Middlebury Institute *of* International Studies at Monterey

Academic Catalog
July 1, 2024-June 30, 2025

Mission: *The Middlebury Institute of International Studies educates professionals to advance understanding, promote peace, and drive change in pursuit of a morejust world.*

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www.middlebury.edu/institute

This catalog is updated annually, based on the academic year of July I-June 30.

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PROFILE

History

The Middlebury Institute ofInternational Studies at Monterey was founded in 1955 as the Monterey Institute of Foreign Studies by foreign language instructor Gaspard Weiss, in collaboration with his wife Louise Weiss and co-founders Frank Elton and Sybil Fearnley. Key early supporters of the Institute included Remsen Bird, the Countess of Kinnoull, Dwight Morrow Jr., and Noel Sullivan. Weiss and his colleagues envisioned a graduate school that would promote international understanding through the study of language and culture. In 1961, the school acquired its first building at 425 Van Buren Street, just three blocks up the hill from downtown Monterey. The structure, today known as the Segal Building, was originally built in 1911 to house the Monterey Public Library. Now commemorated on the Institute's shield, the Segal Building has housed the office of every leader of the Institute since 1961.

While the Institute's name and programs have evolved, its core identity as an innovator and leader in international professional education has remained constant. The Institute became affiliated with Middlebury College in 2005 and was fully integrated as a graduate school of Middlebury in 2010. Middlebury is anchored by the undergraduate college in Vermont, which was founded in 1800 and has long been recognized as one of the finest liberal arts colleges in the country. Today Middlebury is a graduate school for international studies; a home for immersive language study; a graduate school for the study of literature, literacy, and pedagogy; a leader of schools abroad sites that span the globe; and a home for the oldest and most prestigious writers' conference in the world.

The Institute is also home to a wide range of research centers and initiatives, including the renowned James Martin Center for Nonproliferation Studies, the Center for the Blue Economy, and the Center on Terrorism, Extremism, and Counterterrorism, as well as the Monterey Initiative in Russian Studies.

Graduates of the Institute join a global network of alumni who are actively addressing some of the most critical issues of our time - including climate change, terrorism, poverty and inequality and nuclear proliferation.

Facilities

The campus is located in the heart of historic Old Monterey and includes a mix of classrooms, research centers, and labs wired for the latest technology, including four simultaneous interpretation labs. Large events are hosted in the Irvine auditorium, which is equipped to handle simultaneous interpretation in four languages. Wireless access is available throughout the campus. For more information, [visit our interactive campus map](#).

Library

The Institute's library has nearly I00,000 volumes, periodicals in more than 30 languages, and access to global language, policy, and business resources through extensive computer databases and interlibrary loan agreements.

The library's collection serves current students, faculty, and staff of the Middlebury Institute of International Studies at Monterey. The Library also provides more limited access and services to alumni and patrons of other local libraries as specified through consortia! or institutional agreements. All patrons must have a current MIIS ID or a MIIS Library Card in order to borrow materials or access databases and other library resources.

Faculty
The Institute employs about 110 faculty, including those who are part-time, adjuncts and visiting, about half of whom are originally from outside the United States. Full bios for faculty can be found on the Institute website, listed by program.

See Appendix A for a list of regular and visiting faculty and their qualifications

Enrollment
Approximately 480 graduate students.

International Characteristics
About 39% of the students are international students who come from over 50 countries outside the U.S. and speak 45 different native languages. Over 90% of the American students have lived, worked, or studied abroad.

Alumni
Over 10,000 living in more than 120 countries.

Accreditation
The Middlebury Institute of International Studies, under the umbrella of Middlebury College, is fully accredited by the Accrediting Commission for Senior Colleges and Universities of the New England Association of Schools and Colleges (NEASC), a higher education accrediting body recognized by the U.S. Department of Education.

> New England Commission of Higher Education (NECHE)
> 3 Burlington Woods Drive, Suite 100
> Burlington, MA 01803-4514
> U.S.A.
> 781-425-7785
> www.neche.org

The Middlebury Institute is a private institution approved to operate by the California Bureau of Private Postsecondary Education. Approval to operate means the Middlebury Institute is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution or if you need to file a grievance, you may contact the Bureau for Private Postsecondary Education directly at any time:

> Bureau for Private Postsecondary Education
> P.O. Box 980818
> West Sacramento, CA 95798-0818
> Phone: (916) 431-6959
> Toll Free: (888) 370-7589
> Main Fax: (916) 263-1897
> Web site: www.bppe.ca.gov
> E-mail: bppe@dca.ca.gov

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 1-888-370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web Site: www.bppe.ca.gov

This institution does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

ADMISSION

Admission Procedures and Application Process
Our admissions process involves a comprehensive evaluation of the application materials, including transcripts, recommendations, essays, interviews, and language proficiency assessments. Please review our admission requirements before applying, particularly the second language proficiency requirements. We consider all materials on an individual basis in the admissions process.

We will not process any application until all materials have been received. We will notify you of our admission decision four to six weeks after receiving your complete application. The review process may be longer than six weeks for students who need to provide additional information regarding their language proficiency. Admitted students should then send a non-refundable tuition deposit of US$250 to secure their enrollment.

Apply online at go.miis.edu/onlineapplication for our master's degree programs, joint master's degree programs, joint BA/MA degrees, and certain certificate and non-degree programs. Our online application allows you to complete your application anytime, pay the application fee, and receive immediate notification of its submission.

Several of our language, certificate, and non-degree programs have customized application forms. Please consult specific programs for more details.

Application Checklist
Online application, which includes the following:
- Essay
- Resume or curriculum vitae
- Personal scholarship statements

$65 application fee (nonrefundable)
Undergraduate transcripts
One letter ofrecommendation (two preferred)
Interview in person or online (if needed)
GRE or GMAT scores (not required)
TOEFL or IELTS scores (required only for nonnative English speakers, minimum preferred scores vary by program)
Second language proficiency (requirements vary by program)

Admission Requirements
The following admission requirements apply to all of our degree programs.

Essay
We require one essay highlighting your career objectives and how your background fits with the program and the Institute. To find out the specific question, please start your application.

Resume or Curriculum Vitae
Your resume or CV should highlight your educational background and professional experience, including voluntary work and internships, in one or two pages. Most of our graduate programs do not have specific professional experience requirements.

Personal Scholarship Statements
To be considered for merit and need-based scholarships, please include personal scholarship statements

with your online application. To find out the details of the scholarship statements, please start your application.

Application Fee
Through our online application, you will be able to pay the $65 application fee with a credit or debit card. Application fee waivers are available for students affiliated with our partner organizations or schools.

Undergraduate Transcripts
Digital copies of your (official or unofficial) transcripts can be uploaded to your online application or emailed to enroll@middlebury.edu to expedite the review of your application. If admitted, you will need to ensure that your official transcripts are mailed directly to our office (address below) or sent via e-transcript to enroll@middlebury.edu.

> Middlebury Institute ofInternational Studies
> Attn: Admissions Office
> 460 Pierce Street
> Monterey, CA 93940

If you are currently attending a bachelor's degree program, we can grant you admission with the condition that you satisfactorily complete your degree and provide final official transcripts.

If your college or university does not provide original transcripts, we will accept certified copies. Please provide certified English translations for non-English language transcripts.

Letter(s) of Recommendation
Although we only require one letter of recommendation for admission, we strongly encourage you to submit two. We accept recommendations from both academic and professional references, such as university professors, employers, supervisors, or commanding officers. Please provide the contact details for one or two recommenders through your online application. Your references will receive an email requesting that they submit the letter of recommendation through an online form.

Interview
Either in person or online.

GREorGMAT
We do not require GRE or GMAT scores for our master's programs. However, competitive scores may strengthen your application and positively influence scholarship decisions. Please use our four-digit institution code [4507] to send us your scores.

English Proficiency
If English is not your first language, you must provide evidence of English proficiency from either the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examinations. Your scores are valid for two years after the test date. Required scores vary by program (see table below).

If necessary, you may have the opportunity to improve your English language skills through our English Preparation for Graduate Studies program, for which scholarships are available.

TOEFL/IELTS exemptions are automatically granted to applicants who have completed high school and a bachelor's degree from an accredited college or university in the United States, Australia, Canada (except Quebec), Ireland, the United Kingdom, New Zealand, or Singapore. Please contact your enrollment advisor if you have any questions.

You can submit your online application without your TOEFL or IELTS scores and provide them later via enroll@middlebury.edu.

Table: Preferred minimum TOEFL and IELTS scores by program

Program	TOEFL preferred minimum (overall)	IELTS preferred minimum (overall)
Online IEM	100	7
EPM	80	6.5
IPD	80	6.5
ITED	80	6.5
MPA	80	6.5
Online MPAS	80	6.5
NPTS	80	6.5
Joint BA/MAIEM	100	7
Joint BA/MAEPM	80	6.5
Joint BA/MANPTS	80	6.5
Joint IPD/ITED	100	7
Joint MPA/IEM	100	7
Joint MPA/ITED	100	7
Joint MPA/IPD	80	6.5
TESOL	100	7
Online TESOL	100	7
TFL	100	7
T; Tl; CI	100	7
Joint TI/TLM	100	7
TLM	100	7

Online Cybersecurity	80	6.5
Online LPM	100	7

Second Language Proficiency

Students in our policy and management degree programs (EPM, IPD, ITED, MPA, NPTS, joint master's programs, and joint BA/MA programs) may take language studies (LS) courses and/or intercultural competence (ICC) courses as part of their degree requirements.

- To take language studies courses, we require at least a 200-level proficiency in all skills-reading, writing, speaking and listening-in your target language (except English, which requires a 300-level minimum).
- Proficiency is not determined by years of study but by your ability at the time of enrollment.
- If you apply to a program that requires language studies courses, we will review your language background as part of the application process to detennine if you meet the minimum proficiency or if you need to build your second language skills prior to enrollment. If you need to build your second language skills prior to enrollment, we will work with you to help you meet the minimum proficiency level in your chosen language of study. This may include one of our summer language programs, for which scholarships may be available.
- If you apply to a program where language studies courses are optional AND you choose to pursue language studies courses, we will review your language background as part of the application process to determine if you meet the minimum proficiency or if you need to build your second language skills prior to enrollment.
  - o If you believe you will use a second language in your future career, we encourage you to pursue this option. Please contact your enrollment advisor for guidance if you are unsure.
  - o If you need to build your second language skills prior to enrollment, we will work with you to help you meet the minimum proficiency level in your chosen language of study. This may include one of our summer language programs, for which scholarships may be available.
- If you apply to a program where language studies courses are optional AND you choose to NOT pursue language studies courses in your application, we will NOT review your language background.
  - o If you are admitted, enroll, and later decide you want to take language studies courses, you would need to meet the second language proficiency requirement for those courses by taking a language placement test.
- Languages offered (language of study): Arabic, Chinese, English, French, Japanese, Russian, Spanish.
  - o Upon request at the time of admission, other language study may be arranged to fulfill your degree requirements (potentially at an additional cost).
- Language studies courses are content-based, develop your linguistic skills, and also integrate specific content and specialized vocabulary based on your field of study. In these content-focused courses, the materials are all in the language of study.

Students in our TESOL program do not require proficiency in a second language.
- If you would like to take language studies courses using your electives, you would need to meet the second language proficiency requirement for those courses by taking a language placement test.

For students in our Teaching Foreign Language program, advanced language skills are central to your career and language courses are integrated into your degree program.

- If the language you would like to teach differs from your native language, you will need to submit a writing sample and complete a phone interview to demonstrate your language proficiency.
- To find out the topic of the writing sample, please start your application.
- Our language faculty will contact you by phone or email to arrange the interview.

For students in our translation, translation and interpretation, or conference interpretation programs, advanced language skills are central to your career and language courses are integrated into your degree program.

- Languages offered (language of study): Chinese; French; German; Japanese; Korean; Russian; Spanish
- You will work bi-directionally between your A and B languages. These programs therefore require native or near-native abilities in each of your languages of study.
- After you have submitted the online application, you will get access to the Language and Skills Test (LST). You will submit the LST to demonstrate proficiency in each of your languages of study.
- If you wish to pursue a third language, you will need to take an additional LST for this C language.
- We highly recommend that you have more than six months of in-country experience using each of your languages of study.

Students in our translation and localization management program can take translation courses or language studies courses to meet their language requirement.

- If you are pursuing translation courses to satisfy the language requirement, review the proficiency requirements for students in our translation and interpretation programs (see above) as you will be taking translation courses with them if you are admitted.

- If you are pursuing language studies courses to satisfy the language requirement:
  - o Requires at least intennediate-high level of proficiency in a second language.
  - o If your second language is Arabic, Chinese, French, Japanese, or Spanish, you will take an online test of your proficiency. You will receive access to the online test within a few days of submitting your online application.
  - o If your second language is English, you will need to submit TOEFL or IELTS scores.
  - o If your second language is Russian or another language not mentioned above, you will submit a writing sample as part of your online application and complete a phone interview after you submit your application. Our language faculty will contact you by phone or email to arrange the interview.

Students in our online translation and localization management program take intercultural competence courses as part of their degree requirements.

Table: Second Language Requirements by Degree Program

Program	Curriculum Requirement	Admissions Language Assessment
MPA	4 credits of LS or ICC	Space available for an additional 17 credits of LS, ICC, or other electives
BA/MPA	16 credits: 12 credits of LS and additional 4 credits of LS and/or ICC	admission suspended in SP 23
MAIPD	4 credits LS or ICC	Space available for an additional 20 credits of LS, ICC, or other electives
BA/MAIPD	16 credits: 12 credits of LS and additional 4 credits of LS and/or ICC	admission suspended in SP 23
MAIT	4 credits LS or ICC	Space available for an additional 17 credits of LS, ICC or other electives
MAIPD/MAIT	8 credits of LS and/or ICC	Space available for an additional 25 credits of LS, ICC or other electives
MPA/MAIT	8 credits of LS and/or ICC	Space available for an additional 19 credits of LS, ICC or other electives
MPA/MAIPD	8 credits of LS and/or ICC	Space available for an additional 22 credits of LS, ICC or other electives
MAEPM	4 credits ICC, or 12 credits of LOS and no requirement for ICC	Space available for an additional 10-12 credits of LS, ICC, or other 'free' electives
BA/MAEPM	4 credits ICC, or 12 credits of LOS and no requirement for ICC	Space available for an additional 24-26 credits of LS, ICC or other 'free' electives
MANPTS	12 credits LS	

BA/MANPTS	16 credits: 12 credits LS and 4 credits ICC	
MA TESOL	no requirement	

MATFL	for non-native speakers in target language of teaching:
	12 credits: 8 credits LS+ 4 credit LING 8531 Pedagogical Grammar (or equivalent pedagogical grammar course in target language)
	
	for native speakers in target language of teaching:
	12 credits:4 credits LING 8531 Pedagogical Grammar (or equivalent pedagogical grammar course in target language) + additional 8 credits of electives (e.g. LS and/or ICC coursework, TESOL/TFL, IEM courses)
		LS courses must be 300 level or higher

MATLM (pre Fall 2021)	MATLM-Localization Management Residential 8 credits LS courses plus additional 8 credits of LS and/or ICC coursework including Principles of Translation (2 credits) MATLM-Localization Management, AE Residential 4 credits of LS courses plus additional 4 credits of LS and/or ICC coursework and Principles of Translation (2 credits)	LS courses must be 300 level or higher
MATLM (Fall 21)	16 credits: First 8 credits must be Translation or LS. If all 16 credits are Translation courses, earn Translation specialization. After first 8 credits of T or LS, the remaining 8 may be any mix of T/I, LS, TIAG, LING, or ICC. If 12-credit LSPP specialization is earned, get LSPP specialization	Students have to declare intent to take translation or LS courses during admissions process; test into translation courses with LST, test into LS courses with LPT. LS courses must be 300 level or higher.
MATI/MATLM	no requirement	
MATI, MAT, MACI	no requirement	

TLM	16 credits total: either 16 credits translation OR 8 credits LS (at 300 level or higher) and 8 credits of LS, ICC, linguistics, or translation	If translation chosen: Language and Skills Test If LS chosen: language background as part of online application and / or language placement test
Online LPM	3 credits ICC	n/a

Prior Experience

The Middlebury Institute of International Studies at Monterey does not accept credit for prior experiential learning.

Documents

You are responsible for making sure that all supporting documents needed to complete your application have been received by the admissions office. You will be notified if there are items missing from your application file. If you are offered admission and decline, your application will be canceled. Support documents will be kept on file for two years should you wish to reapply within that time.

All documents contained in your application file belong to the Middlebury Institute and cannot be returned. The status of your file and the information it contains are confidential. Information will be revealed, at our discretion, only to you or to individuals whose names you have provided to us in writing.

International Student Information

International students are not U.S. citizens or permanent residents, and they enter the U.S. on an F-1 or J-1 non-immigrant visa for the purpose of higher education. U.S. federal regulations require international students to demonstrate sufficient financial resources for their first academic year. Admitted students must submit a Certificate of Financial Responsibility to obtain their F-1 or J-1 status.

The Office ofInternational Student and Scholar Services (ISSS) plays a key role in the Institute's commitment towards building an international campus by providing support to all foreign nationals in the Institute community with immigration and visa information. In addition, ISSS will vouch for student status and any associated charges.

Visa Information for International Students

International applicants should apply at least 5 months prior to the proposed enrollment due to the extra time required for correspondence and consulate processing times for visa applications. When sending your documents, we suggest you use airmail to prevent time delays.

Once you have been admitted to the Middlebury Institute and your finances have been secured for your first year of study, we will send you a SEVIS 1-20 form to apply for an F-1 Student Visa, or DS-2019 form to apply for a J-1 Exchange Visitor Visa. If you are already in the United States on a different type of visa, you may be required to apply for a change of status.

If you are currently attending another university in the United States and wish to transfer to the Middlebury Institute, we will need you to complete a certification of student status form before we can

transfer your SEVIS record to the Middlebury Institute. You should consult with the international student advisor at your school regarding the transfer procedures.

Orientation for International Students
In addition to the orientation required for all new students prior to the first semester of enrollment, international students are required to attend a mandatory orientation. This provides practical information on immigration requirements, U.S. academic policies, and general adjustment to life in the United States. There are also cross-cultural, optional practical training, and curricular practical training workshops for international students during the academic year.

Employment for International Students
International Students on nonimmigrant visas are prohibited by U.S. regulations from working off campus during the first academic year of study in the United States. Approval for off campus employment must be obtained in advance. Work opportunities may also be available on campus for international students. International students who enroll at the Institute are provided with information about working off campus during designated time periods following the first year of study and also after graduation.

Ability-to-Benefit
California Education Code (CEC) §94811 defines an ability-to-benefit (ATB) student as a student who does not have a certificate of graduation from a school providing secondary education, or a recognized equivalent of that certificate. The Middlebury Institute of International Studies at Monterey does not accept ability-to-benefit students, since a prior baccalaureate degree is required for the majority of Institute programs.

ACADEMIC PROGRAMS

*See **Appendix B** for a complete list of course descriptions.*

In Person Programs
Conference Interpretation (CI)
Environmental Policy & Management (EPM)
International Policy & Development (IPD)
International Trade (IT)
Master of Public Administration in Social Change (MPA)
Nonproliferation and Terrorism Studies (NPTS)
Teaching English to Speakers of Other Languages (TESOL)
Teaching of Foreign Languages (TFL)
Translation (T)
Translation and Interpretation (Tl)
Translation and Localization Management (TLM)

In Person Joint Master's Degree Programs
Joint MA in International Policy & Development/ MA in International Trade (IPD/ IT)
Joint MPA/ MA in International Education Management (MPA/IEM)
Joint MPA/ MA International Trade (MPA/IT)
Joint MPA/ MA International Policy & Development (MPA/ IPD)
 Joint MA Translation and Interpretation/ MA in Translation and Localization Management (TI/TLM)

In Person Joint BA/MA Degrees
Joint BA/MA Nonproliferation and Terrorism Studies (BAMANPTS)

Online Master's Degree Programs
MA in International Education Management (IEM)
MPA in Sustainability (MPAS)
MA in Teaching English to Speakers of Other Languages (TESOL)
MA in Localization Project Management (LPM)
MS in Cybersecurity (starting spring 2025)

Certificate and Non-Degree Programs
Visit the website for a current listing of certificate programs.

[Online International Education Management (IEM)](...)

Degree requirements are available on the [IEM curriculum webpage](...).

Environmental Policy and Management (EPM)

Degree requirements are available on the [EPM curriculum page](...).

Accelerated Entry and Advanced Entry
- Students with a relevant master's degree (with a cumulative GPA of 3.0 or better on a 4.0 scale) may be eligible for the accelerated entry option, allowing you to complete your degree in three full-time semesters.
- Students with relevant professional experience (at least seven years) and a relevant master's degree (with a cumulative GPA of 3.0 or better on a 4.0 scale) may be eligible for an advanced-entry option, allowing you to complete your degree in two full-time semesters.
- Please indicate that you would like to be considered for accelerated or advanced entry on your online application.

International Policy and Development (IPD)

Degree requirements are available on the [IPD curriculum page](...).

Master of Public Administration (MPA)

Degree requirements are available on the [MPA curriculum page](...).

International Trade and Economic Diplomacy (ITED)

Degree requirements are available on the [ITED curriculum page](...).

Nonproliferation and Terrorism Studies (NPTS)

Degree requirements are available on the [NPTS curriculum page](...).

Accelerated Entry and Advanced Entry
- Students with a relevant master's degree (with a cumulative GPA of 3.0 or better on a 4.0 scale) may be eligible for the accelerated entry option, allowing you to complete your degree in three full-time semesters.
- Students with relevant professional experience (at least seven years) and a relevant master's degree (with a cumulative GPA of 3.0 or better on a 4.0 scale) may be eligible for an advanced-entry option, allowing you to complete your degree in two full-time semesters.
- Please indicate that you would like to be considered for accelerated or advanced entry on your online application.

Dual Degree with Moscow State Institute of International Relations (MGIMO)
- Earn both a master's in Nonproliferation and Terrorism Studies from the Middlebury Institute and a master's in International Affairs from MGIMO, one of Russia's most prestigious and internationally respected educational institutions.

- MGIMO requires 120 credits on the ECTS system. This includes coursework, an internship, a final comprehensive exam and a master's thesis defense. MGIMO agrees to count courses taken at MIIS toward the MGIMO degree.
- MIIS requires 62 credits on the U.S. system, and students in the dual degree will have to meet the requirements specified for the MA Nonproliferation and Terrorism Studies degree at the time they are admitted. MIIS agrees to count courses taken at MGIMO toward the MIIS degree. Such classes can count toward NPTS-specific requirements, general electives, or language, depending on the course content.
- Degree requirements are available on the NPTS (MGIMO) curriculum page.

