through the RPP off campus, students attain or enhance the following reflective practice competencies that will serve them throughout their work and lifelong learning:

- ability to analyze experience using definable frameworks, and to use one's experience to critique and expand those frameworks;
- ability to define and answer practice-centered questions using rigorous reflection on one's own experience and other inquiry methods and sources;
- ability to make a professional contribution to a specific organization;
- ability to make a professional contribution to a community of practice;
- enhanced critical thinking skills; and
- enhanced self-expression and communication skills (writing, oral, visual).

Equally important is the service aspect of the reflective practice phase. PIM consistently emphasizes responsible action and service and views this phase as a special opportunity to make a contribution to the global community.

The reflective practice phase consists of the following components: practice context, final portfolio of learning, and capstone seminar.

An Acceptable RPP Position

In order to qualify as a RPP position, the position must provide a student with a structured opportunity to apply coursework consistent with his or her professional goals and degree. It is not important whether it is a salaried position, a consultancy, an internship, or a volunteer position. But it is important that the position meet the criteria stated in the following three areas:

1. **Nature of the Work:** The nature of the work must be on a professional level, must be in an intercultural setting, and must be consistent with PIM's mission of making a contribution to the global community.
2. **Time Period:** The minimum practice period is the equivalent of six months of full-time work (approximately 40 hours per week). Students are welcome to choose a practice period that is longer than six months and in some cases this is recommended.
3. **On-site Supervisor:** The student must have a supervisor within the organization who will write a performance evaluation at the end of the practice period and supervise the student according to the organization's standards.

Registration for the Reflective Practice Phase

Students may register for the RPP any time after their successful completion of the on-campus phase, that is, after having received passing grades in all of their required coursework. The standard RPP period consists of three consecutive semesters for a total of twelve months. When students register for the RPP period, they will be automatically registered for three consecutive academic semesters. If they do not successfully present at a capstone seminar by the end of their third RPP semester, they will be automatically enrolled in and billed for enrollment maintenance for each additional semester until successfully presenting at a seminar.

Note for students needing student status for purposes of visa or loans: with the December and March registration deadlines RPP student status will not begin immediately. Student status for those registering by December 1 begins January 1. Student status for those registering May 15 begins June 1. Student status for those registering August 15 begins September 1.

No matter how long a student might be working in a professional position, if the proper documentation is not submitted for registration, neither credit nor student status can be granted.

The student's final learning portfolio includes various papers (see off-campus handbook) plus the final capstone project paper in a complete portfolio documenting learning achieved during the off-campus reflective practice phase.

The Capstone Seminar

The one-week capstone seminar provides an environment in which students demonstrate, assess, and synthesize learning that has been achieved to date. The student accomplishes this in several ways: by giving a presentation that shares research and learning with the capstone participants, on-campus students, and faculty; by reading and responding to at least one other capstone project; by participating in discussions and a critique of colleagues' contributions; and by coordinating and participating in discussions formed around themes that emerge during the seminar.

PIM students have five years from the time they enter the program to complete all degree requirements. (For any student who, because of special circumstances, studies part-time during two consecutive on-campus academic years, the program entry date is calculated from the beginning of their second on-campus year.) A PIM student who does not complete all degree requirements (including the language and culture proficiency requirement) within five years of the entry date will be withdrawn from the program. A student with extenuating circumstances may apply to the associate dean of the program for an extension.

Special Tracks Within PIM

Low-Residency Master of Arts and Graduate Certificate in International Education

The low-residency Master of Arts in International Education and Graduate Certificate in International Education are designed for working professionals unable to travel away from their homes for extended periods of time. The courses and instructors are the same as those for the on-campus degree; the principal difference is in the format. Students in both programs begin their studies with a two-week residential term on campus in June and continue with one year of online coursework and a second residential seminar the following June. For Master of Arts students, a second year of online coursework and a final residential capstone seminar complete the sequence. Details on these programs are included in the *PIM 70 Low-Residency 2010–2012 Catalog Supplement/Student Handbook*.