BA/MA Programs

Students earn a joint Bachelor of Arts in International Policy (BA) and Master of Arts (MA) degree. Students must transfer in 60 credits with grades of B or above from an accredited college or university and complete a 90-credit six-semester program at the Institute. Degree requirements are available on the appropriate curriculum pages:

- Joint BA/MA in International Education Management (BAMAIEM)
- Joint BA/MA in Nonproliferation and Terrorism Studies (BAMANPTS)
- Joint BA/Master of Public Administration (BAMPA)

Joint MA Programs

Students earn two Master of Arts (MA) degrees. Degree requirements are available on the appropriate curriculum pages:
- Joint MA in International Policy and Development/MA in International Trade (IPD/ITED)
- Joint MPA/MA in International Policy and Development (MPA/IPD)
- Joint MPA/MA in International Education Management (MPA/IEM)
- Joint MPA/MA in International Trade (MPA/ITED)

Translation, Interpretation and Language Education programs
Master's Degrees
- Teaching English to Speakers of Other Languages (TESOL)
- Online Teaching English to Speakers of Other Languages (Online TESOL)
- Teaching Foreign Language (TFL)
- Conference Interpretation (Cl)
- Translation (T)
- Translation and Interpretation (Tl)
- Translation and Localization Management (TLM)
- Online Translation and Localization Management (OTLM)
- Online Localization Project Management (LPM)

Joint MA Program
- Joint MA in Translation and Interpretation / MA in Translation and Localization Management (TI/TLM)

Certificate and Non-Degree Programs
- Visit the website for a current listing of certificate programs.

TESOL; Teaching Foreign Language (TFL)

Degree requirements are available on the TESOL and TFL curriculum page.

Online TESOL degree requirements are available on the online TESOL curriculum page:
https://www.midd1ebury.edu/institute/academics/degree-programs/online-teso1/curriculum

Advanced Entry
- The ideal candidate for TESOL advanced entry has already completed course work toward a TESOL specialization or degree, or has completed course work in applied linguistics, linguistics, and/or language teaching.
- The ideal candidate for TFL advanced entry has already completed course work in applied linguistics, linguistics, and/or language teaching.
- Please indicate that you would like to be considered for advanced entry on your online application.

Translation (T); Translation and Interpretation (Tl); Conference Interpretation (CI)

Degree requirements are available on the T; TI; CI curriculum page.

Language Categories (A, B, and C Languages)
- Your A language is typically the language that you grew up with and were educated in during school. This is the language and culture that you feel most familiar with and can understand and speak with fluency, cultural awareness, understanding of nuances, and grammatical accuracy.
- Your B language is the language that you feel almost as proficient in as you do your A language. You typically have both substantial academic and in-country experience with this language. You understand its nuances and cultural references and can use it almost as fluently and expertly as your A language. Most translators and interpreters will listen/read in their B language as they interpret/translate into their A language, but many others will also work bidirectionally; that is, they will also listen/read in their A language and interpret/translate into their B language.

- Your C language is considered a "passive" language-the language that you understand at the level of your A and/or B language, but that you will only listen to/read in order to interpret/translate into your A/B language. You will not typically translate or interpret into your C language. Many translators and interpreters add C languages to their repertoire throughout their professional lives. Pursuing a C language is only available in the Translation program and the Conference Interpretation program. C language is required for the Conference Interpretation degree in French or Spanish. C language is highly recommended for the Conference Interpretation degrees in Russian and German, as most professional positions in these languages will require a third language.

Advanced Entry
- You may be eligible to complete the degree in only two semesters through advanced entry, if you meet the following requirements
    o You already have a master's degree from a recognized translation and interpretation program or at least two years of full-time professional experience in the field of translation and/or interpretation AND
    o You test out of your first year of course work by taking the first year final exams. These exams will be administered after you are admitted to the program.
- Please indicate that you would like to be considered for advanced entry on your online application.

Translation and Localization Management (TLM)

Degree requirements are available on the TLM curriculum page.

Advanced Entry
- You may be eligible to complete the degree in only two semesters through advanced entry, if you meet the following requirements:
    o Two or more years of work experience in a full-time professional role, ideally in, but not limited to, the language services industry (translation, interpretation, or project management)
    o Experience with at least one desktop CAT tool or TMS (e.g., Trados Studio, memoQ, or WorldServer)
- Familiarity with typical workflows, like website, brochure, software, and/or subtitle localization

Online Translation and Localization Management (OTLM)

This advanced-entry, fully asynchronous, online degree is designed for both U.S.-based and international professionals who meet these requirements:
- Bachelor's degree
- Two or more years of work experience in a full-time professional role, ideally in, but not limited to, the language services industry (translation, interpretation, or project management)
- Experience with at least one desktop CAT tool or TMS (e.g., Trados Studio, memoQ, or WorldServer)
- Familiarity with typical workflows, like website, brochure, software, and/or subtitle localization

Degree requirements are available on the OTLM curriculum page.

Online MA in Localization Project Management (LPM)

Degree requirements are available on the LPM curriculum page.Intensive and Custom Language Programs.

Online Master of Public Administration in Sustainability (MPAS)

Degree requirements are available on the MPA in Sustainability curriculum page.

Online MS in Cybersecurity

Degree requirements are available on the MS in Cybersecurity curriculum page.

Language plays a very important role at the Middlebury Institute and, aside from language study in our graduate degree program. We also offer intensive language programs as well as custom language training programs open to anyone interested in language study and development of cross-cultural understanding.

English as a Second Language (ESL)
The intensive English as a Second Language program (ESL) provides you with the language, academic, and cultural skills needed for success in U.S. higher education and many careers. If you plan to attend college or university in the U.S., this program will help you develop essential academic English skills. Learn more.

English Preparation for Graduate Studies (EPGS)
If you already have a high level of English proficiency and you have been admitted to graduate school in the U.S., the English Preparation for Graduate Studies program will help you develop important skills for graduate-level study in the U.S. Learn more. Learn more.

Executive and Custom programs (ECP)
Customizable language and intercultural communication training for government organizations, global business, and individuals across multiple industries and sectors in a wide range of languages.
https://www.middlebury.edu/institute/academics/additional-programs/professional/executive-training.

Spanish Community Interpreting
The hybrid Professional Certificate in Spanish Community Interpreting prepares participants for successful careers in the high-demand job market for trained community interpreters. Learn more.

REGISTRATION

Change of Degree Program After Enrollment

A student who has been admitted to a graduate degree program and wishes to change to a different graduate degree program should contact their academic advisor to discuss eligibility and possible implications for degree requirements and degree completion. Following this discussion, students will apply for the new degree program through Admissions.A new study plan, including confirmation of any previous courses taken and how they may apply (or not) towards the new program must be approved by the Associate Dean of Academic Operations.

Admission to a Second Graduate Degree Program

.Students enrolled in a graduate program at the Middlebury Institute who wish to add a second degree must apply for the second degree through the Admissions Office. No application fee is required. A second degree requires a minimum of an additional thirty (30) credits in residence beyond the requirements for the first degree, as well as satisfaction of all of the core requirements of the second degree and may also be subject to an additional Student Tuition Recovery Fund (STRF) fee. Effective April **1,** 2024, the Student Tuition Recovery Fund (STRF) assessment rate will change from two dollars and fifty cents ($2.50) per one thousand dollars ($1,000) of institutional charges to zero dollars ($0.00) per one thousand dollars ($1,000) of institutional charges.

Registration Process

All eligible students register for many of their courses, by using the online process through Banner 9.

For questions of academic policy or procedure, students should consult the Institute's Academic Policies and Standards. Students may then contact their academic advisor and/or program chair for additional guidance and follow up with the Associate Dean of Academic Operations if further assistance is needed.

The Institute expects students enrolled in in-person programs to be present at Welcome Week and attending classes from the first day of the semester. Students who must arrive later than the first day of the semester should notify the Enrollment department and the Associate Dean of Academic Operations. In exceptional circumstances, late arrivals may be considered. In general, the last day to arrive for in-person classes is the first day of the second week of the semester.

Various steps in the registration and matriculation process require students to electronically acknowledge certain policies and in some cases, to provide an original signature. Electronic acknowledgments of various policies are clear and obvious, as they are placed at specific login steps such as in BannerWeb. Original signatures are sometimes required during certain procedures or on forms such as requests for directed studies, waivers and occasionally language requirements.

Enrollment Status

Regular Academic Terms (Fall and Spring Semesters)
For all programs except as noted below: During the fall and spring semesters, a student is considered full-time when enrolled for twelve or more credits, three-quarter time when enrolled for nine to eleven (9-11) credits, half time when enrolled for six to eight (6-8) credits, and less than half time when enrolled for fewer than six (6) credits. A student who is half time or less than half time is considered part-time.

Online MPA: the online MPA program runs year-round, so credit rules described for "Regular Academic Terms" applies to fall, spring and summer semesters.

Online TESOL: the online program runs year-round, so credit rules described for "Regular Academic Terms" applies to fall, spring and summer semesters.

Online LPM: the online program runs year-round, so credit rules described for "Regular Academic Terms" applies to fall, spring and summer semesters.

International Students
International students are required to enroll full-time for a minimum of 12 credits each semester. International students may carry fewer than 12 credits in their last semester ONLY if that is all they need to finish their degree. Otherwise they may not drop below 12 credits without authorization from the Student Services Office at the Middlebury Institute.

Summer and Winter Sessions
During the regular summer session (excluding the intensive language programs), a full-time load is defined as six (6) credits.

Tuition and Payment

Payment Terms
Any outstanding tuition balance must be paid in full before a student is eligible to register.

Any credit card payment made to a student account in excess of the balance (less anticipated financial aid) will be refunded to the credit card utilized for payment.

All registrations for courses or programs at the Institute are subject to subsequent revocation by the Institute in its sole discretion, and at any time that the Institute determines that a student account has a balance due. If the Institute thus revokes registration for a course or program, the student may not further attend those courses, nor may the student earn grades.

All students must pay tuition and fees and finalize their registration for classes by 4 PM on the 20th business day of classes of the fall or spring semester or the 13th business day for summer term in order to avoid the late payment fee of $250. Students who have not paid their tuition by the 20th business day of classes will not be permitted to continue until they have paid their balance for that semester in full, or developed a payment plan approved by the Bursar. If the Bursar approves such a payment plan, the Institute nevertheless retains the discretion to revoke the registration at any subsequent time that the Institute determines that a student account has a balance due, because payments have not been made in compliance with the payment plan. If the Institute thus revokes registration for a course or program, the student may not further attend those courses, nor may the student earn grades.

Students who are being sponsored by other organizations for full or partial tuition are responsible for the Institute receiving these payments by the 20th business day of classes. If such payments are not possible by 20th business day of classes, the student must provide the Bursar with written commitment from the sponsoring organization that full payment of tuition and fees will occur. Such written commitment must be on the letterhead of the sponsoring organization and must include the total amount the sponsoring organization will pay each semester, billing instructions, and the signature of the authorized representative of the sponsoring organization. If such written documentation is not provided by 4 PM on the 20th business day of the semester, the late registration fee of $250 will be assessed. In this case it is the

student's responsibility to make arrangements for payment of the late fee in addition to the tuition and fees. If the Business Office approves such an external written commitment, the Institute nevertheless retains the discretion for subsequent revocation of the registration at any time that the Institute determines that a student account has a balance due because payments have not been made in compliance with the external written commitment. If the Institute thus revokes registration for a course or program, the student may not further attend those courses, nor may the student earn grades.

Tuition Costs

Program	#of Credits	Total Program Cost
Joint BA/MA in International Education Management	150	$ 144,552
Joint BA/MA in Environmental Policy and Management	150	$ 144,552
Joint BA/MA in Nonproliferation & Terrorism Studies	150	$ 144,552
Financial Crime Management	16	$ 24,092
Nonproliferation Studies	20	$ 40,160
Terrorism Studies	20	$ 40,160
Environmental Policy and Management	60	$ 96,368
International Policy **and** Development	42	$ 68,264
International Trade	42	$ 68,264
Joint MA in International Policy and Development / MA in International Trade	60	$ 96,368
Joint Master of Public Administration /MA in International Education Management	60	$ 96,368
Joint Master of Public Administration /MA in International Policy and Development	60	$ 96,368
Nonproliferation & Terrorism Studies	60	$ 96,368

Environmental Policy and Management	48	$	72,276
International Policy and Development	32	$	48,184
Nonproliferation & Terrorism Studies	48	$	72,276
Environmental Policy and Management	32	$	48,184
Nonproliferation & Terrorism Studies	32	$	48,184
Environmental Policy and Management	48	$	72,276
Joint MA in International Policy and Development / MA in International Trade	60	$	96,368
Joint Master of Public Administration/ MA in International Trade	60	$	96,368
Nonproliferation & Terrorism Studies	48	$	72,276
Environmental Policy and Management	32	$	48,184
International Policy and Development	32	$	48,184
Nonproliferation & Terrorism Studies	32	$	48,184
Nonproliferation & Terrorism Studies	32	$	48,184
International Education Management	44	$	72,276
Environmental Policy and Management	60	$	96,368
Environmental Policy and Management	48	$	72,276
International Policy and Development	32	$	48,184

International Education Management	44	$	37,400
Environmental Policy and Management	60	$	96,368
International Policy and Development	42	$	48,209
International Trade	42	$	68,264
Joint MA in International Policy and Development *I* MA in International Trade	60	$	96,368
Joint Master of Public Administration /MA in International Education Management	60	$	96,368
Joint Master of Public Administration/ MA in International Trade	60	$	96,368
Nonproliferation & Terrorism Studies	60	$	96,368
International Policy and Development	32	$	48,184
Public Administration	42	$	68,264
Public Administration	32	$	48,184
Public Administration	42	$	68,264
Public Administration	32	$	48,184
Public Administration	42	$	68,264
Public Administration	32	$	48,184
International Education Management	n/a	$	28,108
Environmental Policy and Management	n/a	$	28,108

International Policy and Development	n/a	$	28,108
International Trade	n/a	$	28,108
Nonproliferation & Terrorism Studies	n/a	$	28,108
Public Administration	n/a	$	28,108
Language Program Administration	16	$	24,092
Teaching a Foreign Language	17	$	34,136
Teaching English to Speakers of Other Languages	17	$	34,136
Spanish Community Interpreting	n/a	$	5,750
Conference Interpretation	60	$	96,368
Conference Interpretation	48	$	72,276
Teaching a Foreign Language	42	$	72,276
Teaching English to Speakers of Other Languages	40	$	72,276
Translation	60	$	96,368
Translation	48	$	72,276
Translation & Interpretation	60	$	96,368
Translation & Interpretation	48	$	72,276
Translation & Localization Management	60	$	96,368

Translation & Localization Management	48	$	72,276
Conference Interpretation	32	$	48,184
Teaching a Foreign Language	32	$	68,264
Teaching English to Speakers of Other Languages	30	$	60,232
Translation	30	$	48,184
Translation & Interpretation	30	$	48,184
Translation & Localization Management	32	$	48,184
Translation & Localization Management	32	$	64,256
Teaching a Foreign Language	20	$	40,160
Teaching a Foreign Language	32	$	48,184
Teaching English to Speakers of Other Languages	32	$	48,184
Teaching English to Speakers of Other Languages	40	$	34,000
Teaching English to Speakers of Other Languages	40	$	72,276
Teaching English to Speakers of Other Languages	30	$	60,232
Teaching English to Speakers of Other Languages	40	$	72,276
Translation	60	$	96,368
Translation & Interpretation	60	$	96,368

Teaching a Foreign Language	n/a	$	28,108
Teaching English to Speakers of Other Languages	n/a	$	28,108
Joint MA in Translation / MA in Translation & Localization Management	82	$	144,552
Joint MA in Conference Interpretation / MA in Translation & Localization Management	82	$	144,552
Joint MA in Translation & Interpretation / MA in Translation & Localization Management	82	$	144,552
Environmental Policy and Management	48	$	72,276
Joint MPA / MA in International Policy and Development	60	$	96,368
Master of Public Administration in Sustainability	30	$	25,500
Master of Science in Cybersecurity	36	$	30,600

Tuition Payment Policy
Tuition is due by 4 p.m. on the first day of classes each semester.

Late Fees
Any student whose tuition and fees are not paid in full by the Monday following the second week of classes will be fined a $250 late fee. A late fee will trigger a hold on the student's account, preventing registration for future credits until the tuition and fees are paid in full.

Third Party Payment
Students who provide documentation to the bursar of a third party payment (such as an organization, government, or third party entity) will not be charged a late fee.

Administrative Withdrawal
Students whose tuition and fees for each semester remain unpaid after the 20th day of classes will be contacted by their dean to provide details on a plan for payment. Students who cannot provide a satisfactory guarantee of payment will face administrative withdrawal. Students who are administratively withdrawn may not return to the Institute for future enrollment until their tuition balance has been paid in full and they are in good financial and academic standing.

Student's Right to Cancel

Students have the right to cancel their enrollment without any penalty or obligations and receive a full refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance.

You have the right to cancel this agreement on or before September 16, 2024 for the Fall 2024 semester, and on or before February 7, 2025 for the Spring 2025 semester.

Tuition Refunds

If a student voluntarily withdraws from the Middlebury Institute at any time during the academic year after the academic term has begun, or officially drops below a full-time load, tuition (less deposit) are entitled to a pro rata refund of non-federal student financial aid program moneys paid for institutional charges who have completed 60% or less of the period of attendance. The pro rata refund equals the net daily charge for the program multiplied by the number of days the student attended or was scheduled to attend prior to withdrawal.

Weekend workshops and other brief courses dropped by 4 p.m. on the last business day a week before they begin will receive a full refund. After that deadline, there is no refund.

A student who wishes to withdraw from the Middlebury Institute for academic or personal reasons may petition to do so at any time before the end of any semester. The petition may be obtained from the Records Office. Any refund of tuition will be based on the date of withdrawal. If you are using federal student financial aid funds to pay any portion of your tuition, you are only entitled to a refund of money not paid from federal student financial aid program funds. Cancellation shall occur when the student gives a dated, written notice of cancellation to MIIS. The written notice of cancellation, if sent by mail, is effective when deposited in the mail, properly addressed with postage prepaid, and does not require any particular form, so long as it is signed and dated. The student should keep proof of delivery from the post office until any tuition refund is received. If you are using federal student financial aid funds to pay any

portion of your tuition, you are only entitled to a refund of monies not paid from federal student financial aid program funds.

Note: Federal financial aid has different refund rules. Students receiving federal financial aid should see the Office of Student Financial Services before withdrawing.

Course Load and Overload

Registering for more than 16 credits in any semester/term may put you in an overload status and additional tuition may be due and payable. Students who are in a two-year degree program should complete it over the course of four terms by taking up to 16 credits each term. They will be charged four comprehensive fees to cover the tuition for such a program. Students who wish to take more credits (defined as an overload) may either: (1) pay for the additional credits at the per-credit rate or (2) defer the overload credits to a subsequent semester in which they pay full-time tuition and take fewer than sixteen (16) credits. A student who has overload credits from previous terms may during another term (including the summer) combine these overload credits with other credits so that he/she can be charged a comprehensive fee rather than a per-credit fee, as long this term is one of his/her four terms and the total number of credits falls within 12 to 16 credits.

Underloading or overloading may ultimately cost the student more than originally advised, as tuition tends to increase from year to year. Underloads can only be used when paying the full-time comprehensive fee and cannot be used as credits for tuition payment obligations.

Students who defer overload charges without an equivalent underload in a subsequent semester will be required to pay the current rate for the overload credits remaining when they register for their final semester. Students with overload credits who do not return as anticipated must pay for those credits at the current tuition rate. Since no financial aid will be available to students not attending the Institute, the Business Office and the Office of Student Financial Services should be notified before the end of the last semester attended at the Middlebury Institute.

Special Admission and Registration Procedures for Non-Degree Students

Credit Limit for Non-Degree Students

A student who is not a degree student may register for up to eight (8) credits per semester in a degree program without formal application to that program. Students must have the approval of the relevant instructor(s) and the appropriate dean. International students may not drop below 12 credits without authorization from the international student advisor.

Enrollment of Non-Degree Students in More than Eight (8) Credits

Non-degree students who wish to enroll in more than eight (8) credits in a specific degree program during the semester but do not wish to be admitted to a degree program at the Middlebury Institute must submit an application form to the Admissions Office. It should be clearly marked "Non-degree student". International students enrolled as non-degree students are required to enroll in a minimum of 12 credits each semester. Exceptions can only be authorized by the international student advisor.

Academic Credit for Non-Degree Students

Credit earned while attending the Middlebury Institute as a non-degree student may be applied later to a degree or certificate program, but only upon petition and with the approval of the Associate Dean of Academic Operations.

Conversion of Non-Degree Students to Degree Status

Non-degree students who wish to change to degree or certificate status must reapply through the Admissions Office at least one month in advance of the semester in which the change is to become

effective. All requirements for admission to degree programs in effect at that time must be met. No application fee is required if the application fee was paid initially.

<u>Admission Provisions for Non-Native Speakers of English</u>
Non-degree students who are non-native speakers of English must meet the same minimum English language requirement as degree applicants for the school in which they wish to take courses.

Adding and Dropping Courses
<u>Add/Drop Period</u>
The Middlebury Institute provides an add/drop period during the first two weeks of the semester, which allows students to modify their enrollment by adding or dropping classes.

<u>Adding Courses</u>
All additions to a student's schedule must be made in BannerWeb before the published add deadline.

Courses may be added through the 10th business day of the academic term, or by the 10th day of half-semester courses. Workshops and other brief courses may be added until 4pm on the last business day a week before they begin. Adding courses may result in additional tuition charges.

<u>Dropping Courses</u>
A student who wishes to drop course must do so through BannerWeb before the published deadline. Note: Without an official drop, tuition charges for the course remain due and payable. International students may carry fewer than 12 credits in their last semester ONLY if that is all they need to finish their degree. Otherwise, they may not drop below 12 credits without authorization from the international student advisor at the Middlebury Institute.

If a student merely stops attending a class and does not officially drop it, s/he will remain on the class roll and the instructor will assign a grade.

No record is kept of a course(s) that is dropped by 4 p.m. on the 20th business day of the regular academic term. No course(s) may be dropped after the 20th business day of a regular term (10th day of half-semester courses and degree program courses in the summer session), except when illness or other emergency requires a leave of absence or withdrawal from the Institute. Weekend workshops and other brief courses may be dropped until 4pm on the last business day a week before they begin, unless otherwise specified in the course schedule, and except when illness or other emergency occurs. Withdrawing from a course after the published deadline requires a petition for waiver of academic regulations. If granted, a "W" grade, that does not affect the GPA, will be recorded and tuition will remain due and payable.

Auditing Courses

A request to audit a course must be approved by the instructor of record and the student must register as an auditor. Full-time students, (registered for 12 credits or more) and students paying the full time comprehensive fee, may audit up to four (4) credits per semester without charge. Full-time students who register to audit more than four (4) credits in any semester will be charged at one-half the regular per-credit rate for each credit over four (4) credits audited.

Part-time students who wish to audit courses may do so by registering in the Records Office and by paying one-half the regular per credit rate for each credit audited. The instructor of record establishes the student attendance requirements and required deliverables for auditing a course and has the right to refuse auditors. No credit is awarded for courses that are audited. The student's transcript shows an AU for audit

if the student has met the instructor's attendance and deliverable requirements for awarding an AU. If the student fails to meet the instructor's requirements, the instructor of record so informs the Records Office and no record of the course appears on the student's transcript. Note: students in Translation and/or Interpretation may be required to audit only half of a four (4) credit course as part of their degree program, in which case the audit will be recorded as only two (2) credits.

<u>Repeating Courses</u>
A student may repeat a course by registering for the course again and paying the appropriate fees. When a student repeats a course, the grade recorded the first time the course was completed remains permanently on the student's transcript. However, only the new grade will be considered in the calculation of the student's Grade Point Average.

INSTRUCTION

Course Location
Courses are taught in-person at our Monterey, California, campus and online via a range of online learning tools.

Online classes are taught in both synchronous and asynchronous delivery. Delivery of online courses is offered through Canvas software. See online catalog for more information.

Assessment and Grading
Faculty are responsible for conducting assessment and grading of student performance in the courses that they teach. Faculty are therefore accorded wide latitude to set standards, establish expectations, evaluate performance, and assign grades. Faculty also have the right to expect a committed and appropriate level of effort and performance from their students. Conversely, students have the right to receive information as to what is expected of them in a course, including the general criteria for evaluation of their performance. Faculty shall provide their students with information as to the grade parameters, criteria, and requirements at the beginning of each course, normally doing so in the course syllabus.

Attendance
The Middlebury Institute of International Studies does not have an Institute-wide attendance policy. Faculty are given the discretion to set policies that are "accorded wide latitude to set standards, establish expectations, evaluate performance, and assign grades."

Course Syllabus
The course syllabus communicates the overall expectations that the faculty has for student work. It is issued by the instructor at the beginning of every course taught at the Middlebury Institute and is subject to change as determined by the instructor with advance notice and due respect to fairness to the students as a whole.

The course syllabus shall include: general course information, instructor information, a course description, course objective(s), instructional methodology, assessment of students, grading methodologies and criteria, a course reading list, a course outline, and a calendar.

Online syllabi, first class lesson and materials will be made available to students within seven days after the institution accepts the student for admission. If the student has paid their tuition in full, they may request in writing all of the lessons and other materials be sent. If an institution transmits the balance of the material at the students' request, the institution shall remain obligated to provide the other educational services it agreed to provide, such as responses to student inquiries, student and faculty interaction, and evaluation and comment on lessons submitted by the student. However, the institution shall not be obligated to pay any refund after all lessons and material are transmitted. Faculty will provide its response or evaluation of lessons, projects, or dissertations within seven days of submission. See online catalog for more information.

Student Grading of Other Students' Work
Graduate assistants or work-study students acting as teaching assistants shall not participate in the evaluation or grading of the work of other students. In exceptional cases, faculty such as those teaching a practicum or methods course in language teaching may have their students correct the written work of students taking a lower language course. Such faculty-supervised correction is appropriate so long as it does not entail a student giving another student an evaluation or grade. In such cases, the supervising

faculty shall ensure the anonymity of the student whose work is being corrected.

External Study and Study Abroad
Students enrolled at the Middlebury Institute may elect to apply to pursue studies external to the Middlebury Institute, including study abroad, for academic credit as part of a Middlebury Institute degree program. The typical period for external study or study abroad is one semester. Written approval must be obtained in advance from the relevant dean using the Petition to Transfer Course Credits, which is available in the Records Office. Financial aid arrangements must be made in advance with the Office of Student Financial Services, and such arrangements shall apply only to approved programs. Please also see sections below on Transfer of Academic Credit from Other Academic Institutions.

Internships
The Middlebury Institute offers immersive learning experiences that are either credit or non-credit bearing.

Internships are a valuable and typical component of the educational experience. Internships generally do not carry academic credit, although academic credit can be arranged in exceptional cases by means of a Directed Study. In general, please consult with your career advisor and/or academic advisor about internship opportunities.

Community Hours
No regular classes are scheduled on Tuesdays and Thursdays from noon to 2 p.m. so that "community hours" are available for special lectures, seminars, programs, group and club meetings, faculty meetings, committee meetings, meetings of graduate programs, faculty and staff assemblies, etc.

ACADEMICSTATUSANDSTUDENTRECORDS

Grades and Credits

A credit hour is an amount of work, represented in intended learning outcomes and verified by evidence of student achievement, that is an institutionally established equivalency reasonably approximating not less than-

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks in one semester, or the equivalent amount of work over a different period of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, and other academic work leading to the awarding of credit hours. We do not award credit hours solely for doing an internship. Internships for which credit is awarded must be an integral part of a more extended academic activity for which credit hours have been assigned based on the definition above.

The following system of grading is used at the Middlebury Institute:

A and A+	4.00 grade points per credit
A- (minus)	3.67
B+ (plus)	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F (Fail)	0.00
P (Pass)	Credit for course, no grade points
NP (No Pass)	No grade points or credit
I (Incomplete)	No grade points or credit
W (Withdrawal with permission)	No grade points or credit
AU (Audit)	No grade points or credit
IP (In Progress)	No grade points or credit

There is no other system of grading or grading category at the Middlebury Institute other than those listed above.

Except for grades of "I" and "IP," all grades are considered final when reported by a faculty member at the end of a semester or marking period. A change of grade may be requested **only** when a calculation, clerical, administrative, or recording error is discovered in the original assignment of a course grade or when a decision is made by the Associate Dean of Academic Operations to change the grade as a result of the disputed academic evaluation procedure. Grade changes necessitated by a calculation, clerical, administrative, or recording error must be reported within a period of six months from the time the grade is awarded. **No grade may be changed as the result of a re-evaluation of a student's work or the submission of supplemental work** following the close of a semester or marking period. The Records

Office shall only accept permissible changes of grade upon written approval of the Associate Dean of Academic Operations, who shall first verify that the Change of Grade request satisfies legitimate criteria.

Disputed Academic Evaluation Procedures
General: Institute policy regarding disputed academic evaluations entitles students to three levels of formal appeal following review by the instructor of record. Disputed academic evaluations must occur within six months, unless the dispute is reported during the summer months. When disputes are reported during the summer months, the six month timeframe begins at the beginning of the Fall semester.

Informal Review by Instructor: In the interest of preserving the crucial student-instructor relationship, the first procedure requires an informal mediation phase in which the student and faculty member attempt to resolve the grade dispute by direct communication.

Associate Dean of Academic Operations Level: If the disagreement is not resolved by this dialogue, the associate dean shall be requested by either the instructor or student to mediate the dispute. The associate dean will obtain the relevant information and will communicate with both student and instructor to obtain their views. The associate dean shall then report in writing to the student and the faculty member, his/her judgments as to the proper outcome of this mediation.

APSIC: If the dispute is not resolved at the level of the associate dean and the student wishes to pursue the appeal, he or she must submit a written request to the Academic Policies, Standards, and Instruction Committee (APSIC) chair. At this point, APSIC may request from the parties involved written documentation pertaining to the matter, including a concise report of the dean's mediation process, the student assignments in question, and all written evidence of the faculty member's marking procedures and evaluation criteria (e.g., the course syllabus, assignment requirements, assessment rubrics, benchmark student work, and so forth).

APSIC shall carefully review the documentation and solicit further information as needed (e.g., testimony from the student, the faculty member, and the dean). APSIC shall respect the faculty member's responsibility for the determination of his or her own evaluation criteria. APSIC's chief function, like that of the associate dean, is to investigate disputed academic evaluations by determining if there occurred a fundamental unfairness to the student.

Upon completion of its review, APSIC forwards its recommendation for resolution to the vice president for academic affairs and dean of the Institute (VPAA) for final resolution. The VPAA's determination of a dispute as to a grade or other academic evaluation is final and binding on all concerned.

Note: Students and faculty members are further reminded that a course grade reported to the Records Office may be changed **only** in accordance with the provisions outlined above.

Middlebury Institute Online programs have different policies related to this area. Please consult the MIO Handbook for more information.

Pass/No Pass (P/NP) Option
In certain courses students receive a grade of P (Pass) or NP (No Pass). Grades of "Pass/No Pass" will be awarded only in those courses that are identified as such in the course schedule or syllabus, and there is no other grading system applied to such courses. All multiple sections of a given course must be treated equally in terms of grading. Criteria determining passing work under the P/NP option are at the discretion of the instructor of record. When a student receives a "Pass" in a "Pass/No Pass" course, credit is received, but those credits are not counted in calculating the student's Grade Point Average. When a

student receives a "No Pass" in a "Pass/No Pass" course, no unit credits are obtained, and there is no impact on the student's grade point average.

Pass/Fail (P/F) Option
In certain courses identified by each Graduate School, students receive a grade of P (Pass) or F (Fail). Grades of "P/F" will be awarded only in those courses that are identified as such in the course schedule or syllabus, and there is no other grading system applied to such courses. All multiple sections of a given course must be treated equally in terms of grading. Criteria determining passing work under the P/F option are at the discretion of the instructor ofrecord. When a student receives a "Pass" in a "Pass/Fail" course, credit is received, but those credits are not counted in calculating a student's Grade Point Average. When a student receives a "Fail" in a "Pass/Fail" course, the student does not earn any credits for the "F" grade but the credits are used in the GPA hours total used to calculate the GPA, thus negatively affecting the GPA. (Example: A student with an Fin a one-credit workshop and 15 other credits will have 16 hours used to calculate the GPA. Assuming all the other courses received an A the student's GPA would be 60 (quality points) divided by 16 credits, giving the student a GPA of3.75.)

Incomplete Grades
A grade of incomplete (I) may be assigned by the instructor when a student has done acceptable work in the majority of course requirements or assignments but cannot complete all course work for reasons of illness, emergency, or legitimate extenuating circumstances. If a student has **not** done acceptable work in the majority of course requirements or assignments prior to the illness or emergency that prevented completion of the course, a letter grade shall be assigned. An "I" is not appropriate for cases in which the principal requirement for the course is unfinished by the end of an academic term, e.g., a Capstone, Thesis, Business Plan, or Program Portfolio (please see below, Assignment of "In Progress").
Process for assigning and removing an Incomplete:
•	The instructor submits a grade of Incomplete to the Records Office and the associate dean of academic operations, accompanied by a written agreement with the student regarding the work to be completed and the deadline for completion. (This deadline should be as early as possible and may under no circumstances exceed one calendar year.)
•	The instructor evaluates the completed work as soon after its submission as possible. The instructor shall complete and submit a Change of Grade form to the Records Office to replace the "I" with the appropriate grade.
•	An "I" that is not changed by this procedure becomes a permanent grade on the student's transcript. In this case, the "I" is not used to calculate the Grade Point Average.
•	If a grade of Incomplete in a course required for the student's degree is not resolved according to the above provisions, the student may be required to repeat the course (or an appropriate equivalent), paying additional tuition, if necessary, to satisfy the requirement of the degree.
Note: According to current federal law regarding International students with F-1 and J-1 visas, eligibility to remain in the country beyond the period of 30/60 days after the end of classes is not extended to allow for the completion of Incompletes.

Assignment of "In Progress"
A grade of In Progress (IP) is assigned only in those courses for which the principal requirement of the course is unfinished by the end of an academic term, e.g., a capstone, thesis, business plan, or program portfolio. In these cases, an "I" (Incomplete) is not appropriate. Those programs that utilize the IP grade

option may have different requirements for the amount of time provided to complete the work and remove the IP. Students should consult the Associate Dean of Academic Operations with questions.

Academic Standing

Required Grade Point Average

A student's academic standing is calculated at the end of each semester. All students (graduate and undergraduate) are required to maintain an overall 3.00 grade point average in all course work completed at the Middlebury Institute.

Satisfactory Academic Progress

A student is making **Satisfactory Academic Progress** when a cumulative and term grade point average of 3.00 is maintained each semester and the Institute determines that the following conditions are met:
• No grade of C or lower in any course taken that semester;
• No more than two Incomplete grades appear on the student's record.
Students whom the Institute determines are not making satisfactory academic progress are required to restore this status by the end of the next semester in which the student is enrolled at the Middlebury Institute.
A student may repeat a course by registering for the course again and paying the appropriate fees. When a student repeats a course, the grade recorded the first time the course was completed remains permanently on the student's transcript. However, only the new grade will be considered in the calculation of the student's Grade Point Average regardless of whether the new grade is higher or lower than the original grade.

Financial Aid Probation

A student's academic standing is reviewed at the end of each semester. A student who fails to maintain Good Academic Standing for any semester is given a written warning by the Financial Aid Office for one semester and will be expected to meet the criteria listed above by the end of the semester **in** which they received the written warning.

Financial Aid Disqualification

A student who does not regain satisfactory academic standing by the end of the semester in which they received the written warning will *!1Jl1.* be eligible for financial aid or the merit scholarship unless they successfully appeal their situation and have been approved by the Financial Aid Director and their Dean. The Appeal must include the following:
• What the student intends to do to reestablish satisfactory academic progress.
• The circumstances surrounding why the student did not obtain satisfactory academic progress.
• What has changed in a student's situation that will allow them to reach satisfactory academic progress by the end of the next evaluation period.

If they are successful in their appeal they will be given one semester on financial aid in order to regain Satisfactory Academic Standing. If their appeal is denied, they are ineligible for financial assistance until they are back in good standing. If the student does not regain Satisfactory Academic Standing at the end of their probationary semester, they become ineligible for financial assistance. In all cases, letters will be sent to students notifying them of their situation.

Students enrolled in the joint Bachelor of Arts in International Studies (BAIS) degree programs must complete their degrees within four years (eight semesters) from their initial enrollment at the Institute. Financial aid will *not* be available to joint degree BAIS students who exceed the eight-semester enrollment limit.

Students enrolled in a graduate program must complete their degrees within three years (six semesters) from their initial enrollment at the Institute. Financial aid will *not* be available to graduate students who exceed the six-semester enrollment limit. (Students in advance entry programs have a maximum of five semesters).

A student may repeat a course by registering for the course again and paying the appropriate fees. When a student repeats a course, the grade recorded the first time the course was completed remains permanently on the student's transcript. However, only the new grade will be considered in the calculation of the student's Grade Point Average.

For students that change degrees, the coursework that will transfer into the new degree will be counted towards both the student's qualitative SAP calculation and the quantitative calculation. In other words, the pace by which a student is progressing in their degree will be calculated by determining the cumulative number of hours the student has successfully completed by the number of cumulative hours the student has attempted, regardless of the degree. In addition, any credits counting towards the new degree will also be subject to the cumulative GPA calculation. Credits accepted from other schools will be counted in the quantitative calculation as both attempted and completed credits.

Withdrawals do not count against a student's GPA. However, withdrawals will count against a student for quantitative purposes. In other words, it will be counted as attempted coursework with regards to the pace by which a student will be expected to complete their degrees.

For students that are not in good standing when they leave one degree to begin another, they will be placed on academic warning for the first semester of their new degree. If they fail to attain good standing after their first semester, they will be placed on financial aid probation.

Appeal Procedure
Students wishing to appeal their financial aid ineligibility and request a semester on financial aid probation *or* who have exceeded the maximum timeframe for completing their degree must submit a letter to the Office of Student Financial Services (OSFS) explaining the circumstances involved in their lack of academic progress. The Appeals Committee will review the student's request and make a recommendation to the OSFS. Circumstances such as illness, death in the family, extreme financial hardship necessitating full-time employment or a change in educational objectives may be considered for extension of eligibility.

Academic Probation
In the case of a student who fails to make satisfactory academic progress in any semester, the Institute shall transmit notice to the student in writing of placement on academic probation. To continue studies at the Middlebury Institute, a student on academic probation must achieve satisfactory academic progress status by the end of the following semester and must also satisfactorily complete other steps stated in the notice of academic probation.

Dismissal
A student who fails to make satisfactory academic progress for two consecutive semesters or who otherwise fails to achieve relief from academic probation status by the end of the following semester is subject to immediate dismissal for academic reasons.

Following notice of such dismissal, an application for readmission will be considered only after one full calendar year has elapsed. Students may be granted or denied readmission only at the discretion of the

Institute. Following readmission after academic dismissal, the student is on academic probation for the first subsequent semester.

For an international student, dismissal from the Institute has an immediate effect on the right of presence in the U.S. International students should consult with the international student advisor in Student Services about their options.

Leave of Absence

Student Initiated
A student may register for a leave of absence for up to two years ifs/he has successfully completed at least one semester at the Middlebury Institute, is in good academic standing, and has met all financial obligations to the Institute. A leave of absence is approved for one year at a time, and the student must request an extension to continue the leave into a second year.

In order to register for a leave of absence, the student must file a petition for a Leave of Absence form in the Records Office and a non-refundable deposit of $150 must be paid by 4 p.m. on the third day of the first term of absence (Fall or Spring; Summer term is excepted). The deposit is applicable toward the student's tuition upon returning to the Institute. Unless this procedure is followed, a returning student must apply for readmission through the Admissions Office and pay another application fee. Please obtain the petition for a Leave of Absence from the Records Office. **International students** may be required to leave the U.S. during a leave of absence if they have not officially transferred to another academic institution or applied for a change of status through the U.S. Citizenship and Immigration Services (USCIS).

Students should be aware that **since they are not enrolled during a leave of absence, this might cause student loan payments to fall due.** Students receiving any federal financial aid and/or a Middlebury Institute scholarship should obtain advice and instructions on leaves of absence from the Office of Student Financial Services and schedule an exit interview, which is required by federal regulations.

In the event that a student is going on a leave of absence in order to pursue a degree program-related internship, fellowship or Peace Corps service, the settlement of tuition overloads before departure may be waived by completing the required Leave of Absence Petition. However, if a student fails to return and re-enroll, he/she is liable for those charges at the prevailing rate. The petition is available from the Records Office. **Note:** Students going on a leave of absence for any other reason are required to pay their overload credits before leaving the Institute. Please see Course Load and Overload section, above.

Upon return from a leave of absence, the student must have no outstanding balance due and have a $150 non-refundable deposit on account. The $150 tuition deposit will be applied against billed tuition in the returning semester. The deposit is good for a maximum of two years, after which the student must re-apply for admission to the Institute. **Note:** No student will be allowed to register if there is a balance due on his or her tuition account.

Institute Initiated
The Institute may place a student on leave of absence when, in its educational judgment, the Institute determines that the student exhibits signs of currently lacking the ability to engage effectively with the Institute's academic programs, services, or that causes substantial concern for safety and health of other member(s) of the Institute community. Before placement on leave, the Institute will make efforts to notify the student of its judgment and the bases for its judgment and give the student an opportunity to provide information to the Institute. If the student is placed on leave, the Institute will consider appropriate credits

to the student account for payment of educational services thereby withdrawn. The Institute may identify terms and conditions that should be satisfied in order for the student to apply to return from leave.

Time Limit for Completion of Degree Requirement (Currency Requirement)
As measured from the last semester of active enrollment at the Middlebury Institute, students have five (5) years to complete their degree requirements. Any exception to this policy is solely at the discretion of the Associate Dean of Academic Operations.

Petition to Waive a Regulation, Policy, or Academic Requirement
Students who wish to be considered for a waiver of any academic policy or requirement for any degree program should obtain a Petition for Waiver of Academic Regulations form, from the Records Office website.

The student should specify on the Petition which academic policy or requirement s/he wishes to waive, and why the waiver is necessary and justified.

Signatures of support must be obtained on the Petition from the relevant instructor, if applicable, the program chair, and the Associate Dean of Academic Operations. The Records Office shall advise students as to which signatures are required.

A petition for waiver may be granted or denied at the sole discretion of the Associate Dean of Academic Operations. If granted, the waiver must be filed in the student's file in the Records Office before the waiver becomes official. Note: if a requirement is waived, the total number of credits required for graduation in each program is not affected by this waiver, i.e., credit is not given for courses that are waived.

Challenge Examinations
Challenge examinations (credits by examination) are not accepted at the Middlebury Institute. Students may only receive academic credit for courses not taken at the Middlebury Institute by following the policies and procedures for Transfer of Academic Credit from Other Institutions, above. Mechanisms for taking account of previous coursework include waivers of requirements, transfer of credits, and advanced entry, available in certain programs (please consult with the appropriate program chair and/or dean).

Graduation
Each degree candidate must file a petition for graduation with the Records Office before, or at the time of, registering for his/her final semester at the Institute. **Note:** it is the responsibility of students to monitor their progress in their Degree Audit Worksheet in BannerWeb well in advance of their intended date of graduation to ensure that their courses meet their degree requirements. Students should consult their program chair and/or academic advisor for guidance.

Degree Audit: After a student has applied for graduation, his/her course record is evaluated by the Records Office to ensure that the courses required for the degree have been successfully completed and the overall GPA is 3.00 or better. If the student's course work does not meet the requirements of the degree, the Records Office will notify the student and a degree will not be conferred until all requirements are completed satisfactorily.

Some degree programs at the Middlebury Institute may have additional exit requirements. Students should consult their program chair and/or academic advisor for guidance.

Graduation with High Academic Achievement
Undergraduate students receiving a BA who have a record of high academic achievement are honored according to the following categories.

- *Graduation Cum Laude:* Grade Point Average of 3.5 - 3.74 at the time of graduation.
- *Graduation Magna Cum Laude:* Grade Point Average of 3.75 - 3.89 at the time of graduation.
- *Graduation Summa Cum Laude:* Grade Point Average of 3.9 - 4.00 at the time of graduation.

Graduate students graduate "with Distinction" if they have an overall Grade Point Average of 4.00 for all courses taken at the Institute.

Withdrawal from the Middlebury Institute
A student who wishes to withdraw from the Middlebury Institute for academic or personal reasons may petition to do so at any time before the end of any semester. The petition may be obtained from the Records Office. Any refund of tuition will be based on the date of withdrawal (please see above, Payment of Fees and Refund Schedule). Students who plan to return to the Middlebury Institute to complete their degree program should consult the regulations on Leave of Absence and Readmission to the Middlebury Institute, before completing the withdrawal petition.

Readmission to the Middlebury Institute
A student who has withdrawn from the Middlebury Institute must apply to the Admissions Office for readmission if s/he wishes to return to the Institute after officially withdrawing, or if the student has been absent from the Institute for a fall or spring semester without registering for a leave of absence. Readmitted students shall be bound by the degree requirements in effect at the time of readmission and the application fee currently in effect will be charged. International students who remain in the U. S. during their absence from the Middlebury Institute must provide proof with their readmission that they have maintained their immigration status.

Student Records and Confidentiality (FERPA)
The federal Family Educational Rights and Privacy Act (FERPA) establishes policies of the law under which a student may have access to educational records on that student that are maintained by the Middlebury Institute, and under which those records may be disclosed by the Institute to others.

Definitions

"Students" are defined as those individuals who have applied for admission to the Middlebury Institute, were admitted, and are or have been enrolled in classes for credit at the Institute. FERPA does not apply to records of applicants for admission to the Institute who are denied acceptance or, if accepted, do not enroll in classes for credit, whether or not previously or currently enrolled in a different entity within Middlebury College

"Education Records" are those records that are directly related to and identify the student, and that are maintained by the Middlebury Institute for the purpose of providing educational services to the student.
- The Institute does not maintain audio, video, and digitized records for this purpose. For example, if an email contains information that is part of a student's educational record, the contents of that email will be recorded other than on the Institute's email system.
- "Education records" do not include:
  o Records made by or stored by instructional, supervisory, administrative, and educational personnel that are in the sole possession or access of, or within the privacy expectations of the maker, e.g., a faculty member's grade book, or a dean's advising notes.

- Records relating to individuals who are employed by the Middlebury Institute that are made and maintained in the normal course of business and relate exclusively to individuals in their capacity as employees.
- Records relating to a student that are (1) created or maintained by a physician, psychiatrist, psychologist, or other recognized professional acting in his or her professional capacity or assisting in a paraprofessional capacity; (2) used solely in connection with the provision of treatment to the student; and (3) not disclosed to anyone other than individuals providing such treatment (or to a physician or other appropriate professional of the student's choice).
- Records that contain information relating to a person after that person is no longer a student at the Institute (e.g., information gathered on the accomplishments of alumni).
- Records created and maintained by the Middlebury Institute in connection with its Campus Security Department for law enforcement purposes.
- Records created for purposes of legal compliance or to secure or act upon the advice of attorneys for the Institute.
- Any other records that fall outside the definition of Education Records under FERPA.