Master's International Program with the US Peace Corps

By applying for and being accepted into one of the PIM master's degrees and the US Peace Corps, students who are US citizens may serve overseas in a two-year Peace Corps volunteer position to fulfill their reflective practice phase. Students participating in this program complete all on-campus requirements prior to leaving for their Peace Corps assignment. They are allowed an extra year to complete their degree requirements, i.e., six years. Master's International students are charged 50 percent of the RPP tuition fee and are provided with student status for the duration of their service. If, at the end of their service, they are not ready to attend a capstone seminar, they are charged an enrollment maintenance fee per semester. Following their service and the approval of their PIM final learning portfolio, students return to campus to complete the degree requirements by participating in a capstone seminar.

Peace Corps volunteers work within a variety of local NGOs to strengthen and enhance their effectiveness. Organizations might include those dedicated to women, youth, or the environment. Students entering the Peace Corps will complete approximately 12 weeks of preservice training. Upon successful completion of training, students become Peace Corps volunteers and begin a two-year tour of service in their assigned country.

Master's Community Development Program with AmeriCorps*VISTA

The Master's Community Development Program is a collaboration between PIM and AmeriCorps*VISTA. PIM students who are US citizens may apply for VISTA placement and, if accepted, use their volunteer service to fulfill their SIT reflective practice phase requirement. All on-campus requirements must be completed prior to leaving for a VISTA assignment. Following their service (a minimum of one year) and approval of their final learning portfolio, students return to campus to participate in a capstone seminar. Master's Community Development students are charged 50 percent of the RPP tuition fee.

AmeriCorps*VISTA members have served economically challenged communities for more than 35 years. The program is dedicated to increasing the capability of people to improve the conditions of their own lives. Members serve full time and live in the communities they serve, creating programs that will continue after they have completed their service.

CONTACT: Conflict Transformation Across Cultures

CONTACT is designed to meet the learning needs of committed peacebuilders who are potential leaders in intercommunal conflict transformation efforts. CONTACT offers an annual summer program in peacebuilding at SIT and a field-based Graduate Certificate program that begins with participation in the summer program. After completing CONTACT's Graduate Certificate program it is possible for a participant to enroll in PIM and complete a MA in Conflict Transformation or MA in Service, Leadership, and Management degree.

Participation in PIM Governance

Throughout the evolution of PIM, opportunities have been created for students, faculty, and staff to build a mutually supportive learning community. Students share in evaluating, monitoring, and shaping the on-campus phase of the program. Student participation in the work of committees and the facilitation of meetings is important to the successful operation of the degree program. For those who choose to actively participate, the process offers practical experience and exercises skills that could be useful in future professional positions. Additionally, students may receive academic credit for their work on a student committee by following the procedures outlined for an independent study project.

The Community Gathering

All students, faculty, and staff come together for the PIM community gatherings. The first gathering takes place shortly after orientation and serves as a social event and introduction to the six neighborhood groups (see below). Other community meetings may be called as needed by students, faculty, neighborhood groups, or PIM administrators to address community-wide issues or hold special events. A final meeting is scheduled toward the end of the on-campus phase. This is a time of celebration, acknowledgements, and brief presentations from the neighborhoods. The PIM group photo is taken at this time.

Degree Neighborhoods

A neighborhood consists of the students within a degree-specific area and the faculty serving that degree. Neighborhoods are designed to facilitate student interaction and networking, to keep the dialogue on student issues focused, and to offer a forum for discussing strategies and opportunities for professional development. In addition, the neighborhoods provide training and information necessary for completing program requirements, for initiating dialogue about topics that are not fully addressed in the curriculum, and for ensuring that the program remains responsive to student concerns.

Each neighborhood selects one student to coordinate the neighborhood's work and to represent its members in the SIT Student Association (SITSA). The degree chairs act as mentors to the neighborhoods and may appoint other faculty members in their degree area to represent them at meetings. Each neighborhood is assigned a work-study student.