"Directo,y Information"
The Middlebury Institute determines the following to be student "directory information" which may be available to the public if the student has not restricted its release:
- Name
- Home address (while enrolled at the Middlebury Institute)
- College address
- Campus telephone number
- E-mail address
- Dates of attendance and graduation
- Class standing, e.g., first-year student, second-year student
- Major field(s) of study
- Degrees received
- Honors and awards received

"Directory information" for purposes of FERPA is **not** the same as the information that is available in the on-line Institute directory, where students may choose their own options for how others may access their data both on campus and off campus, when searching the online directory.

Confidentiality
The Institute without the student's written consent will not disclose education records unless disclosure is permitted by certain exceptions under FERPA, which exceptions are summarized in this policy below.

Student's Written Consent
The student's written, signed consent must:
- Specify the records to be released;
- Identify the party or class of parties to whom the records should be released;
- Indicate the reason for the release.

Student Access to Educational Record
FERPA provides that students are permitted to inspect their own education records. A student has the right to:
- Inspect and review his or her education records;
- Request an amendment to an education record if the student believes there is an inaccuracy;
- Restrict the release of his or her "Directory Information" from public access;

- File a complaint with the U.S. Department of Education if he or she feels the Institute has failed to follow FERPA guidelines.

Administering Office

The Records Office is responsible for the administration of this FERPA policy at the Middlebury Institute. Students and others who have questions regarding the treatment of specific information in a specific circumstance should contact a staff member in the Records Office.

Confidentiality

Without the student's written, signed consent, FERPA generally prohibits the release of information in a student's education record.

Other than for "directory information" (the release of which the student has agreed to) it may be expected by the student that personally identifiable student data will be held confidential. Examples of confidential information include, but are not limited to, social security number, date of birth, ethnicity, country of citizenship, class schedules (including meeting times and locations), grades, grade point averages, and parents' or guardians' names and addresses.

Students **cannot** expect that the following information will be held confidential:

- **Directory Information,** as defined above, may be made available to the public if the student has not restricted its release. The Institute will honor requests to restrict release of directory information but cannot assume responsibility for contacting students to later request their permission to release this directory information. Students should consider very carefully the consequences of any decision to restrict release of directory information. When a student instructs the College to not release directory information, any future requests for such information from persons or organizations outside the Middlebury Institute will be refused, unless a legal exception applies, or unless the student subsequently files a written request that the information be released. Requests to restrict release of directory information must be submitted **in** writing to the Records Office. Forms for making such requests may be obtained from the Records Office.
- **Disclosure For Legitimate Educational Interest:** Education record information may be disclosed for a legitimate educational interest, without the student's written consent, if disclosure is to a person at the Institute or agent of the Institute, such as a person employed by the Institute in an administrative, supervisory, academic, research, or support staff position (including campus security staff); a person or company with whom the Institute has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another Institute official in performing his or her tasks. A legitimate educational interest means that the information in the education record is for the person to perform a function in relation to the Institute.
- **Other Exceptions:** Education record information may be disclosed without the student's written consent in the following instances:
  - To the student.
  - If it is "Directory Information" and the student has not restricted its release.
  - If properly subpoenaed pursuant to a judicial, legislative, or administrative proceeding, in which case the Middlebury Institute will make a reasonable attempt to notify the student of the subpoena, in cases where FERPA applies, prior to the release of the information, unless the subpoena specifically directs that the student is not to be notified.
  - In connection with the student's application or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms or conditions of the aid.

- o   In connection with audits or evaluation of federal or state supported educational programs requiring disclosure of information.
- o   To effect collection of past due financial obligations to the Institute.
- o   To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the Department of Education, the U.S. Citizenship and Immigration Services bureau of the Department of Homeland Security (with respect to international students), or state or local educational authorities.
- o   To the Veterans Administration to determine compliance with educational assistance.
- o   In connection with a health or safety emergency as determined by the Institute.
- o   To parents of financially dependent students.

Access

A student has the right to inspect and review his or her education record within 45 days of submitting a request to the Institute for such access. Students wishing to review their educational record should submit to the Records Office a written notice to that effect. The Records Office will notify the student of a convenient time for the review.

FERPA does not provide the student with the right to access records that are not within the educational record, such as:

- Records made by or stored by instructional, supervisory, administrative, and educational personnel that are in the sole possession, access of, or within the privacy expectations of, the maker, e.g., a faculty member's grade book, or a dean's advising notes.
- Parents' financial records used for financial aid purposes.
- Confidential letters and statements of recommendation placed in the student's education record prior to January 1, 1975, or confidential recommendations to which the student has given prior written waiver of access and which are used for job placement, admission, or award purposes.
- Admissions-supporting documentation such as letters of recommendation, readers' notes, and interview reports.
- Records related to student employees of the Middlebury Institute in their capacity as employees.

Amendment of Records

A student may request amendment of the student's education records that the student believes are inaccurate, misleading, or in violation of the student's privacy rights.

The student should submit a request for amendment of a student's education record in writing. The request should state what record the student believes is inaccurate or identify the part of a record the student wants changed, and should state why the student believes the record is inaccurate, misleading, or in violation of the student's privacy rights. If the Institute decides not to amend a record as requested, the Institute will notify the student of its decision and advise the student of his or her right to a hearing regarding the issue. Additional information regarding a hearing procedure will be provided to the student when notified of such decisions.

FERPA was not intended to provide a process to be used by students to question substantive judgments that are accurately recorded. The FERPA rights of challenge are not intended to allow a student to contest, for example, a grade in a course because he or she felt a higher grade should have been assigned. FERPA is intended to ensure the accurate nature of the information in the student's education records and the student's right to verify that information.

If the Middlebury Institute decides, as a result of a hearing, not to amend the education record in accordance with the student's request, the student may place a written statement in the record commenting

upon the information therein, and/or setting forth any reason for disagreement with the institutional decision not to amend the record. Such a statement will become part of the student's education record and will be disclosed with it.

Retention of Records
Student transcripts and degree or certificate documentation are maintained indefinitely by the Institute. All other records are maintained for 5 years.

Complaints
A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the Institute to comply with requirements of FERPA. The name and address of the office that administers FERPA is: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920.

Grade Reports
Grade reports are made available online through BannerWeb approximately three to four weeks after the end of the semester.

Institute policy prohibits the posting of grades with student names. If a student needs to know a grade before grade reports are completed, s/he should make arrangements with the professor.

Transcripts
Current and former students of all Middlebury academic programs can request electronic and paper transcripts via our online ordering form with Parchment. The academic transcript is a complete record of all academic programs attended at Middlebury and all transcripts are sent in their entirety. Additional information in regard to academic transcripts can be found online. Official transcripts of work done at the Middlebury Institute will be sent by the Records Office upon receipt of a written request by the student and payment in advance. Only requests from students will be honored. Transcripts may be ordered in person at the Records Office counter, or by faxing or mailing a request to the Middlebury Institute Records Office. A Transcript Request Form is available from the Institute's web site. Faxed requests must include a credit card number and expiration date; Visa, MasterCard, and American Express are accepted. Official transcripts cannot be ordered by telephone, as the student's signature is required in order to release the document.

The first official transcript ever requested by the student is free. Subsequent official transcripts are $5 each.

The Institute prepares only transcripts of academic work completed at the Middlebury Institute. Records of work completed at other institutions, including records of work completed under official exchange programs between the Middlebury Institute and other academic institutions, must be requested from those institutions.

<u>Transfer of Academic Credit from Other Institutions</u>

After being admitted to the Middlebury Institute, a student may petition the Associate Dean of Academic Operations to consider courses taken elsewhere at accredited institutions for satisfaction of specific Institute degree requirements.

A minimum residency requirement of 30 credits is required for all Middlebury Institute degrees. For students enrolled in the BAIS program prior to Fall 2016, transfer credit is limited to 25 percent of graduate degree requirements and 50 percent of upper division undergraduate requirements.

Courses counted towards a previous Bachelor's or Master's degree cannot be transferred to the Middlebury Institute for credit.

Students studying at the 300-400 level at Institute-approved language study centers abroad are eligible to transfer four credits of language. An official transcript demonstrating hours completed and course level must be presented to complete the transfer. Transfer of up to four credits from other accredited (non-Institute-approved) study abroad institutions *may* be possible, but the student should consult the dean of GSTILE in advance, with information about the program, to determine whether the program meets Institute requirements for transfer. Language courses taken prior to enrollment at the Middlebury Institute cannot be used to satisfy the language requirement at the Middlebury Institute, unless they were taken through a Middlebury or Associate Dean of Academic Operations in the summer immediately prior to the student's matriculation at the Institute.

Proposed transfer graduate courses must meet the Institute's degree requirements, and the student must have earned a grade of B or better. Proposed upper division undergraduate courses must meet the Institute's degree requirements, and the student must have earned a grade of B or better.

Grades assigned by other institutions for courses that are transferred to the Middlebury Institute are not calculated in the Institute grade point average.

The Middlebury Institute maintains exchange programs with other academic institutions whereby students at either institution may register for courses taught at the other. The Institute confers credit for the course taken upon receipt of a sealed transcript from the exchange institution by the Institute Records Office. **Note: International students** should ensure that they meet all visa requirements prior to participating in an exchange program.

<u>Notice Concerning Transferability of Credits and Credentials Earned at our Institution</u>

The transferability of credits you earn at the Middlebury Institute of International Studies at Monterey is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending the Middlebury Institute of International Studies at Monterey to determine if your credits will transfer.

STUDENT RIGHTS AND OBLIGATIONS

Student Responsibility
Students must assume full responsibility for knowledge of Middlebury Institute policies and Graduate School requirements concerning their individual degree programs. Policies listed in this catalog apply to the regular academic term (fall and spring semesters as well as the J-term), and also to courses offered as part of regular degree programs during the Summer Session.

General Conduct Policy

A. Respect for Persons
All students, as members of the Middlebury community, are expected to respect the dignity, freedom, and rights of others.

Middlebury prohibits the use of violence against any individual, including dating misconduct, the negligent or reckless use of physical force, as well as the incitement or provocation to violence. Middlebury also prohibits conduct that may reasonably be expected to exploit or coerce, including sexual exploitation, and/or domestic/dating misconduct. Sexual exploitation occurs when a person takes sexual advantage of another person for the benefit of anyone other than that other person without that other person's consent, such as recording video or audio of someone's sexual activity, intimate body parts or nudity, without that person's consent. Domestic or dating misconduct is threatening or coercive behavior that does not involve violence but occurs in a domestic or dating relationship.

In addition, students may not engage in behavior that prevents someone's ability to communicate or move freely, behavior that violates someone's privacy; entering someone's room or office without authorization or invitation, or stalking. Stalking is defined as two or more acts that would cause a reasonable person to fear for the person's safety or the safety of others, OR to suffer substantial emotional distress. Stalking can include non-consensual communication in any manner; pursuing, waiting or showing up uninvited in places frequented by the person; surveillance or voyeurism, trespassing, vandalism, non-consensual touching, threats, threats to harm oneself, and use of a third party to accomplish any of these actions.

Finally, behavior that violates common standards of decency, fails to comply with local laws or statutes, or demonstrates contempt for the generally accepted values of the intellectual community is prohibited.

B. Communicating with Honesty and Integrity
Middlebury's General Conduct Standards and Middlebury-Wide Policies include acting with integrity and honesty in all actions and communications relating to Middlebury. Therefore, providing information to any member of the Middlebury staff or faculty that an individual knows or reasonably should know is false or misleading is a serious violation of Middlebury policy.

C. Respect for Middlebury's Educational Function
Any substantial disruption of Middlebury's educational function is prohibited.

D. Respect for the Authority of Middlebury Officials
Middlebury depends on employees and agents to advance the educational mission of the institution. These employees and agents include but are not limited to faculty members; deans; administrative, custodial, dining, and library staff; Public Safety and Campus Security officers and their equivalents; residential life staff; and other individuals such as members of the police and ambulance forces, service providers, and security staff. All students are expected to respect the authority of these individuals when they are executing their responsibilities for Middlebury. Students are expected to cooperate fully in the

disciplinary process and any student, whether a party or a witness, who refuses to cooperate may be subject to discipline. Failure to comply with requests from Middlebury officials will subject a student to disciplinary sanctions. Students are expected to identify themselves by showing their Middlebury identification card upon request of Middlebury officials.

E. Respect for Middlebury's Resources and Others' Property

Middlebury's educational mission depends on careful stewardship of our shared resources, including campus buildings, land, and other property, and of the property of members of our community. Theft, vandalism and property damage are prohibited. Unauthorized use of services, including dining hall meals and materials, and disposition of property to another under the pretense that it is one's own, are forms of theft. Sanctions will include restitution or replacement and may also include disciplinary sanctions. When such theft or damage constitutes a criminal offense, it will ordinarily be reported to law enforcement authorities.

Please refer to the General Conduct Policy or Student Policies for the complete policy.

Student Grievance Procedures

Any student may file a grievance through internal Middlebury Institute processes. While submitting a grievance through internal processes is encouraged, it is not required and students may contact the Bureau for Private Postsecondary Education by calling 1-888-370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web Site at www.bppe.ca.gov.

Non-Discrimination and Anti-Harassment Policies:

The Middlebury Institute falls under the jurisdiction of Middlebury College policy with regard to compliance with any and all federal and state laws that prohibit discrimination. Please see the Middlebury Nondiscrimination Statement and the Middlebury Anti-Harassment/Discrimination Policy for further details.

Health Insurance Requirement

Any student enrolled in six or more credit hours during the fall and spring terms or four or more credit hours during the summer term and, is enrolled in in-person/on-campus classes, is required to have health msurance.

We understand that securing health insurance may be a challenge for some students pursuing their degree solely online, however, for your personal health and well-being, we strongly encourage you to have msurance coverage.

Students may enroll in any health plan they choose, including maintaining existing coverage they have when starting at the Institute. When choosing a plan, make sure that it includes healthcare coverage and providers, including hospitals and walk-in clinics, in the Monterey area.

Visit our health insurance web pages for more information.

FINANCING YOUR EDUCATION

Eligibility For Financial Aid

To receive financial assistance under Title IV Federal funding programs while attending the Middlebury Institute of International Studies, you must meet ALL of the following requirements:

- Be a citizen, permanent resident or eligible non-citizen (those covered by political asylum, and some pacific islanders, etc.)
- Not be in default on a previous student loan or been overpaid federal grants (in some instances, eligibility may be reinstated once overpayment issues have been resolved)
- Be admitted to a degree-seeking program at the Middlebury Institute.
- Be enrolled at least half-time as defined by your program of study.
- Have a valid Social Security Number.
- Maintain satisfactory academic progress.

How To Apply For Financial Aid
U.S. Citizens and Permanent Residents

1. Complete the Free Application for Federal Student Aid (FAFSA)
   - The Middlebury Institute participates in the federal financial aid program. The basic application used to apply for financial aid at any school in the nation is called the Free Application for Federal Student Aid, (FAFSA). This application is used to apply for federal sources of financial aid. You can complete the FAFSA by going to studentaid.gov. Be sure to include the Middlebury Institute ofInternational Studies' Title IV School Code which is 001241.

2. Provide any Further Documentation Requested
   - You may be asked to submit additional documents such as a tax transcript, or verification of citizenship status. Additional information may be required by the federal government before we can issue an offer letter to you. If any of these documents are required of you, you will receive an email from the Office of Student Financial Services requesting such documentation, so be sure to check the email address that you reported on your FAFSA form regularly. This will be our main form of communication with you as we complete your financial aid file.

3. Reviewing and accepting your award
   - Within 2-3 weeks of completing your financial aid file, if you have been admitted to the Middlebury Institute, we will email an offer letter to the address you provided on your FAFSA. Review your offer letter carefully. This offer will outline the aid for which you are eligible. Follow the instructions accompanying your award letter to determine the next steps to accept your aid.

4. Complete a Master Promissory Note (MPN)
   - The Direct Loan MPN and the Graduate PLUS Loan MPN can be completed online by going to www.studentloans.gov

5. Entrance Counseling
   - If this is your first time borrowing federal loans, you are required to complete an entrance interview before any funds can be disbursed on your behalf. This entrance interview will familiarize you with the loan and repayment process. Please go to www.studentloans.gov to complete the entrance interview and quiz. Your federal loan will not be disbursed until you have completed this interview.

6. Funds Arrive

o If you have completed all of these steps by their respective deadlines, and you have registered for the number of credits you have been packaged for, your financial aid will be released to the Middlebury Institute on your behalf. Upon receipt of the loan funds, we will credit your Middlebury Institute student account.

The earlier you complete the steps outlined above, the earlier your funds will be available to you. However, please note that no funds can be disbursed to you prior to the first official day of classes. If the amount of financial aid you have been awarded exceeds your student charges, a refund check will be issued to you sometime in the first two weeks of classes for your living expenses. Disbursements are made within the first two weeks after the first day of the fall and spring semester. If the total aid you are receiving does not cover your tuition and fees, you will be sent an invoice along with instructions for how to make your payment online. Payment of tuition and fees is required by 4:00 p.m. on the first day of each semester.

International Students

International students do not qualify for Federal Financial Aid. However, international students are eligible to receive Middlebury Institute Scholarships, Institute Work Study, and, in some cases, private student loans. We also highly encourage international students to seek outside sources of funding. For information about other possible sources of support, go to the nearest educational advising center in your home country. For more information about financial aid available from your own government, contact the cultural section of your embassy or your ministry of education.

Scholarships
All students that are admitted to the Middlebury Institute are automatically considered for merit based scholarships. All merit based scholarships are awarded by the Admissions Office, and you do not need a separate application to apply. Scholarship funds are limited, so you are encouraged to apply early for optimal scholarship consideration.

Outside Sources of Funding
We also highly encourage all students to apply for outside scholarships. There are numerous websites, organizations, and companies that offer scholarships to international students. Visit our external scholarships page for some resources.

Institute Work Study
As an international student, you may also be eligible to work on campus if you have either an F-1 or a J-1 Visa. If you are a new student, you cannot begin working on campus until after the first day of classes. Students are allowed to hold more than one position, but are limited to 20 hours per week.

Private Loans
International students do not qualify for Federal financial aid; however, they may be eligible to borrow a private loan. Most private education loans in the U.S. require an international student to have the support of a cosigner who is a U.S. citizen or permanent resident. Learn more about private loans.

Non-Degree Students

In order to be considered eligible for federal financial aid or Middlebury Institute scholarships, you need to be enrolled at least half time in a degree-seeking program.

If you will not be pursuing a degree program through the Middlebury Institute, you do not qualify for federal financial aid. However, you may be eligible to borrow a private educational loan.

In order to apply for a private loan for a certificate only program, you do not need to fill out the FAFSA; however, there is an internal financial aid application that we require in order to determine your eligibility for private loan funds. Please contact the Office of Student Financial Services to receive this application.

Private loans are credit-based loans, so while you may be eligible to apply, it does not guarantee that you will receive those funds. A lender may choose to decline your loan because of unsatisfactory credit.

How We Determine Financial Aid Eligibility

The Middlebury Institute uses the Federal Needs Analysis Formula to determine your financial aid eligibility. If you will be a graduate student, you are considered to be an independent student, meaning that your parent's income will not be considered **in** determining your financial need.

Student Aid Index (SAi)
The Federal Government determines your SAi and it is based on the financial information you provide on your FAFSA. The government takes into consideration your income (and your spouse's income if you are married) from the previous year, any assets or investments you own, the size of your household, and the amount of taxes you paid in the previous year.

Cost of Attendance
The Middlebury Institute's Cost of Attendance (COA) consists of tuition plus an estimated living expense budget created by the Office of Student Financial Services. You should prepare your own estimated budget for the period of time for which financial aid is requested. Expenses will vary with the circumstances surrounding your individual needs. The student budget is our estimate of what is needed for a single student to live modestly, but adequately, for one academic year with a roommate. Our budget does not take into consideration all of the situations in which you might find yourself, and it cannot include prior consumer debt that you may have (i.e. credit card debt and/or car payments), or the living expenses for a spouse and/or dependents. Our budget presumes mature consumer choices on your part. Sharing an apartment with other students or walking or biking to school are ways to cut expenses and therefore reduce your overall debt. The budget is reviewed annually to reflect changes in housing-related costs in this area. Additionally, we survey our students every other year to determine what their expenses are to live on the Monterey Peninsula.

Types Of Aid Awarded By The Office Of Student Financial Services

Veteran's Benefits
Students who are veterans of military services may be eligible for Veterans' Benefits. Application for benefits should be made at least 30 days in advance of the start of the academic term. Other educational benefits are extended to dependents of veterans and for the vocational rehabilitation of veterans. Once enrolled, recipients must request that the Student Financial Services Office verify their enrollment with the Department of Veterans Affairs before benefits will begin.

Prior Credit: this institution will evaluate previous education and training, grant credit where appropriate, reduce the length of the program proportionately, and notify the student appropriately.

If the grade point average of a student receiving VA benefits falls below 3.0, he/she will be placed on probation for a maximum of 2 terms. If at the end of the maximum probation period the student's grade average is still below 3.0, their VA benefits will be discontinued.

The Middlebury Institute proudly participates in the Yellow Ribbon Program. Visit our Yellow Ribbon Program page for more information:

Work Study

Federal Work Study
The Federal Work Study Program at the Middlebury Institute allows students to work in part-time, paid positions within administrative and academic departments on campus, as well as in academically relevant positions off campus. Students are allowed to hold more than one position, but are limited to 20 hours per week. Student employment positions are paid on a bi-weekly basis, and are intended for use toward living expenses. Federal Work study earnings are partially funded by federal monies, and are offered to financial aid recipients who are U.S. citizens or legal permanent residents enrolled in degree seeking programs.

Institute Work Study
Institute work study is a work program for students who are not on federal financial aid, or who have not been awarded federal work study. International students may work on campus under the Institute Work Study Program. Full-time students may work up to 20 hours per week. No FAFSA is required for participation in the Institute Work Study Program.

Grants
   • Federal Pell Grant: The Federal Pell Grant program provides need-based grants to undergraduate students who have not yet received a bachelor's degree, and who the U.S. Department of Education has determined can only make very low family contributions toward their education. The maximum Federal Pell Grant may increase from year to year if supplemental funds are made available by the U.S. Department of Education. Students receiving Federal Pell Grants must be admitted to an undergraduate degree program and working toward their first bachelor's degree. They can be enrolled less than half time.
   • Federal Supplemental Educational Opportunity Grant (FSEOG): A need-based federal grant available to undergraduate students with the most exceptional financial need who have not yet received a bachelor's degree. Priority is given to students who are eligible for a Federal Pell Grant, then to other undergraduate students with the greatest need.

If you obtain a loan to pay for your educational program, you are responsible for repaying the full amount, plus interest, less the amount refunded to your lender on your behalf. Further, if you have received federal student financial aid funds, you are entitled to a refund of the monies not paid towards your tuition from the federal student aid program funds

Federal Direct Subsidized Loan
The FFEL Federal Direct Subsidized Loan is a need-based loan made to undergraduate students through lending institutions such as banks and credit unions. Repayment begins six months after you graduate or cease to be enrolled at least half-time. The interest is subsidized by the federal government while you are in school and during the six month grace period.

Federal Direct Unsubsidized Loan

The Federal Direct Unsubsidized Loan is a non-need based loan. The federal government does not pay interest for you while you are in school. You may choose to make interest payments while in school, or have them deferred until you begin repayment. The principal balance of your loan is deferred while you are enrolled at least half-time and during the six month grace period. Interest is normally capitalized when entering repayment, thus avoiding the accumulation of compound interest while you are enrolled. Regular loan payments begin six months after you cease to be enrolled at least half-time. The maximum any student may receive in Federal Direct Unsubsidized Loans is $20,500.

Graduate Plus Loans

The Federal Graduate PLUS Loan is a non-need based loan. The federal government does not pay interest for you while you are in school. You may choose to make interest payments while in school, or have them deferred until you begin repayment. The principal balance of your loan is deferred while you are enrolled at least half-time, however, there is no grace period for the Graduate PLUS loan, so you will enter repayment immediately upon graduation or dropping below half time although you have the option to defer the start of repayment for six months. Interest is normally capitalized when entering repayment, thus avoiding the accumulation of compound interest while you are enrolled. There is no aggregate loan limit; however, your eligibility for this loan is dependent upon your cost of attendance as certified by the Office of Student Financial Services.

Private Alternative Loans

Private Alternative Loans can help you pay student-related expenses that may not be covered by federal loan programs or other financial aid. These loans are one source of additional funds to close the gap between your financial aid resources and college costs.

Although you do not need to apply for federal, state or institutional financial aid before applying for a private alternative loan, you should. Private alternative loans do not have as favorable loan repayment options as the Federal loan programs.

Private alternative loan programs are a good option for the following students

- Certificate or non-degree students who are not also enrolling in a degree-seeking program
- International students

You are encouraged to borrow only the amount necessary to cover that portion of your educational expenses that cannot be covered by other means. You cannot borrow more than the Cost of Attendance, as determined by the Office of Student Financial Services.. We will work with you to determine the student budget amount for your proposed term of study. The cost of education includes: tuition and fees, housing expenses, books and supplies, transportation costs, personal expenses, and health insurance premiums where applicable.

External Scholarships

Many organizations offer funding for graduate school and this list of resources has been helpful to students in the past. Please note that we do not work directly with these organizations and cannot guarantee their services. We encourage you to look for other resources as well.

Student Tuition Recovery Fund

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you

must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teachout plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number." Note: Authority cited: Sections 94803, 94877 and 94923, Education Code. Reference: Section 94923, 94924 and 94925, Education Code.

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589 or by visiting https://www/osar.bppe.ca.gov/.

CAREERS

Career Advising
The Center for Advising and Career Services (CACS) offers career advising to all* Institute students through a combination of individual coaching, career management classes, professional resources, and employer connections. The Middlebury Institute does not provide career placement; rather CACS partners with students from the very beginning of their studies to create customized action plans to advance students' personalized career goals.

Students have a dedicated career advisor with subject matter expertise in their program as well as a full team to support their success. CACS prepares students to navigate their lifelong career path - not just the first job at graduation. Advisors can support students' skills development, career exploration, and professional opportunities aligned with their interests, languages, experiences, and long-term goals.

TESOL and TFL career advising is led by faculty within the program but students in these programs are also welcome to take advantage of CACS resources.

Standard Occupational Classification
Graduates of the Middlebury Institute ofIntemational Studies at Monterey are generally employed in the following United States Department of Labor's Standard Occupational Classification codes. Note that this is not an all-inclusive listing.

- 41-3011 Advertising Account Executives
- 27-3043 Advertising Copy Writers
- 11-2011 Advertising Directors
- 27-3041 Advertising Editors
- 11-2011 Advertising Executives
- 11-2011 Advertising Managers
- 41-3010 Advertising Sales Agents
- 41-3011 Advertising Sales Agents
- 11-2010 Advertising and Promotions Managers
- 11-2011 Advertising and Promotions Managers
- 11-2000 Advertising, Marketing, Promotions, Public Relations, and Sales Managers
- 41-3011 Account Executives, Advertising
- 13-2011 Accountants
- 13-2010 Accountants and Auditors
- 13-2011 Accountants and Auditors
- 13-2011 Accountants, Certified Public
- 13-2031 Analysts, Budget
- 13-1111 Analysts, Business Management

- 13-2051 Analysts, Corporate Financial
- 19-3011 Analysts, Economic Research
- 13-2051 Analysts, Financial
- 15-1122 Analysts, Information Security
- 13-1161 Analysts, Market Research
- 15-1122 Analysts, Network Security
- 15-2031 Analysts, Operations
- 15-2031 Analysts, Operations Research
- 13-2030 Budget Analysts
- 13-2031 Budget Analysts
- 13-2031 Budget Examiners
- 13-2031 Budget Officers
- 13-1111 Business Management Analysts
- 13-1000 Business Operations Specialists
- 13-1199 Business Operations Specialists, All Other
- 13-1190 Business Operations Specialists, Miscellaneous
- 13-1111 Business Process Consultants
- 41-3099 Business Services Sales Representatives
- 13-0000 Business and Financial Operations Occupations
- 25-1124 Chinese Language Professors
- 19-2021 Climatologists
- 13-1111 Consultants, Business Process
- 25-9031 Consultants, Educational
- 13-1075 Consultants, Labor Relations
- 13-1111 Consultants, Management
- 13-1161 Consultants, Marketing
- 19-3094 Consultants, Political
- 11-3131 Development Managers
- 13-1151 Development Specialists
- 27-3091 Diplomatic Interpreters
- 19-1032 Ecologists, Forest
- 19-1031 Ecologists, Range

- 19-3011 Economic Research Analysts
- 19-4061 Economic Research Assistants
- 19-3010 Economists
- 19-3011 Economists
- 19-3011 Economists, Environmental
- 11-9030 Education Administrators
- 11-9039 Education Administrators, All Other
- 11-9032 Education Administrators, Elementary School
- 11-9032 Education Administrators, Elementary and Secondary School
- 11-9033 Education Administrators, Postsecondary
- 11-9032 Education Administrators, Secondary School
- 25-1081 Education Teachers, Postsecondary
- 25-9031 Educational Consultants
- 21-1012 Educational Counselors
- 11-9032 Elementary School Education Administrators
- 11-9032 Elementary School Principals
- 25-2021 Elementary School Teachers, Except Special Education
- 25-2020 Elementary and Middle School Teachers
- 13-1041 Environmental Compliance Inspectors
- 19-3011 Environmental Economists
- 17-3025 Environmental Engineering Technicians
- 17-2080 Environmental Engineers
- 17-2081 Environmental Engineers
- 19-1032 Environmental Protection Foresters
- 29-9011 Environmental Protection Officers
- 19-4091 Environmental Protection Technicians, Including Health
- 17-3025 Environmental Remediation Engineering Technicians
- 17-2081 Environmental Remediation Engineers
- 19-4091 Environmental Science Technicians, Including Health
- 19-4091 Environmental Science and Protection Technicians, Including Health
- 25-1053 Environmental Science, Management, and Policy Professors
- 19-2040 Environmental Scientists and Geoscientists

- 19-2041 Environmental Scientists and Specialists, Including Health

- 19-2041 Environmental Scientists, Including Health

- 19-2041 Environmental Specialists, Including Health

- 25-1053 Environmental Studies Professors

- 13-2051 Financial Analysts

- 13-2050 Financial Analysts and Advisors

- 13-2071 Financial Assistance Advisors

- 43-3000 Financial Clerks

- 43-3099 Financial Clerks, All Other

- 43-3090 Financial Clerks, Miscellaneous

- 13-2061 Financial Compliance Examiners

- 11-3031 Financial Directors

- 13-2060 Financial Examiners

- 13-2061 Financial Examiners

- 11-3030 Financial Managers

- 11-3031 Financial Managers

- 13-2000 Financial Specialists

- 13-2099 Financial Specialists, All Other

- 13-2090 Financial Specialists, Miscellaneous

- 19-1012 Food Safety Scientists

- 25-1124 Foreign Language Teachers, Postsecondary

- 25-1124 Foreign Language and Literature Teachers, Postsecondary

- 19-1032 Forest Ecologists

- 19-1032 Foresters, Environmental Protection

- 13-1130 Fundraisers

- 13-1131 Fundraisers

- 13-1131 Fundraisers, Campaign

- 11-2031 Fundraising Directors

- 11-2031 Fundraising Managers

- 13-1131 Fundraising Officers

- 19-3094 Government Affairs Specialists

- 19-2041 Health Environmentalists

- 25-2031 High School English Teachers
- 25-2031 High School French Teachers
- 11-3120 Human Resources Managers
- 11-3121 Human Resources Managers
- 13-1071 Human Resources Specialists
- 13-1070 Human Resources Workers
- 21-1093 Human Service Assistants
- 13-1111 Industrial Analysts
- 19-3011 Industrial Economists
- 15-1122 Information Security Analysts
- 15-1121 Information Systems Analysts
- 11-3021 Information Systems Managers
- 11-3021 Information Technology Systems Directors
- 13-2053 Insurance Analysts
- 13-2053 Insurance Underwriters
- 27-3091 Interpreters
- 27-3091 Interpreters and Translators
- 27-3091 Interpreters, American Sign Language
- 27-3091 Interpreters, Court
- 27-3091 Interpreters, Diplomatic
- 41-3031 Investment Bankers
- 13-1110 Management Analysts
- 13-1111 Management Analysts
- 13-1111 Management Consultants
- 11-3021 Management Information Systems Directors
- 19-4051 Nuclear Monitoring Technicians
- 19-3051 Planners, City
- 19-3051 Planners, Community Development
- 13-1121 Planners, Conference
- 13-1121 Planners, Convention
- 13-1121 Planners, Corporate Meeting
- 13-2052 Planners, Estate

- 13-1121 Planners, Event
- 13-1081 Planners, Logistics
- 13-1121 Plam1ers, Meeting
- 19-3051 Planners, Regional
- 19-3051 Planners, Urban
- 43-5061 Planning Clerks
- 19-3094 Political Consultants
- 19-3092 Political Geographers
- 19-3094 Political Research Scientists
- 25-1065 Political Science Teachers, Postsecondary
- 19-3094 Political Scientists
- 11-2031 Public Relations Managers
- 27-3030 Public Relations Specialists
- 27-3031 Public Relations Specialists
- 11-2030 Public Relations and Fundraising Managers
- 11-2031 Public Relations and Fundraising Managers
- 25-1124 Russian Language Professors
- 27-3091 Translators
- 15-1134 Web Designers
- 15-1134 Web Developers

CAMPUS DIRECTORY

DEPARTMENT	PHONE	EMAIL
General Information	831-647-4100	miis@middlebury.edu
Admissions Office	831-647-4123	miisadmissions@middlebury.edu
Institute Board of Advisors	831-647-3513	VPMIIS@middlebury.edu
Safety/Security	831-647-4153	security@miis.edu
Academic Programs		
Vice President for Academic Affairs and Dean of the Institute	831-647-3513	VPMIIS@middlebury.edu
Associate Dean of Academic Operations	831-647-4193	tmthomas@middlebury.edu
Executive and Custom Programs	831-647-4115	languages-miis@middlebury.edu
Administrative Departments		
Advancement Meghan Williamson, Associate VP for Development	802-443-5817	give@middlebury.edu
Alumni Relations Meg Story Groves, Associate VP for Alumni & Graduate Programs	802-443-5196	miisalumni@middlebury.edu
Business Office, Finance, and Administration Steve Marino, Manager of Finance	831-647-6408	smarino@middlebury.edu
Campus Services Andrew Hernandez, Director of Facilities Services	831-647-6621	ahemandez@middlebury.edu
Center for Advising and Career Services Gael Meraud, Associate Dean of Career and Academic Advising	831-647-4127	careers@middlebury.edu

Communications Julia Ferrante, Associate Vice President of Public Affairs	802-443-5000	jferrante@middlebury.edu
James Martin Center for Nonproliferation Studies Dr. William Potter, Director	831-647-4154	cns@middlebury.edu
Student Financial Services Regina Garner, Director	831-647-4119	miisfinaid@middlebury.edu
Human Resources Michael Ulibarri, Senior Business Partner	831-647-6404	hrmiis@middlebury.edu
Information Technology Services	831-647-6656	helpdesk@miis.edu
Library Ann Flower, Director	831-647-4135	library@middlebury.edu
Vice President for Academic Affairs and Dean of the Institute Jeff Dayton-Johnson, VPAA	831-647-4102	VPMIIS@middlebury.edu
Registrar - Records Office Kerrin Hoff, Registrar	831-647-4121	records@middlebury.edu
Student Recruiting Muchadei Zvoma, Director of Marketing	831-647-6571	miisadmissions@middlebury.edu
Student Services and Housing Ashley Arrocha, Associate Dean of Student Services	831-647-4128	student.services@middlebury.edu
International Visa Status		isss@middlebury.edu

The mailing address for all departments at the Middlebury Institute of International Studies is:
460 Pierce Street, Monterey, CA 93940 U.S.A.

Office hours for the above are Monday-Friday, 8:30 a.m. to 5:00 p.m. PST. The Library and the Security offices are exceptions. Security is available 24 hours per day 7 days per week. Please contact the Library for their specific hours of operation, as they are subject to change each semester.

Classes are held in the following buildings:
- MORSE BUILDING, *426 Van Buren St.*
- KINNOULL HOUSE, *462 Van Buren St.*
- CRAIG BUILDING, *472 Pierce St.*
- CNS BUILDING, *499 Van Buren St.*

- McCONE BUILDING, *499 Pierce St*
- IIRC BUILDING, *464 Pacific St*
- CASA FUENTE, *449 Pierce St. & 450 Pacific St.*
- 400 PACIFIC
- McGOWAN BUILDING, *411 Pacific St.*

The most current and detailed information about the Middlebury Institute of International Studies can be found at https://www.middlebury.edu/institute.

STUDENT LIFE INFORMATION

Several offices provide on-site and online student life resources, led by the Office of Student Services:

- New student orientation: Prior to enrollment, incoming students are provided with checklists and technology activation information, as well as a self-guided and self-paced online course to help get them started at the Middlebury Institute. They also attend a week of activities with opportunities to focus on career-readiness and maximizing time at the Institute to achieve professional goals. This is mandatory for all new students.

- International students: Resources for international students are highlighted earlier in this catalog under International Student Information in the Admission section.

- Veterans: The Middlebury Institute values the contributions of veterans and their dependents to our campus community and provides advising, support, and resources.

- Families: Information for parents to help them find the right school, child care, pediatrician, and fun activities for their family.

- Health and wellness: 24/7 access to urgent and non-urgent medical and mental health care is provided. We also provide students with emergency contact information, health insurance guides, disability services, and access to classes (yoga, mindfulness, stretching, flexibility, fitness, and more).

- Campus Housing: Middlebury student housing is available at 787 Munras Avenue. This fully-furnished, accessible residence has 85 single, double, and triple rooms with shared cooking, dining, and collaboration spaces, as well as parking. All utilities are included. Costs are as follows for the academic Year 2024-2025

- Fall Semester (arrival/night of August 26 or after- departure day of December 16, 2024)
  Single: $6765
  Double: $5608
  Triple: $5098

- Off-campus housing: We also offer webinars and guides for off-campus housing, including addressing landlord concerns, finding accommodation, Monterey peninsula neighborhood information, avoiding scams, utilities information, and more.

- Student Advocacy Council: The Student Advocacy Council meets regularly to foster a multicultural environment conducive to meeting the needs of our community. The council serves as the governing body for all students enrolled at the Institute and acts as a voice and advocate for the student body in communication with faculty and staff. The council is composed of four elected representatives, as well as appointed positions that represent the different programs and offices on campus.

- Student clubs and organizations: Students can start or continue clubs/organizations in any social or professional interest area. Clubs/organizations host events, invite speakers/trainers, and provide relevant information/guides to the community.

- Student discounts: Students with valid Middlebury Institute IDs can find all kinds of community discounts throughout Monterey County and reserve, check out, and/or purchase equipment and passes at the Office of Student Services.

- Policies: The Middlebury Institute maintains several student policies and procedures to help promote and maintain a campus environment that is safe and inclusive, and where we treat one another with respect. Policies on student rights, including the procedure for addressing student grievances: Policy and Standards Manual, Section A.6. and at go.miis.edu/studentpolicies

- Democracy initiatives: The Office of Student Services' mobilizes the Institute community to be active participants in our democracy. Nonpartisan resources are shared on a webpage about ways to engage in civic life, from voting to campaign involvement and activism.
- Questions: all questions pertaining to student life can be sent to
Office of Student Services
McCone Building
499 Pierce Street
Monterey, CA 93940
831-647-4128
student.services@middlebury.edu

APPENDIX A - FACULTY

William Arrocha
- PhD, International Relations, MA, International Relations, Queens University, Canada
- Advanced Diploma in Canadian and United States Studies, Instituto Tecnol6gico Aut6nomo de Mexico
- BA, International Relations, Universidad Nacional Aut6noma de Mexico.

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- **Ph.D.** in Public Administration, University of Southern California, 2003-2010
- Master of Public Administration, University of Hawaii, 2001-2003
- International Management Graduate Certificate, College of Business Administration, University of Hawaii, 2002-2003
- Leadership and Culture Program, East-West Center, Honolulu, 2002-2003
- Undergraduate Degree in International Law, International University of Kyrgyzstan, 1994-1998

Jason Blazakis
- MA in International Relations and National Security Studies, Columbia University, 2003
- MA in Government, Johns Hopkins University, 2001
- BA in Political Science, University of Mississippi, 1997

Philipp Bleek
- PhD, International Relations, Georgetown University
- M.A., Public Policy, with a concentration in international security and political economy, Harvard University's John F. Kennedy School of Government
- B.A. Princeton University's Woodrow Wilson School of Public and International Affairs

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-MA, Chinese Studies (Sinology), Minor in Business, Leiden University, the Netherlands
-AA, Chemistry, Amsterdam University, the Netherlands

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- Ed.D., Global Education, University of Southern California
- MBA, Business Administration, Temple University, Pennsylvania
- BBA, Finance, Temple University, Pennsylvania

Avner Cohen
- Ph.D. from the Committee on History of Culture of the University of Chicago
- M.A. in Philosophy from York University,
- B.A. in Philosophy and History from Tel Aviv University,

Jeffrey Dayton-Johnson
- PhD, Economics, University of California, Berkeley
- B.A. Latin American studies at Berkeley and Universidad Nacional Aut6noma de Mexico.

Fernando DePaolis
- PhD, Urban Planning/Regional Economics (University of California-Los Angeles)
- MA, Urban Planning/International Development (University of Kansas)
- Advanced Diploma Architecture (National University of San Juan, Argentina)

Kent Glenzer
- Ph.D., Emory University
- MA in Communication, Cornell University
- BA in Journalism, Northwestern University

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- PhD, Graduate School of Public and International Affairs, University of Pittsburgh,
- M.A. Politics, School of International Studies, Jawaharlal Nehru University, New Delhi,
- B.A. (Honors-Economics), University of Rajasthan, Jaipur, 1997.

Jeffrey Knopf
- Ph.D. and MA in Political Science, Stanford University
- BA Social Studies, Harvard University

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- Ph.D, Natural Resource Policy and Management, Cornell University
- MS, Sustainable Development and Conservation Biology University of Maryland
- BA, History, Dana College

Ling Lau, MATI, Visiting Professor
-JD, Monterey College of Law
-Teaching Certificate, Monterey Institute of International Studies
-MA Conference Interpretation, Monterey Institute ofInternational Studies
-MBA International Management, Monterey Institute ofInternational Studies
-BA International Relations, Monterey Institute ofInternational Studies

Jeffrey Lewis
- Ph.D, Policy Studies (International Security and Economic Policy), University of Maryland
- BA, Philosophy and Political Science, Augustana College

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- Ph.D, MA, International Relations and International Political Economy, University of Southern California.
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-PhD Political Science, University of Pennsylvania
-MA Political Science, University of Pennsylvania
-BA International Studies, University of Alabama

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- MA, International Relations, University of San Diego
- BA, History and Political Science, University of San Diego

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- Ph.D, Political Science, University of Michigan
- MA, Political Science, University of Michigan
- BA, Political Science, Southern Illinois University

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- Sophia University (J:::-91§'*'¥)
- B.A. International Relations, Seton Hall University

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- Ed.D. Educational Leadership, California State University, Sacramento
- M.A. International Education, SIT Graduate Institute
- B.A. Communication and Asian Studies, University of Puget Sound

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- PhD, Economics, University of Virginia
- MA, Economics, University of Virginia
- BA, Economics, Boston University

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- PhD, International Economics and Middle East Studies, Johns Hopkins University Paul H. Nitze School of Advanced International Studies (SAIS)
- MA, International Studies, MHS, International Health,
- BA, Social Science, Johns Hopkins University
- CAMS (Certified Anti-Money Laundering Specialist)
- CFCS (Certified Financial Crime Specialist)

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- M.S. UC-Berkeley
- M.S. UC-Santa Cruz
- B.A. UC-Santa Cruz

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- MSE, in Educational Theory and Practice, Arkansas State University
- BA, in French, German, and Dance, Macalester College

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- M.A. Economics, Department of Economics and Political Economy, New School for Social Research

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- M.Sc., Management, Graduate School of Management of Marseilles, France

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- PhD in Applied Linguistics, UCLA,
- M.A. in Applied Linguistics/Teaching English as a Second Language,
- B.A. in Anthropology (emphasis: linguistic anthropology), Minorin French, UCLA
- Certificate in Teaching English as a Second Language, UCLA
- YIVO/NYU Uriel Weinreich Program in Yiddish Language, Literature, and Culture, June-July 2010
- UCLA Summer Sessions in France, June-July 1999

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- MA, Creteil University in Paris, France.
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- BA, Comparative Area Studies, Duke University

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- MA Comparative Literature & ESL, San Francisco State U.
- BA French Language and Literature, Colorado College

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- Candidate of Philology (equivalent to PhD) in Translation/Interpretation and Comparative Linguistics, Moscow State Linguistic University, Moscow, Russia
- Specialist (equivalent to MA) in Translation/Interpretation and Intercultural Communication, Moscow State Linguistic University, Moscow, Russia

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- MA, Beijing Institute of Foreign Languages (Now Beijing Foreign Studies University), the United Nations Program for Translators and Interpreters
- BA, Hangzhou University (Now part of Zhejiang University)

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- BA, Translation and Interpretation (English and Chinese), Fudan University, China

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- TESOL Certificate, University of Florida
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- MA Sociolinguistics May 2006 University of Hawaii at Manoa, Honolulu, HI, USA
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-MA, Chinese Translation, Middlebury Institute of International Studies
-MA, Comparative Literature, New York University
-BA, Philosophy, Hampshire College

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- BA. Instituto Nacional Superior del Profesorado: University of Entre Rios, Argentina
- DEA (Diploma Estudios Avanzados) University of Nebrija, Spain

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- B.A. Rhetoric, University of California, Berkeley

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APPENDIX B - COURSE DESCRIPTIONS

This catalog contains course descriptions as of the date of publication and should be used only as an informational guide. The Institute reserves the right to alter or amend at any time, without notice, the offerings and/or descriptions contained in the catalog.

Course Descriptions, Fall 2024

GIPD   8500   Policy & Data Analytics   3 credits

This course is a guided introduction to conceptualizing problems and making sense of quantitative information in the policy sphere. The course begins by introducing the theory and practice of policy analysis. The stages of the public policy process and methods for structuring policy inquiry are introduced to provide a means for deconstructing policy problems and asking relevant and practical questions in a policy context.

Next the class is introduced to how such questions are addressed using quantitative tools. Topics to be covered include sampling, estimation, hypothesis testing, analysis of variance, and regression techniques. This will basically be a primer on applying inferential statistics to policy problems. The course will also include introductory training in the use of innovative statistical software, as well as Excel statistical functions.

GIPD   8529   Development Theory & Practice   3 credits

This course introduces students to the field of International Development as well as the key ideas, major debates and politics that infonn its theoretical and practical boundaries. The first section of the course covers the theoretical debates around the intricate connections between economic, social and political development. The remaining sections discuss specific issue areas, such as globalization, human rights, human security, gender equity, and ideas of sustainable development. The purpose of this course is to provide students with a general and critical understanding of the field ofInternational Development and an opportunity to begin to narrow down their own interests. It is organized by in-class discussions and the screening of documentary films with a strong focus on alternative approaches and social justice. As it is a course geared towards future practitioners and policy experts in development, the key assignments are focused on acquiring strong analytical tools accompanied by persuasion and influencing skills.

GIPD   8565   Intro to Network Analysis   3 credits

This course introduces students to the skills and concepts at the core of a dynamic and rapidly developing interdisciplinary field. Network analytic tools focus on the relationships between nodes (e.g., individuals, groups, organizations, countries, etc.). We analyze these relationships to uncover or predict a variety of important factors (e.g., the potential or importance of various actors, organizational vulnerabilities, potential subgroups, the need for redundancy, social and economic ties, growth within a network, ...). Although the security field has received the greatest amount of recent attention (covert or terrorist networks), these tools can offer valuable insight into a variety of disciplines. The combination of- often stunning - visual analytic techniques with more quantitative measures accounts for much of the increasing worldwide popularity of this field.

Course Objectives
At the end of the semester, students will be able to:
Explain and apply a number of the concepts that underpin network analysis

Apply concepts such as centrality, brokerage, equivalence and diffusion to network data
Critically evaluate structures and substructures within a network
Perform a variety of approaches to clustering and cohesion to networks
Analyze networks using a variety of software packages

GIPD   8569   Economics of Inequality   3 credits

Is global inequality increasing or decreasing? Experts differ on the right answer to that straightforward question. In this course, students will explore various concepts of economic inequality, including a consideration of measurement and data issues. The course will review key theories of the relationship between economic inequality and economic development, including the causes and consequences of inequality levels. Student's work will include group projects, written and oral communication, and reading of a variety of technical and non-technical texts. The course, which satisfies either of the Development Paradigms or the Economics requirement, will be offered in-person and will be accessible to remote learners.

GIPD   8607   SEM: Qualitative Data Analysis   3 credits

This hands-on course focuses on analysis of qualitative data. "Qualitative data", refers to interview, focus group, written reports and visual records; hundreds of pages of them. Qualitative data sets will be provided, as there is no time in this short course to engage in primary data collection. Our entire focus will be on a) deciding how to interrogate the data (what is it you wish to know, demonstrate, reveal, test?), b) developing code books and coding, c) inter-coder reliability, and d) a wide variety of analytical approaches you can use, once you have qualitative data reduced and organized.

This course emphasizes the importance of learning-through-doing, making mistakes, and collaborative analysis (qualitative inquiry is almost always improved through collaboration). Your final product will be a written analysis that summarizes your findings.

GIPD   8614/ ITDG 8614   SEM: ludo-Pacific: Security & Development 3 credits

Indo-Pacific is a dynamic region of great importance by virtue of its population size, economic dynamism, and political and security challenges. The region is characterized by diversity in historical, civilizational, and ethno-cultural backgrounds, political systems, levels of economic development, and foreign relations, as well as global impact, making regional relations very complex and their management very difficult. This course will examine a broad range of foreign policy, trade, and (human) security issues that present both opportunities and challenges to the regional countries and the United States. The United States and China stand at the center of the security and development dynamic in Indo-Pacific. What policy moves they adopt in the region will have a profound regional and global influence. This course aims to help students gain an understanding of the state of security issues and development challenges in Indo-Pacific today. Following a brief discussion of Cold War security structures, history and memory, we will then focus on three current policy areas: security challenges in Indo-Pacific, economic development and regional integration and non-traditional security issues such as energy security, migration and environment. This course will engage a diverse array of approaches including a simulation of South China Sea dispute settlement, encouraging students to explore different levels of analysis and paradigmatic approaches to understanding this critical region in the global political economy.

GIPD   8628   Intl Migration, Security & Human Rights   3 credits

In the context of a more integrated yet unequal global economic system, of growing international and national security concerns, humanitarian crises and skill shortages, migration and immigration have

become central to economic, political and social debates. This seminar is meant to engage in these debates by studying the intricate links between the ever increasing flows of peoples across borders; the national and international security dilemmas facing states and regions; and the urgent need to fully implement and redefine the international and domestic laws pertaining to Human Rights.

GIPD   8644/ GMPA 8644   SEM: Program Evaluation for SCOs   3 credits

This seminar introduces participants to a variety of monitoring, evaluation, adapting, and learning (MEAL) approaches that are used by public sector and nongovernmental professionals in organizations engaged in social change and human development work. We will engage with the meaning, perspectives, and methods of evaluation, as well as power dynamics that influence the profession. This includes choosing designs appropriate to the stages of a program cycle, identifying and meaningfully engaging different stakeholders through participatory approaches, collecting data that is most useful to stakeholders, monitoring implementation, understanding causality, appreciating the limits of what can be measured through evaluation techniques, upholding ethics in evaluation, and using information generated through evaluations to improve programs and policies and to promote organizational learning.

Seminar participants will review and critique evaluations of social and human development projects sponsored by foundations, civil society organizations, governments, and multilateral agencies. The course concludes with participants presenting an original monitoring, evaluation, adapting, and learning plan where they apply critical seminar concepts to a project of their choice developed iteratively over the semester.

GIPD   8697/ GMPA 8697/ ITDG 8697   Practicum   6 credits

While undertaking an approved professional practicum in their field, students will be responsible for completion of an applied project demonstrating your application of degree program learning goals and the project's com1ection to your professional community of practice. Practicum is a learning opportunity that enables you to demonstrate, integrate, apply, deepen, and reflect on the core competencies of your degree(s). This course is the culmination of your degree and provides you with the opportunity to apply knowledge and skills developed in public policy and administration. Students will propose, design, and implement an applied project for a host organization, client, or research community that covers program-specific thematic and technical competencies. (e.g. learning goals for MPA, IPD and ITED) and apply higher-level reasoning, critical thinking and intercultural competence/JEDI knowledge to analyze findings and develop recommendations. Students in the course will present their project to a professional audience and to the MIIS community. The course involves collaboration with peers, faculty, and industry professionals and critical reflection on interpersonal development, the practicum experience, and the student's professional goals. Students will complete one of the following projects: (1) An applied project benefiting the intern's host organization; (2) a consultancy project for a partner organization; or (3) independent qualitative and/or quantitative research project.

GIPD   8698   Directed Study   varying credits

Student must obtain a faculty advisor, complete a Directed Study proposal form, obtain signatures, and submit to the Associate Dean of Academic Operations for approval.

GMPA   8508   Power, Social Change & Orgs   3 credits

Complex social problems are beyond the capacity of any single organization - or sector -- to solve. Their sheer intractability suggests that we need new ways of both understanding the problems themselves and imagining solutions that span across the public, private, and non-profit sectors. This course will look at

one such intractable problem- the fact that a very large percentage of workers in the United States do not come close to earning a living wage - and unpack the multiple reasons for this and the harms to society that this situation creates. The course will then challenge students to identify pathways forward towards achieving a society in which all workers receive a living wage. Learners will master tools and approaches for power, institutional, and hegemonic analysis; acquire knowledge about the actions needed to bring together odd bedfellows (organizations/sectors that do not normally work together); gain understanding of what a true living wage is in the US and how to calculate it; and will build a sophisticated understanding regarding how structural social change actually happens... vs. how we may wish it happens.

GMPA   8519   Org Development & Leadership   3 credits

This course offers you a meaningful learning opportunity to understand what it takes for organizations - a group of people with a shared goal - to work together and get things done. This presupposes a good understanding of human motivation and drivers of behavior and how to problem solve and make decisions in complex situations. These also happen to be the highest ranked among the 21st century skills. To learn about how organizations operate and how to lead them effectively, we will use readings, exercises, and case studies among other learning methods. In addition, you will engage in analysis, diagnosis, and problem-solving exercises focusing on one organization of your choice.

GMPA   8530   Budget & Finance: Public & Nonprofit Orgs   3 credits

This course provides an introduction to budgeting and financial and financial analysis in governmental and nongovernmental organizations. Topics to be covered include budget systems; improved management of resources; budgetary decision making including the activities of allocating, using, and accounting for resources, and activities associated with securing resources. The course will help to maximize organizations' potential for mission impact and results, specifically focusing on measuring organizational performance and financial stewardship in terms of impact, performance budgets, and accountability. Students will also learn economics concepts that support budgetary and financial decision making, and practical financial management tools to improve stewardship among nonprofit and government managers and leaders.

GMPA   8607   SEM: Qualitative Data Analysis   3 credits

This hands-on course focuses on analysis of qualitative data. "Qualitative data", refers to interview, focus group, written reports and visual records; hundreds of pages of them. Qualitative data sets will be provided, as there is no time in this short course to engage in primary data collection. Our entire focus will be on a) deciding how to interrogate the data (what is it you wish to know, demonstrate, reveal, test?), b) developing code books and coding, c) inter-coder reliability, and d) a wide variety of analytical approaches you can use, once you have qualitative data reduced and organized.

This course emphasizes the importance ofleaming-through-doing, making mistakes, and collaborative analysis (qualitative inquiry is almost always improved through collaboration). Your final product will be a written analysis that summarizes your findings.

GMPA   8620   SEM: Social Innovations   3 credits

Public sector has been lagging behind others in innovating its services and the ways it operates, makes, and implements policies. Meanwhile social challenges it is expected to tackle are increasing in scale and complexity. To remain relevant and effective, leading public organizations from around the world have been applying innovative methods with promising outcomes. This course helps students learn and

synthesize cutting edge social innovations and methods, and apply them to real life local projects. The innovation skills and knowledge from this course can be applied to other sectors and interventions.

ENPG   8503   Research Strategies for Environmental Policy   2 credits

This course introduces students to the design and implementation of research, with an emphasis on applied research into contemporary social and ecological issues that are part of policy development and implementation. The course will be interdisciplinary in scope and will include the use of historical, ethnographic, biophysical, political and contextual data and information. The course will cover various social science methods, including political science, policy analysis, and sociology, and associated analytical approaches that can be used to develop and design research proposals, including case study and comparative case studies, survey design, content analysis, documentary analysis, and ethnographic approaches.

ENPG   8506   Public Policy & the Environment   2 credits

This course introduces students to public policy theory and practice with an emphasis on international environmental topics. Using a variety of exercises, case studies, lectures, and assignments, students will learn answers to the following questions: What is public policy? Who makes it? What forms does it take? What issues does it address? How is it made? How do policies differ across contexts? What is "policy analysis" and how do I do it? As a half-semester, two-unit course, the goal is not to transform students into a political scientist but rather to deliver the foundational knowledge and skills needed to understand and work effectively within the policy arena.

ENPG   8531   GIS   4 credits

This course introduces the theory and application of spatial data acquisition, analysis, and display using a project based approach. Students will practice how to conceive, gather, manage, analyze, and visualize geographic datasets using the global positioning system (GPS) and geographic information systems (GIS), and use GIS for spatial analysis and decision making. The course will be conducted using lecture and lab methods; active student participation is required.

ENPG   8538   Climate Finance   2 credits

Trillions of dollars are needed to spur the global decarbonization transition and to help the world's vulnerable communities adapt to the impacts of climate change. Where will the money come from? How can it be mobilized and allocated with accountability?

This course explores the promise and the challenge of emerging public and private sources of climate finance. Part I explores the history and political economy of global public finance, including the new Loss and Damage Fund, in UN climate negotiations, especially in the lead-up to COP 29 in Baku in November. Part II examines climate finance in the private sector, including the role of banks and equity investors as they respond to--and resist--regulatory, shareholder, and public demands to phase out fossil fuels and reduce both their internal and external climate risks. Part III examines innovative ways to structure public-private partnerships to mobilize climate finance for both mitigation and adaptation.

ENPG   8542   Environment & Natural Resource Economics   4 credits

The purpose of this course is to develop competency in economic theory as it relates to environmental issues, and the analytical skills necessary to evaluate, as well as craft, effective, efficient, and just environmental policies. We will highlight policies that influence (both directly and indirectly) the

environment and natural resource use, and analyze their implications. The emphasis will be on identifying and assessing the appropriate economic tools for addressing current environmental issues. Students will learn how to "think like an economist," which may not make for great party conversation, but is essential for conversing intelligently about the world's major environmental problems and developing solutions.

ENPG 8611   Sustainable Coastal Management   4 credits

Coasts are vital ecological, economic and social systems. Nearly forty percent of the world's population lives within 100 km of a coast. In California, the coastal and ocean economy exceeds $40 billion/year. But population and urban growth, and economic and industrial development have taken a heavy ecological toll on coasts. In many places, coastal systems are highly degraded. Public beaches are crowded, inaccessible or even closed due to poor water quality. Fisheries are in decline and plastic pollution is overwhelming the marine environment. Climate change, including sea level rise, ocean acidification and rising temperatures fundamentally threatens both coastal communities and ecology.

This course provides an interdisciplinary foundation in the resource management challenges and governance frameworks for sustainable coastal management, including consideration of the political, legal, social, economic and natural science dimensions of the coast. The course begins with a focus on the past fifty years of modem coastal management in California, including an examination of public access, habitat protection, growth management and protection of the nearshore environment. Often described as an international leader in coastal management, California presents an opportunity to explore the successes and on-going efforts to find the right balance between human development and the protection of natural systems, as well as the challenges of effective, transparent intergovernmental governance in a highly political setting.

The second third of the course focuses on climate change, vulnerability and coastal resilience. Students will learn about sea level rise science and methods for analyzing the vulnerability of coastal resources. Specific attention will be focused on the process of adaptation planning and the variety of strategies, such as managed retreat, being pursued to adapt to projected sea level rise. This focus presents an opportunity to explore in even greater detail the difficulties of simultaneously protecting natural shorelines, maintaining vibrant human-built environments, and assuring environmental justice along the coast.

Finally, the course considers the global and international context of coastal management as seen through international governance institutions and different country systems of coastal management. This includes an examination of "integrated coastal zone management," coastal resilience challenges outside of the U.S.

The course will include online class sessions, readings and other media presentations and targeted field assessments in the Monterey area as feasible. Students will be expected to actively participate **in** research, writing and discussion, and prepare and give a final class presentation.

ENPG 8635   Intl Marine Science & **Policy   4 credits**

This course is structured around complex sustainability challenges related to human use and interaction with the ocean. These challenges include sea level rise and ocean acidification, marine pollution, fishing, and resource extraction. In addition to recognizing the scope of the challenges at local to international levels, we will cover core concepts in marine science to understand the underlying mechanisms needed to design pathways to solutions. We will explore the role of emerging technologies and big data play in understanding and monitoring conditions. Solutions to these challenges lie at the intersection of marine science and policy. To this end, we will examine existing and historical policy frameworks surrounding these challenges. In the context of the United Nations Decade of Ocean Science, this course offers an opportunity to discuss emerging topics and approaches to achieving sustainable marine ecosystems. The

course is broken into four main topic areas within approximately 4-week blocks, with a week at the end of the semester for synthesis of the material.

ENPG 8636   Decarbonization Pathways   2 credits

This course examines clean energy policies that are driving decarbonization in the commercial real estate sector. In the U.S. fossil-fuel combustion is attributed to residential and commercial buildings which accounts for roughly 29% of total U.S. greenhouse gas emissions. Learn how to evaluate and compare policy options to accelerate building decarbonization pathways. The pathway to decarbonization depends on various economic and business levers available to electrify the built environment. The course draws from real-world U.S. case studies and examines the design of decarbonization pathways from strategy, business, information, and technology options. At the end of this course students will be able to integrate and manage decarbonization approaches from a strategic and business-driven viewpoint. This course provides exposure to the foundational concepts and practices of effective sustainability management. It explores the general and specific uses to enable, support, influence organizational planning and decision-making. There are applied knowledge exercises, projects and case studies used to illustrate the role and effect of decarbonization approaches. Open to all MUS students, the course is required for students in the Sustainability Management specialization in the EPM Program. The course explores decarbonization in four parts: 1. Understand and communicate main concepts of building decarbonization and beneficial electrification 2. Understand the impact of policy in achieving electrification goals 3. Learn about leaders in the U.S. that are moving toward electrification 4. Gain the ability to evaluate the effectiveness of various electrification policies

ENPG 8664   Conservation Project Design & Evaluation   4 credits

Overwhelming scientific data indicates that fisheries, forests, freshwater and other natural resources continue to decline and most biodiversity conservation projects fail to accomplish their goals. This course addresses both problems. It delivers state of the art techniques for designing conservation projects that have the strongest possible chance of success and evaluating the extent of that success. Examples include: knowing the conservation project cycle, assessing site conditions, developing management plans, and creating monitoring and evaluation plans. This "learn by doing" course emphasizes hands-on practice, especially through a conservation project management software program called Miradi. Although the course emphasizes site specific, in situ biodiversity conservation (i.e. protected natural areas), the skills and knowledge can apply to a wide range of environmental projects and programs.

ENPG 8666   Intl Marine Policy Speaker Series   1 credit

The primary purpose of this speaker series is to introduce incoming EPM students who are pursuing the "Ocean and Coastal Resource Management" concentration to a wide range of cutting-edge interdisciplinary topics. (In order to be eligible for the CBE Summer Fellows Program students must enroll in this course-auditing is acceptable-in addition to committing to the 16 units of advanced coursework in their second year.)

The series will include topics from the local to international levels, with a focus on the policy and economic implications. Students are encouraged to use these talks as networking opportunities, catalysts for future research, and most importantly, to help focus their career goals.

The series is open to all EPM and 1PM students interested in ocean and coastal issues, as well as members of the MARINE network and the larger Monterey community.

EPNG 8671   Intl Renewable Energy Policy & Science   2 credits

Climate scientists have found that we need to achieve 80% absolute reductions in greenhouse gas emissions globally to stabilize the climate. An essential element of that transition is moving rapidly away from the use of coal, oil and natural gas to generate electricity. Questions we will explore in this course include:

• Are renewables plentiful, affordable, and technologically advanced enough to take the place of fossil fuels in global electricity production?
• What parts of the world have made the most progress in that transition already, which parts still have the furthest to go, and why?
• Which government policies and market strategies will be needed to accelerate the transition, and what will they cost?
• Will solar and wind technology get us there, or are other technologies showing more promise?
• Is it better to do renewables on a massive, centralized basis through utilities, or to implement them in a decentralized way on individual homes and buildings?
• How important is energy storage to making the renewable electricity transition happen?

ENPG   8675   Professional Service Semester   6 credits

During their PSS internships students complete applied academic deliverables for which they earn six academic credits. The academic credit is not awarded for the internship itself, but for the work that applies students' academic training to contribute to their host organizations' mission in area of student's career interest. The letter grades will be assigned based on the assessment of the following four deliverables:

PSS Field Project: By the end of their internship, students must have completed an ambitious project or other relatively autonomous contribution that presents value for the host organization and builds on students' strengths and advances his/her skills and knowledge. The field project can take the form of a policy or consultancy report, evaluation, analysis, a website, or other substantive contribution to their host organization that integrates high quality research, analysis, and other skills and subject-matter knowledge. Faculty with relevant expertise and assigned peers will provide every student with regular feedback on the major steps of the field project. A student's regular internship responsibilities ideally should overlap with but are not limited to the core field assignment. The organizations receiving interns are encouraged to help students identify such assignments prior to their arrival or at the very latest within one month after the start of student's internship. The organization should provide assistance and guidance in completing this assignment. Presentation: In the final part of the internship students will present their field project to their colleagues at their host organizations. Students will complete a separate presentation to their MIIS faculty and classmates.

Peer feedback: Interns will collaborate with their assigned peers by providing mutual peer feedback on their core field assignments to improve the quality of their work and learn from each other.

Final reflection: Interns will submit a final reflection to PSS faculty and staff near the end of their internship- summarizing their most important insights and lessons they obtained from the internship experience for their professional and academic development.

ITDG   8515   Intro to Trade Policy & Institutions   3 credits

This course provides a multidimensional introduction to international trade policy. The course is structured to provide students with a thorough understanding of the political economy of trade and the ever-evolving nature of policy issues that are confronted by those engaged in international trade. Its purpose is to provide students with an understanding of international trade economics, rules, politics and institutions, and the major policy issues facing the global trading system. The course begins with an

exploration of the theories of international political economy, the rationales for free trade & protection, the distributional impact of trade, and the challenges presented by deeper international economic integration. The course then considers the World Trade Organization (WTO). It explores negotiation mechanisms and principles, and the rules relating to market access, dispute settlement, fair trade, safeguards and trade-related intellectual property (TRIPs). The final section considers major issues facing the global trading system. These include regional trading arrangements, foreign investment, labor standards, trade and environment and the implication of the current global financial crisis on international trade.

ITDG 8535/ ICCO 9535   Economic Statecraft: Culture & Conflict Resolution   2 or 4 credits

The growing dominance of economic relations among nations requires a keen understanding of economic statecraft. Statecraft is the resolution of conflicts between governments and private parties. An essential skill for economic statecraft is to understand conflict.

To facilitate our exploration of conflict, the course draws from the field of conflict analysis and resolution, a field which seeks to intervene constructively in conflicts. However, constructive intervention demands that we think critically about conflict in order to discern its underlying causes and to understand its dynamics. From such an understanding, you may develop meaningful objectives to address, resolve, or perhaps even transform the conflict into something constructive. Moreover, objectives grounded in a thorough understanding of the conflict should drive the intervention strategy. If the linkage between analytic findings, objectives, and strategy is present, then the likelihood of a constructive outcome increases substantially. The course is designed to help you to think more critically about conflict, providing you with some tools to structure your analysis, shape your intervention objectives, and develop your strategy to achieve those objectives.

This course is inherently multi and interdisciplinary, drawing on conceptual frameworks derived from psychology, sociology, anthropology, international relations, political science, economics, and other social sciences, but also informed by all fields of human inquiry. Students will critically apply theories to seek a better understanding of conflicts, to intervene constructively, and to advance theory and practice related to statecraft.

This course explores a wide range of conflict-related theories. We begin by considering conflict narratives and discourses and our ability to think critically about conflict. Then, we will examine the major, often overlapping theories at work in the field, loosely categorized as theories of social structure, theories of human nature, and theories of culture and meaning-making.

Theories of human nature and identity - viewing each individual as a unit of analysis; accounting for "what is inside of you" with an emphasis on what lies beneath the conscious level

Theories of social structure - viewing a social institution, typically comprising sustained, hierarchical, and multi-layered relationships, as a unit of analysis; accounting for "what you are inside of'

Theories of culture - viewing an epistemological system of meaning-making as a unit of analysis; accounting for "what is inside us" with an emphasis on shared interpretive lenses with which to understand intercultural social phenomenon.

ITDG 8540   Intl Trade Law/ Dispute Resolution   3 credits

This course will provide students with an introduction to the primary international rules, regimes and organizations governing international trade and international investment. By understanding the principles of international trade law and how it is applied through a treaty regime developed to monitor and enforce international trade law, students will gain an appreciation of the crucial role that international trade law and its enforcement play in shaping and determining the flow of international trade and investment. Students will gain an understanding of the specific rules and regulations that govern international trade and how those rules and regulations are applied and enforced. Students will gain practical experience **in** applying these rules and regulations to real world international trade disputes in order to gain an appreciation of the process involved **in** resolving these disputes. As a result, students should be able to determine whether or not a particular state's action(s) is (are) a violation of an international trade regulation and more importantly, how a trade dispute arising from an alleged violation(s) is resolved.

ITDG 8602   SEM: 21ˢᵗ Century Trade Issues   3 credits

The global marketplace has become more integrated, more vibrant, and more complex. As a result, it becomes more difficult to analyze, to negotiate, and to navigate. The complications and difficulties are increasingly housed and addressed within the ambit of trade policy. This course explores the changing structure of international commerce underlying and driving the trade relations evolving across the world and focuses on the most pressing trade issues that are looming for the next 5 years.

NPTG 8501   Intl Security Research & Analysis   2 credits

An introductory survey of research methods, with special attention to how research can be utilized to inform policies related to international security. The course gives particular emphasis to the processes of identifying research topics and designing research projects. It will also address the basic elements of doing policy analysis. Students who complete the course will be able to read with comprehension and critically assess research produced across a wide range of qualitative and quantitative research methods. The course will also address how to write up and present research proposals and finished research products, and will consider the ethics of doing research. The course will be conducted primarily in lecture format, but some class time will also be devoted to exercises that involve active student participation.

NPTG 8502   Intro to Intelligence   4 credits

This course examines the role of intelligence in the conduct of US national security. The course will cover the basics of intelligence, to include the intelligence cycle, intelligence requirements, types of collection and analysis, and the roles and capabilities of organizations that make up the US intelligence community. The course will look at the role of intelligence over history and include case studies.

Learner Outcomes:
1. Identify the members of the US Intelligence Community and describe their general responsibilities.
2. Understand and explain the different stages of the intelligence cycle.
3. Describe the various types (INTs) of Intelligence and corresponding US agencies in responding to national requirements.
4. Using a case study approach, understand the interaction between policy makers and the intelligence community.
5. Apply course content to write a paper on a member of the intelligence community or a intelligence collection capability and its impact to US policy.

NPTG 8504   Global Politics   4 credits

Understanding the complex dynamics of global politics requires examination of a number of issues and characteristics of the international system. The key objective of this class is to provide students with the ability to approach different perspectives to any global political issue. These elements of the study of global politics include theoretical frameworks and historical trajectories, without which no global issue can be understood adequately. Other topics of discussion will include global governance, transnational global problems, and the international financial system.

The course reflects the evolving nature of international relations, a continuous process since recorded history, which included the rise of the Westphalian nation-state system. The continuous transformation now includes the rise of non-state actors as influential participants and protagonists (not necessarily always benign) in the global system; entities that include terrorist and insurgent groups, non-governmental organizations, multi-national corporations, for example.

NPTG   8516   NPT Simulation **4 credits**

This course is devoted to a simulation of the second NPT Preparatory Committee (PrepCom) meeting, which will be held in Geneva from July 22-August 2, 2024. The focus of the next PrepCom is hard to anticipate, especially in light of the unprecedented failure of the 2023 PrepCom to adopt the Chair's Factual Summary of the meeting, which concluded on August 11. 2023. Although much remains uncertain, the next PrepCom will need to address an array of issues related to nuclear disarmament, nonproliferation, and peaceful uses of nuclear energy, as well regional security. Among major subjects likely to be debated are: the pace of and potential for meaningful nuclear disarmament, arms control, and nuclear risk reduction; further strengthening of the NPT review process, the erosion of nuclear norms accentuated by imprudent rhetoric about nuclear weapons use and attacks on and foreign occupation of civilian nuclear facilities; the integrity of nuclear security assurances; the deployment of nuclear weapons outside of national territories, sharing of naval propulsion technology, viability of nuclear-weapon-free zones; DPRK nuclear brinkmanship; the status of the JCPOA; the future of the CTBT; the potential for nuclear terrorism; and the prospects for peaceful nuclear use. The base point for the simulation is the "real world" at the time of the course.

NPTG   8518   Open Sources Tools for NPTS **4 credits**

This course is an introduction to open source analysis used in the context of nonproliferation and terrorism studies. The instructors will give policy lectures as well as hands-on training in the lab. The course is designed as an overview of geospatial and data analysis techniques which are only just recently being applied to the nonproliferation and terrorism research fields. Students will study policy and intelligence analysis using deep web searching, ground and satellite imagery analysis, basic GIS, 3D modeling, crowd-sourcing, text mining, and network analysis.

NPTG   8519   WKS: Field Research Interviewing **1 credit**

"But what if they're lying?" By the end of the course, students will know exactly how to respond to the most common question ethnographers face. This workshop will introduce students to a key qualitative data methodology: conducting ethnographic and semi-structured field interviews. It will provide an overview of qualitative research techniques, specifically focusing on the development of effective interviewing skills to uncover the depth of human stories and perspectives. A significant portion of the course will center on researching in complex environments and will include a discussion on research ethics. Through practical exercises, participants will gain firsthand experience in designing an interview plan, formulating impactful questions, finding and establishing a connection with subjects, and employing analytical strategies to interpret complex data.

NPTG   8531   WKSH: Writing & Briefing Memos   **2 credits**

The goal of this workshop is to hone students' professionally-relevant, policy-oriented communication abilities, including memo writing and briefing. The course will include a combination of lectures, seminar-style discussion, small working group engagement, and individual student work.

NPTG   8532   Research on the Dark Web   **2 credits**

Unlike the surface level web, the dark web is a network of sites hidden behind powerful encryption technology. Encryption allows individuals to access sites on the dark web without being easily observed by law enforcement or others. Given these high levels of secrecy, the dark web has become a hub for illegal activity, including dark web marketplaces (where individuals buy and sell illegal goods) and hacker forums (where individuals advertise and hire expert hackers). In recent years, researchers have collected dark web data to explore a range of phenomena, including the dynamics of dark web marketplaces and the characteristics of victims of double extortion ransomware attacks. In this workshop, students will learn safety protocols and ethical standards for accessing sites on the dark web. Students will learn about the range of potential data sources available via sites on the dark web and engage in hands-on exploration of these sources. Students will also become familiar with how dark web data has been used in current research , as well as how it might be applied in future research. By the end of the workshop, students will have developed an understanding of how to safely access sites on the dark web and the wide range of potential research applications for dark web data.

NPTG 8538   Geographic Risk Modeling   **1 credit**

NPTG 8543   Blockchain Analytics   **2 credits**

This course provides hands-on instruction onchain cryptocurrency tracing. Participants will develop and hone digital investigation techniques as they learn a risk-based approach to tracing the source of and de-anonymizing cryptocurrency transactions with free and open source cryptocurrency forensic tools. Students will receive the same training used by law enforcement, regulators, and exchanges around the world to gain the skills required to become expert cryptocurrency financial investigators.

Students will develop and hone digital investigation techniques as they learn a risk-based approach to tracing the source of blockchain funds and de-anonymizing cryptocurrency transactions with cryptocurrency forensic tools. From Cryptocurrency 101 to writing reports to aid law enforcement with writing subpoenas, after the completion of the course students will be able to:

-Trace the source ofblockchain funds and de-anonymize cryptocurrency transactions with cryptocurrency (or blockchain) forensic tools
-Quickly risk-rate tokens, transactions, and digital asset businesses
-Use advanced open-source techniques (like darknet research) to help complete enhanced due diligence reports
-Produce reports that can be given to law enforcement for asset recovery

NPTG   8544   Financial Crime Prevention Practicum   **4 credits**

More than $10 billion is lost by American residents to fraudulent scams every year, and that only includes what victims report to the FBI. Significantly more goes unreported. Sadly, most of it is never recovered. With the advent of AI, these types of financial crimes will likely increase, with potential losses rapidly multiplying. How can we prevent these types of crimes in the first place? Through educational outreach. In ten classroom sessions in the first month of the semester, students will learn more about different scam

typologies and learn how to convey that information in training sessions delivered to schools and other non-profits, and possibly even law enforcement. The training can be delivered in Monterey County or to your local community, ideally with a partner. Students will also be required to complete IRB training.

NPTG   8553   Nuclear Power & Nonproliferation   1 credit

This course will cover the basic concepts involved in the design and operation of nuclear reactors. Students will build an understanding of how nuclear reactors work and how they relate to nuclear weapons. The course will cover how various designs are more or less proliferation resistant and how reactors use and produce nuclear material. This course is strongly recommended for students considering taking the J-Term practicum held at the Czech Technical University's VR-1 "Sparrow" research reactor.

NPTG   8558   Israel and the Bomb   2 credits

This course is a comprehensive introduction to the study of Israel's nuclear history and policy within the broader context of understanding the nuclear dimension of Middle East politics. The course focuses on the uniqueness and the exceptionality that constitutes Israel's nuclear history and policy. By that uniqueness we mean the original policy which Israel devised to acquire and possess nuclear weapons that ultimately made Israel an exceptional case both vis-a-vis the United States non-proliferation policies and vis-a-vis the non-proliferation regime. That policy is known as Israel's policy of "nuclear opacity" or "nuclear ambiguity," under which Israel has never officially acknowledged to acquire or possess nuclear weapons, even though since the 1970s Israel is universally presumed as a nuclear weapons state. The course ends with reflections about the challenge that Israel's nuclear uniqueness poses both to the United States nonproliferation policy and the non-proliferation regime as a whole.

NPTG   8559   Science & Technology for NPTS   4 credits

This course provides students with a solid foundation in scientific and technical fundamentals critical to nonproliferation and terrorism policy analysis. Such policy analyses often require strong foundational knowledge of basic scientific and technical concepts in order to understand, create, and inform policy decisions. The course begins with an introduction to science and the scientific method and then evolves into the three main areas: biological weapons, chemical weapons, nuclear weapons and relevant technologies. Topics covered in the biological component include fundamental concepts related to microorganisms, DNA, RNA, proteins, and processes of infection and disease. Topics covered in the chemistry component include fundamental concepts related to atomic structure and the periodic table, chemical structural representations, functional groups, reactivity, toxicity, as well as modern separation, purification and analytic techniques commonly used for chemical species. Applications of the fundamental concepts in the first two topics are further developed in relation to features of chemical and biological weapons and warfare, including agents, delivery methods and effects. Topics covered in the nuclear component part of the course includes radioactivity, uranium, nuclear weapons, radiation detection instrumentation and applications, environmental plumes, and various instrumentation and analysis techniques. Upon completion of this course students will have a deeper appreciation for the debate on various verification solutions that have been proposed for compliance under the Biological and Toxin Weapons Convention (BWC), Chemical Weapons Convention (CWC) and nuclear treaties.

NPTG   8571   Fundamentals of Cybersecurity   4 credits

This course is designed to provide the student with a basic knowledge of the issues relating to cyber security, from both a technical and historic perspective. The basic concepts of cyber security that will allow the student to understand the current concerns, vocabulary, and basic principles involved in cyber security will be considered, along with the technologies used to prevent and detect cyber-attacks. The

history of cyber-attacks, basic concepts and considerations of cyber warfare, hacking, and basic concepts such as authentication and encryption will be covered along with the major efforts and initiatives that have been developed by the international community to deal with them. A particular focus of the course will be on cyber security as it relates to the field of nuclear security.

NPTG   8574   Intro to WMD Nonproliferation   **4 credits**

This course provides a comprehensive introduction to the issues surrounding the proliferation of nuclear, biological, chemical, and radiological (NBCR) weapons and their means of delivery, the consequences of proliferation, and means to stem it or ameliorate its dangers, including:

• Nuclear, biological, chemical, and radiological weapons technologies
• Means of delivery, including ballistic and cruise missile technology
• Alternative perspectives on the dangers of proliferation and the utility of the term "weapons of mass destruction" (WMD)
• Factors affecting why states do or don't pursue and obtain nuclear, biological, chemical, and radiological weapons and their means of delivery
• Potential and actual non-state actor pursuit, acquisition, and use ofNBCR weapons
• Profiles of key countries and their NBCR programs and policies
• Deterrence vis-a-vis states and non-state actors
• Counterproliferation, including the possible use of force
• The nuclear nonproliferation regime, including the Nuclear Non-Proliferation Treaty (NPT) and the International Atomic Energy Agency (IAEA) safeguards system
• The Biological and Toxin Weapons Convention (BWC)
• The Chemical Weapons Convention (CWC)
• Missile control regimes and other export control arrangements
• Cooperative threat reduction and various post-9/11 initiatives
• Alternative futures, including new nuclear abolition debates

NPTG   8576   Intro to Crypto, Web 3.0 & DeFi   **2 credits**

In this course, you will learn the essentials underlying cryptocurrency, Web3, and DeFi; go hands-on with crypto transactions; learn to monitor the blockchain (and understand what you are looking at); and comprehend the various ways the ways crypto and blockchain are used in real life, where the technology is headed, and how it can be abused.

NPTG   8584   Intro to Terrorism   **4 credits**

The course is an introduction to the subject of terrorism. The course will focus on a range of fundamental questions, such as: What is Terrorism? What causes Terrorism? Why do terrorist groups emerge and how do they end? What is extremism? Why do individuals join terrorist groups? What are lone wolf terrorists? What is leaderless jihad? These are but a few of the elements that will be explored over the course of the semester. The course also aims to expose students to a wide range of terrorist groups and ideologies.

NPTG   8595   Advanced Public Speaking for Policy Professionals   **1 credit**

Public speaking is a critical skill in every policy professional's life. It can mean the difference between coming up with great ideas that wither away for lack of support vs. pitching a proposal that generates excitement among funders, and may even land that sought-after promotion. There are also many types of speaking skills: delivering a prepared speech in front of a live audience, pitching a proposal to a venture capital firm, sitting on stage for an "interview conversation", televised and radio interviews, organizing

and delivering a press conference, working with consecutive and simultaneous interpreters, professional conference presentations, award ceremonies, diplomatic introductions, etc.

This course is designed to introduce you to these different skills and/or refine those skills. You will learn "tricks" of the trade, do's & don't' s, how to "connect" with your audience, how to become a better listener (the secret to great speaking!), how to use body language to greatest effect, advanced vocal techniques, handling Q&A (especially in a press conference format), how to properly introduce someone (and be introduced), which is much harder than it seems, and how to wow an audience in both a live and pre-recorded media interview.

In addition to learning these specific skills, there are three other secrets to becoming a great speaker. 1) Practice, 2) Practice, and 3) Practice. After taking this workshop, you are encouraged to seek out as many opportunities as you can to practice what you have learned. All of you have the capacity to become successful public speakers provided you apply yourself to implementing the skills you will learn in this course.

NPTG   8604   SEM: Financial Crime Investigations & Compliance   4 credits

This seminar explores several areas of the professional financial crime fighting field, including law-enforcement investigations and prosecution strategies, government policy implementation and enforcement, investigations and compliance management at traditional financial institutions and fintech firms, public - private partnerships to address crypto crime, and multilateral agency efforts. All of these stakeholders have different approaches to investigations and different perspectives about compliance. We will also look at several sanctions regimes from the initial policy design to implementation, enforcement and compliance.

NPTG   8610   SEM: Counterterrorism   4 credits

The counterterrorism seminar is designed to address the challenges of terrorism in the current and future global security environment in a participatory format. Specifically, the seminar briefly reviews the threat terrorism poses to liberal democratic states, citizens and policymakers, then explores how liberal democracies can best predict, prevent, preempt and, if necessary, directly combat terrorism and terrorists. The course will assess the history and future of terrorism; analyze terrorist and state strategies; and then focus on the tools to fight terrorism - military, intelligence, police, diplomatic institutions and approaches; the "targets" of counterterrorism - leaders, finances, safe havens, networks, ideologies; and the technologies used to counter terrorism - drones, social media, and more. Case studies and simulations will be used throughout the course.

NPTG   8619   SEM: Countering Violent Extremism   4 credits

This course on Countering Violent Extremism (CVE) will examine the non-violent approaches to countering violent extremism, such as prevention (preventing violent extremism, PYE), intervention, rehabilitation, and reintegration programs. The course will also examine the pathways individuals take to extremism, with a focus on the myriad of push and pull factors that can contribute to radicalization. The course will also examine the various types of CVE/PVE programs developed by governmental and non-governmental entities. The course is experiential by design and the class will participate in the Invent 2 Prevent (I2P) program sponsored by the Department of Homeland Security, the McCain Institute and EdVenture Partners. I2P is a national competition whereupon, specifically, students in the class will create a tool, product, or initiative to prevent targeted violence and extremism.

NPTG   8628   SEM: The Nuclear Age: Historical Introduction   4 credits

This course provides an historical narrative-constructed in a highly interdisciplinary fashion-of the nuclear age from the discovery of fission in the late 1930s until the 2015 nuclear deal with Iran. The course will trace the primary milestones-concepts, strategic doctrines, political and legal agreements, democratic and moral puzzles, and personalities-that were all involved in the making of the nuclear age. Our interest is twofold: the science and technology as well as the international and domestic politics of the bomb. As such the course provides basic familiarity with the history of the bomb-its invention, use, vertical and horizontal proliferation-and the history of the efforts to constrain, limit and even banning it. The course will be organized by looking at concrete historical milestones and their historical manifestation as well as by examining specific themes.

NPTG   8639   SEM: Deterrence & Influence in Terrorism and WMD   4 credits

This seminar examines deterrence and other strategies for responding to security threats, with a focus on how those strategies might be adapted to deal with the dangers posed by terrorism and WMD proliferation. The course will survey existing research on deterrence and various alternative policy tools such as coercive diplomacy, assurance, positive incentives, and soft power. It will introduce some of the latest thinking about whether these tools are useful for influencing actors away from support for terrorism or WMD acquisition or use.

NPTG   8645   SEM: Proliferation & Intelligence   4 credits

Throughout the nuclear age - from the Manhattan Project to our own challenge of assessing with Iran's nuclear program - the history of nuclear proliferation intelligence has been largely a history of failures. No doubt, intelligence about nuclear proliferation is a tricky business. And yet policy makers do need intelligence to make decisions on proliferation matters.

The seminar is both a study of one generis problem, and also a story of a history of that problem. Understanding the complexity of the problem defines our historical survey, while history will be also an aid to appreciate better the problem. In a way, the seminar's overall interest is to narrate and revisit the history of nuclear proliferation from the perspective of problem of intelligence.

The course examines the problem of nuclear intelligence by revisiting key cases in the history of nuclear proliferation: Gennany in World War II, the Soviet Union in the mid-late 1940s, the early NIEs on proliferation, Israel in the late 50s and the 1960s, India in 1974, Pakistan in the 1980s, South Africa in the late 1970s and 1980s, Iraq (twice) in the 1980s, India (second time) in 1998, and Iran today.

NPTG   8662   MANPTS Honors Thesis   4 credits

The MANPTS Honors Thesis is a highly selective program through which a limited number of students will design and conduct individual research projects of professional length, scope, and quality under the guidance of a faculty advisor. Applications for the honors thesis will be accepted in the Spring from students in their second or subsequent semesters in the NPTS MA program who are currently maintaining a GPA of 3.7 or higher. Applications will require a personal statement, academic transcript, sample of research writing, proposal for the thesis, and recommendation from a member of the faculty or research staff. In recommending a student for the honors thesis, a faculty or staff member must agree to serve as the student's thesis advisor if the student is selected for the program. The NPTS Program Chair will appoint a selection committee composed ofNPTS faculty and staff from the appropriate MIIS research centers to review applications. Students will be selected for the honors thesis on the basis of GPA, demonstrated proficiency in research and analytical writing, and any other relevant criteria as determined by the selection committee. Throughout the Fall semester, thesis advisors will provide students enrolled in

NPTG 8662 with individualized supervision of their thesis projects in a manner similar to a directed study. Thesis advisors will set a schedule for research and writing of the thesis and will meet with students as needed to review progress and provide comments and advice. At the end of the Fall semester, students will present their projects to the Monterey Institute community in a symposium at which invited experts will provide comments and suggestions for further development and publication of research.

NPTG 8666 SEM: Security & Diplomacy in Africa **4 credits**

Africa is a paradox: a region with frequent coups and multiple, active terrorist groups, but also the fastest growing, youngest population in the world and the second fastest growing economic region. How will the continent navigate such a complex environment? This course considers the critical security challenges facing the African continent, with a particular focus on military coups, terrorism, and the predicament of fragile states. Students will engage with detailed case studies to understand the root causes, implications, and regional dynamics of instability, as well as the suite of tools available for responses. By examining the intricate interplay between internal vulnerabilities and external pressures, the course aims to provide insights into the complex security landscape of Africa.

NPTG 8683 SEM: Nuclear Weapons in South Asia **4 credits**

In the realm of weapons of mass destruction (WMD), South Asia is one of the key regions of analysis. This course takes a comprehensive look at the role of WMD **in** the strategic thinking of various actors involved in the South Asian security framework. It is important to note that South Asian nuclear issues cannot be studied in isolation from other regional and global dynamics. States such as the U.S., China, and Russia are crucial players in the South Asian strategic framework. The course examines various reasons behind WMD acquisition by India and Pakistan, concentrating especially on nuclear weapons. These factors include threat perceptions, domestic imperatives and nationalistic attitudes. A key element of nuclear weapons programs is the development of effective delivery systems such as missiles and aircraft. Analysis of such programs provides an indicator of current and future strategy. In this context, both India and Pakistan have made major strides in their cruise and ballistic missile programs to make their nuclear strategy more credible. At the same time, neither side has a clearly enunciated nuclear doctrine, although attempts have been made in this direction. This is crucial in context of a reliable command and control system and for crisis stability. Another major issue covered in this course is the proliferation of WMD materials to non-state actors or aspiring nuclear states by proliferation networks connected to South Asia. Relatedly, policymakers in the region and elsewhere are also concerned with the danger of nuclear terrorism. These are some of the prominent issues concerning weapons of mass destruction in South Asia. The two sides have periodically taken steps to prevent nuclear crises situations. Apart from nuclear weapons, this seminar also examines chemical and biological weapons policy in the two countries.

CHLA 8241 Contemporary Chinese II **4 credits**

This course aims to enhance students' language skills on a variety of daily topics in authentic context, with a focus on raising their intercultural awareness and cultural humility. It seeks to strengthen students' language perfonnance from sentence to discourse level with emphasis on listening, speaking, reading and writing. Relevant contemporary issues in Chinese-speaking societies will be covered and practiced in various tasks. Different genres may be used to foster learner's autonomy.

CHLA 8382 Intro to Strategies in Chinese **4 credits**

Recommend those students who take lower 300 level to take this introduction course in the same semester to gain more insights in idiomatic expression of Chinese strategies and more hours in practice and enhance language skills and cultural competence.

CHLA   8460   Art of Sunzi: Appl Politics & Business Studies   4 credits

This course contains materials that cover 36 stratagems and Art of Sunzi and its applications to US domestic issues, military, business, leadership and life philosophy. It aims to open the door for learners of Chinese to classical Chinese with insights from proverbs, idiomatic expressions from Art of Sunzi. There is an individualization research component to this class. In addition to the class hours, students are also keeping their reading logs with the instructor and TS from mid-October to November, during this period of time, students are reviewing materials covered during the first 8 weeks and start to develop their research interests, to further and conduct research reading in Chinese. Final deliverables for the course are a wrap-up research analysis paper of 12 to 15 pages (or its equivalence of the content in the format of digital media integration), and a 15-20 min final presentation will be delivered in class, and the class will choose few speakers for a 5-8 min mini-version final presentation will be delivered in Irvine Auditorium, open to MIIS community.

A key research topic is concluded and developed after the first 8 weeks, and further develop an individualization research project related to your major using insights from Art of Sunzi. The Individualization Research Project curriculum will be devised in a way that would allow students to develop their own interest and areas of expertise to conduct 5-minute mini-oral reports 2 times in November. You can exchange the views and acquired knowledge pertinent to selected topics and gain feedback from fellow classmates.

The Art of Sunzi curriculum will consist of the following topics:

1. Overview: Key concepts and background information of Art of Sunzi
2. History: Historical relevance of Military tactics in Chinese History
3. Current events: US and international issues, etc.
4. Business strategies: Business, management and its relation to Art of Sunzi
5. Leadership and Philosophy: Insights of Art of Sunzi on leadership and philosophy
6. Individualization Research Analysis Projects using insights from Art of Sunzi

CHLA   8510/ ICCO 9510   Cognition in Chinese Language and Culture   4 credits

In addition to three hour class meeting, synchronous and asynchronous online learning are required for this class.

EAPP   8330   Debate and Critical Reading   4 credits

This course provides students with strategies for improving their reading skills as well as understanding academic and professional rhetoric. Students will critique various texts and speeches, as well as create their own persuasive speeches and debates.

EAPP   8394   Editing Writing   4 credits

Editing Writing is a course in structural, stylistic, and copy-editing which will help you develop the necessary tools to revise and edit your own writing. We will use short papers from this class and longer papers from your other classes to sharpen your editing skills.

EAPP   8430   Debate and Critical Reading   4 credits

This course is designed to equip you with the skills and confidence to deliver professional and articulate speeches in English. You will deliver informative, persuasive, panel, training, and commemorative presentations to prepare you for the wide range of speech styles you may encounter in your professions. Consistent practice, analysis of award-winning speeches, and detailed feedback on your performance will provide you with ample opportunity to improve your public speaking skills.

EAPP   8494   Advanced Editing Writing   4 credits

Navigating the Process: Advanced Strategies in Rewriting is a course in rewriting, editing and proofreading available to all qualified international students. The course concentrates on giving non-native speakers of English the necessary tools to edit their own writing. We will use short in- class writing and papers from other classes to sharpen our editing skills.

Students can expect to ...
- learn the strengths and weaknesses in their own writing;
- increase knowledge and understanding of academic English usage;
- enrich style and expression; punctuate correctly;
- write more cohesively (and coherently);
- use transitions more effectively;
- reduce redundancy;
- research and teach a grammar point;
- work in small groups;
- and give and receive written feedback.

FRLA   8234   Food (ln)Security Francophone   4 credits

Did you know that French is the fifth most spoken language **in** the world? As such, proficiency in French is a vital tool for helping to solve the global hunger crisis. In this blended synchronous course, you will deepen your understanding of la francophonie and food (in)security by engaging in activities that reflect ACTFL's Five Cs of communication, culture, comparisons, connections, and communities. By the end of the course, you will be able to explain the nature of la francophonie, define food (in)security, characterize the state of food (in)security in various Francophone countries/regions, and explain ways that food (in)security intersects with your fields of study. You will demonstrate your learning by completing real-world performance tasks such as interpreting authentic policy-oriented texts and composing policy memos.

FRLA   8313   US/ EU/ Francophone World   4 credits

FRLA   8412   Peace, Human Rights: Global Equity   4 credits

ICCO   8512   Power, Identities, Intercultural Context   2 credits

Power and identity are central to our understanding of cultures and intercultural interaction. In this class we will explore the role of situated and transportable identities at the individual and collective levels as well as power at the "me-cro", micro, mesa, and macro levels. In addition, we will consider topics including intersectionality, positionality, diversity, inclusion, equity, ethics, privilege, marginalization, markedness, and epistemologies and how they manifest across contexts. We will discuss ethical intercultural methods as well as how power and identity connect with and shape social justice processes and goals. Through in-class discussion, hands-on activities, discussion of case studies, interviews, and

presentations, students will investigate their personal conceptions of power and identity in order to identify their professional philosophies and practices moving forward.

There are eight main Student Learning Outcomes for this course:
Conceptualize power and identity (and the relationships between them) at "me-cro", micro, meso, and macro levels
Explore the roles of intersectionality, positionality, diversity, inclusion, equity, ethics, privilege, marginalization, markedness, and epistemologies in diverse contexts
Identify the roles of power and identity in social justice processes and goals
Examine case studies in intercultural contexts in relation to key course concepts
Practice intercultural communication skills, including active listening, perspective-taking, and audience coalescence
Use ethical intercultural methods (observation, interviews, critical discourse analysis) to explore power and identity across contexts
Articulate your professional philosophies and practices in relation to power and identity in intercultural contexts
Analyze and interpret your own experiences with power and identity through ongoing reflection (individual, group, anonymous, shared)

ICCO 8514   Intro to Intercultural Competence   2 credits

Introduction to Intercultural Competence provides an overview of theories and approaches related to communicating within and across different cultural communities. The course addresses the complexity behind the concept of "culture" and guides students through greater awareness of their own culture(s) as they prepare to engage successfully with others. Students will examine and critically analyze various frameworks related to the development, training and assessment of intercultural competence and consider how identity and power impact both intra- and intercultural communication.

**ICCO 9243, 9321, 9421, SPLA 8243, 8321, 8421   Spanish in the Community
        4 credits**

NOTE: course is offered for Spanish Language Studies credit or Intercultural Competence credit. Level depends on Spanish language competency.

This course allows learners to develop intercultural communicative competence in Spanish. Each Friday, students will travel to Salinas and interact with English learners who are speakers of their target language. Through a sequence of tasks and projects, learners will develop language skills, creativity, critical thinking, community awareness, intercultural competence, language confidence, and learning autonomy.

JALA 8314   Discovering Japan I   **4 credits**

This course is for students who have knowledge of basic Japanese grammar and speaking skills at the intermediate level. The course has two major goals: One is to develop functional Japanese language skills used both for reading everyday life in Japan and discussing the social and cultural subjects studied in class. The other is to explore content areas on the selected cultural/social trends in modern-day Japan. Students will be exposed to a variety of written and video materials as input and given opportunities for creative language production such as discussion, interviewing, essay writings, and presentations. Some intermediate grammar and kanji /kanji compound will be focused and studied.

JALA 8360   Business Japanese I   4 **credits**

This course aims to develop the practical communication skills to be used in the Japanese business settings as well as in other formal contexts in every part of life in Japan while deepening the understanding of Japanese business culture and etiquette. Students will practice in both linguistic and pragmatic skills to appropriately handle the situations that one is likely to encounter living and working in Japan, such as writing a resume, having job interviews, meeting with business partners, and so on. Another goal of the course is to develop overall Japanese skills through studying/researching about and discussing the current topics regarding the successes and challenges of globalizing Japanese businesses. Studies of intermediate/advanced grammar and expressions, vocabulary, kanji, and kanji compounds are integrated **in** the class activities.

JALA 8471   Contemporary Political Affairs & **Transformation   4 credits**

This course aims to deepen the understanding of fast-changing global politics and international affairs in relation to Japan and the world while developing academic and professional advanced Japanese communicative skills through content-based instruction (CBI). Topics to be covered include contemporary global politics, recent domestic and international affairs/disputes, conflict transformation and other topics relevant to the given time. The participants can choose their interested topics and the regions related with their majors to research, analyze, and lead class discussions. Regular class activities include reading selected articles from online sources, scholarly journals, newspapers, magazines, and editorials; watching and listening to videos and news reports; discussing the topics; and writing the reports with reflections. The study of kanji compounds relevant to the topics, the use of advanced grammar and idioms, and professional presentation skill will be integrated in the course work. Students will have an opportunity to present their research findings at the prestigious Monterey-Model event.

RULA 8212   How to Befriend Russian Grammar   4 credits

This course is designed for students who have already studied the basic Russian Grammar and demonstrate low-intermediate-level skills in speaking, listening, reading and writing (OPI 1.0).

The program is aimed at reviewing and using in context the basic grammatical structures of contemporary standard Russian such as cases, aspects of verbs, and verbs of motion.

In classroom and homework activities, students will analyze and drill Russian grammatical phenomena by putting them into speaking context, practice incorporating words, phrases and expressions of coherence and cohesion into their writing and speaking.

Sequenced listening and reading activities will allow them to develop strategies for improving their comprehension of texts (short stories, biographies of significant people, and so on) while learning about contemporary Russia **in** its cultural context.

Home and class exercises, compositions, presentations will help students to make progress **in** all of these areas.

RULA 8328   Go Speak Fluent Russian Optimized   4 credits

To increase the level of language proficiency in Speaking, Listening and Reading, using writing as an enabling skill. Introduce students to different cultural aspects of life in Russia and to promote better understanding of Russian people and their mentality. To increase students' ability to accurately use the language in a variety of meaningful situations, especially in the environment pertaining to their future professional lives. To understand and analyze the current situation in Russia and its place on the world arena.

RULA 8461   Russia: Skill of Strategic Empathy   4 credits

During the course, the students will employ a strategic empathy approach to media, literary, video materials that illustrate or attempt to explain positive attitudes to Russian War and support of the idea of Russia's special way, special role in world history, and its messianic destiny, inside Russia. An attempt will be made to compare and juxtapose analyses produced by Russian intellectuals, who remain in the country, and those, who were forced to emigrate. The students will also attempt to discern historical and cultural roots in building the emerging political mythology and reflect on predominant western interpretations of those.

RULA 8520   Individual Research Projects   4 credits

Students will identify the topic of their in-depth research that should complement their professional concentration. After devising individual study plans, students will be working with the professor in the format of individual consultations and presentations to peers in biweekly group meetings. Students will be working on a course paper or series of smaller pieces that would be making significant contribution to their professional development.

SPLA 8291   Evolving Society-Hispanic Countries   4 credits

This course is an intermediate level class designed to strengthen language skills and the development of cultural competence. This course will emphasize communication and seeks to develop different skills in: conversation, reading comprehension, listening comprehension and writing in appropriate contexts. The course also seeks to develop cultural competence in second language acquisition.

SPLA 8342   Topics-Latin American Politics   4 credits

This course is designed to provide an overview of Latin America's significant political and economic transformations during recent decades. Throughout its history, the region has undergone various political systems, including military regimes and variations of democracy, as well as economic models such as commodity export and innovative developmentalism. In this course, we will examine the impact of these political and financial systems on contemporary societies, with a particular focus on topics related to poverty, corruption, and inequality. The classwork will involve weekly readings, investigations, and mini-debates designed to foster critical thinking and also develop interpretive, interpersonal, and presentational skills in Spanish at an advanced level.

SPLA 8442   Topics-Latin American Politics   4 credits

This course seeks to promote a debate of ideas about the different challenges posed in today's Latin American society both political and economic. This content-based (CBI) Spanish course also aims to enhance and strengthen linguistics skills at the advanced level in Spanish in the three modes of communication- interpersonal, interpretive, and presentational. The contents of this course will focus on authoritarian regimes in the 60s and 70s, the rise of democracy and populism, human rights and the work ofNGOs, Human Trafficking, and the effects of COVID19 on the American continent.

SPLA 8445   Citizen Security & Human Development in Latin America   4 credits

Although Latin America today shows stronger and more integrated economies, less poverty, more consolidated democracies, citizen insecurity has become an urgent challenge for human development in the region. Citizens perceive crime and violence as the main obstacle to their opportunities and to freedom from want and freedom from fear. This course provides the conceptual, practical and analytical

framework to understand the interplay between security and human development. Participants explore the root causes, the manifestations as well as the programs and policies that countries in the region are implementing to face the challenges.

SPLA 8461   Ed for Global Citizenship & Leadership   4 credits

EDUC 8502   Principles & Practices of Language Teaching I   4 credits

Along with Principles and Practices 2, this course provides students with a foundational pedagogical training in preparation for careers in foreign/second language teaching. Topics covered include an introduction to the field and its expectations, course/syllabus design, needs assessment, and unit design. Students will engage in a variety of real-world performance tasks, such as creating needs assessment instruments, summative language assessments, and unit plans. Students will also deepen their understanding of course concepts by conducting classroom observations.

EDUC 8510   Educational Research Methods   4 credits

Educational Research Methods is focused on the principles of research for language teaching and learning. The course provides you with approaches to become informed and critical users of research, and capable and humble researchers who can apply research-related concepts and practices to your professional goals and needs.

EDUC 8545   Language Teaching for Social Justice   2 credits

This course aims to increase language teachers' capacity to benefit from the transfonnative potential of language instruction to eliminate any kind of discrimination and to raise social justice and equality at large. Some of the objectives of the course include enabling language teachers:

To acquire and employ the appropriate vocabulary and language to identify and address the critical issues discussed;
to develop their critical consciousness through which they will recognize the systems of oppression and inequality;
to better value students' diversity, to better establish a caring and inclusive learning environment, and to better demonstrate trust and solidarity in the classroom;
to make curricula relevant and applicable to all their students through accommodating and differentiating instruction;
to create a learning environment that promotes critical thinking and agency;
to become curriculum leaders who can participate **in** complicated conversations and advocate for social change;
This course explores pedagogical principles and practice opportunities for language teachers who would like to integrate social justice issues into their classes. The course will cover the following critical issues:
Immigration and peacebuilding
Environmental education and sustainability
Gender equality
LGBTQ+ inclusive pedagogy
Race and ethnicity
Class and economy

EDUC 8670   Practicum Capstone   4 credits

The Practicum Capstone combines reflective practice and professional development in preparing students for a career in language education. Participants integrate theory, research, and conceptual foundations into a coherent and well-informed approach to planning and executing lessons. They also incorporate these three components when developing and deploying instructional materials and assessment instruments. Activities and products prepare participants for entering the language teaching professional and performing admirably therein.

Practicum Capstone Student Learning Outcomes (SLOs):
Articulate their approach to language learning and teaching with explicit reference to sound pedagogical principles
Demonstrate their expert knowledge of language, learning, and teaching
Select appropriate materials for effective language instruction
Plan productive instructional units and lessons to maximize second language learning in all skill areas
Assess student learning meaningfully using a range of formative and summative tools
Reflect critically on their teaching practice in order to build on their strengths and address areas for improvement

LING 8500   Language Analysis   3 credits

Serves as an introduction to linguistic analysis. Includes projects based on fieldwork in phonology, morphology, syntax, discourse, and pragmatics. Discusses the importance of language awareness. Includes pedagogical strategies for consciousness-raising.

LING 8510   Intro to Sociolinguistics   3 credits

Introduces the interplay between language and society. Discusses regional and social dialects as well as the role of linguistic attitudes and language variation in language learning and teaching.

LING 8670   Applied Linguistics Capstone   2 credits

The Applied Linguistics Capstone is designed to help TESOL/TFL students refine their skills as applied linguistics professionals. Course participants will develop either a curriculum project, an empirical research report, or an assessment tool, using original data that they have collected and analyzed. The course also aims to induce students to reflect on their previous coursework, as well as explore and clarify their future plans for careers as language teaching professionals.

Applied Linguistics Capstone Student Learning Outcomes (SLOs):
Understand processes of inquiry relevant to language education
Plan research activities for designing curriculum and language instruction, assessment, or empirical investigation
Execute data collection procedures
Analyze data using appropriate quantitative and qualitative methods
Synthesize and report findings clearly, convincingly, and creatively for a professional audience
Apply research skills in educational settings

TIAG 8501   Public Speaking   2 credits

This course is designed to improve your "Platform Skills" in T & I by building you confidence, improving your verbal and non verbal communication and articulation, and eliminating stage fright and self-consciousness. These objectives are achieved by focusing on breath control, vocal projection and inflection, eye contact, scan analysis (or cold reading), body language and control of idiosyncratic

behavior, and use of visual aids. Throughout the semester, you will also be assigned self evaluations, as well as peer evaluations providing constructive criticism. We will work on three main types of speeches (informative, persuasive, and entertaining), as well as practice paraphrasing, shadowing, and cold reading.

TIAG 8505   Foundations in Interpretation   1 credit

This multilingual course introduces students to the basic theories and practices of interpretation in general, and consecutive interpretation in particular. It lays a foundation for the development of professional skills in consecutive interpretation, emphasizing the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner. Students will hone their public-speaking skills by developing and delivering speeches, and will practice listening to and interpreting the content of passages of increasing length and difficulty as they develop the ability to identify, analyze, and paraphrase the meaning of an oral source text and establish logical relations between its components. Content is interpreted on topics from daily life, current events and the media, and general areas of personal interest to students.

Activities will include discussions and readings to build related knowledge, and practical hands-on exercises to build interpretation skills and to explore the purposes of interpretation and decisions made when approaching an interpretation assignment, including protocol, context, speaker intention, audience needs, public speaking, delivery, rhetorical style, deverbalization, equivalency, definitions of accuracy and faithful conveyance of the message, and the use of tools and resources to support interpretation.

Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

This course is complementary to language-specific Introduction to Interpretation courses 8501 and 8502.

TIAG 8515   Foundations in Translation   1 credit

This course introduces students to the basic theories and practices of written and sight translation. Discussions and activities will explore the purposes of translation and decisions made when deciding how to best approach a translation assignment, including issues of text equivalency, source and target text intention, directionality, language pairs, translation speed, revision processes, and the use of translation tools and resources.

TIAG 8520   Mindfulness for Interpreters   1 credit

The primary purpose of this course is to support student interpreters by helping them develop some of the general cognitive and affective abilities that underlie interpreting. These include the ability to focus, sustain, and shift one's attention, to be at once alert and relaxed, and to handle internal distractors like performance anxiety and self-criticism.

The course, however, is open to all MIIS students. It does not involve any interpreting-like tasks, but rather builds these abilities through practice at simply paying attention in the present moment on purpose and non-judgmentally.

TIAG 8521   Localization Essentials: Translator Tools   2 credits

This course introduces students to technologies important to linguist roles in translation and editing. Through hands-on practice, students will learn to use basic and intermediate features of a translation

environment tool to create translation memory, reuse previous translations, manage terminology, perfonn quality assurance, prepare projects, review translations, and customize segmentation and filters. Students will gain hands-on experience with Trados Studio and comparable tools. In addition to computer-assisted translation, students will also learn appropriate uses for machine translation and post-editing, primarily from a linguist's perspective.

TIAG 8604   Practicum in Interpretation   1 or 2 credits

Facilitates the transition from the classroom to the first professional assignment by offering students a wide range of interpretation experiences. Advanced interpreting students become comfortable with working in settings in which different modes of interpretation are called for and where relay interpretation is the norm. Students provide simultaneous and consecutive interpretation at Monterey Institute public events and taped conferences, for Institute interdisciplinary courses, and as part of community outreach; they also work intensively together in multilingual practice groups during the semester. Reinforces the concept of reflective practice, requiring students to evaluate their own performance as well as that of their peers. Students are expected to complete an interpretation portfolio.

TIAG 8605   Translation Practicum   2 credits

In this course, students engage in project-based learning, focusing on the following objectives:
1. Undertaking a substantial translation project (minimum 5000 words) of their preference.
2. Creating a glossary tailored to their chosen subject matter, encompassing idiomatic expressions and metaphors, among other linguistic nuances.
3. Developing effective time-management skills and fostering accountability through regular progress check-ins with the instructor.

The primary goal of this course is to provide students with the opportunity to translate a text, website, video, or similar content that resonates with their interests. Throughout the course, students engage in periodic consultations with the instructor and manage their workload collaboratively with their designated editor. This approach enables students to explore translation projects outside the scope of their language-specific coursework, while honing their time-management skills and fostering collaboration with editors and proofreaders. Assessment is based on active participation and the satisfactory completion of course requirements.

TIAG/ IPMG 8650   Fieldwork   1 credit

How do the theories and principles that students rigorously investigate in their academic work play out in the day-to-day practice of organizations? This course provides an opportunity for students to apply their classroom learning in an organizational setting. Prior to participating in the course, students arrange for their own internship or fieldwork, which they then undertake at the same time they are enrolled **in** the course. Students will learn both from the projects and challenges posed by the organization hosting their internship or fieldwork experience, and through explicit reflection on the experience through regular field reports and a final reflection piece linking the overall experience to aspects of their education. (Enrollment in this course may qualify students for Curricular Practical Training authorization or for internships that require academic credit.)

TICH 8501   Intro to Interpretation into English   2 credits

Introduces students to conference interpretation in general and consecutive interpretation in particular. Lays a foundation for the development of professional skills in consecutive interpretation, emphasizing the ability to understand and analyze a message in the source language (SL) and convey it in the target

language (TL) in a straightforward and clear manner. Develops students' ability to identify, analyze, and paraphrase the meaning in the SL and establish logical relations between its components. Emphasis is placed on active listening and concentration skills, memory, the ability to abstract information for subsequent recall, and basic elements of note-taking. At the end of the course, students are able to interpret extemporaneous passages that are on topics familiar to them and are between three and five minutes in length.

In language-specific sessions and joint sessions with other language programs, students are introduced to the skill of consecutive interpreting in both theory and practice. They practice listening to and repeating the content of passages of increasing length and difficulty. Students hone their public-speaking skills by developing and delivering speeches. Content is interpreted on topics from daily life, current events and the media, and general areas of personal interest to students.

Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

TICH   8502   Intro to Interpretation into Chinese   2 credits

Introduces students to conference interpretation in general and consecutive interpretation in particular. Lays a foundation for the development of professional skills in consecutive interpretation, emphasizing the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner. Develops students' ability to identify, analyze, and paraphrase the meaning in the SL and establish logical relations between its components. Emphasis is placed on active listening and concentration skills, memory, the ability to abstract information for subsequent recall, and basic elements of note-taking. At the end of the course, students are able to interpret extemporaneous passages that are on topics familiar to them and are between three and five minutes in length.

In language-specific sessions and joint sessions with other language programs, students are introduced to the skill of consecutive interpreting in both theory and practice. They practice listening to and repeating the content of passages of increasing length and difficulty. Students hone their public-speaking skills by developing and delivering speeches. Content is interpreted on topics from daily life, current events and the media, and general areas of personal interest to students.

Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

TICH   8511   Intro to Written Translation into English   2 credits

Introduces students to the basic theory and practice of written translation. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation

and evaluation of written translation assignments. Students will be expected to take at least one midtenn exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

TICH   8512   Intro to Written Translation into Chinese   2 credits

Introduces students to the basic theory and practice of written translation. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) ofrecord.

TICH   8513   Intro to Sight Translation into English   1 credit

Introduces students to the basic theory and practice of sight translation. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) ofrecord.

TICH   8514   Intro to Sight Translation into Chinese   1 credit

Introduces students to the basic theory and practice of sight translation. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

TICH   8631   Advanced Translation I into English   2 credits

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political texts, many of which have a technical component. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord. Students will, however, be expected to take at least one midterm exam and one final exam.

Our curriculum includes a practice ofWordfast (https://www.wordfast.com/) translation tools, courtesy of Wordfast LLC and Yves Champollion (http://www.champollion.net/).

TICH 8632   Adv Translation I into Chinese   2 credits

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political texts, many of which have a technical component. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord. Students will, however, be expected to take at least one midterm exam and one final exam.

Prerequisite: 2nd-year student in good standing or equivalent background.

TICH 8635   Adv Interp I Consecutive into English   2 credits

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic **in** notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs **in** length. **In**

simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

TICH   Adv Interp I **Consecutive into Chinese**   **2 credits**

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic **in** notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs **in** length. **In** simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

TICH   8637   Adv lnterp I **Simul into English**   **2 credits**

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs **in** length. **In** simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

TICH   8638   Adv Interp I Simul into Chinese   2 credits

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs in length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

TIFR   8501   Intro to Interpretation into English   2 credits

This course applies the fundamental principles and techniques of consecutive interpretation to interpreting from French into English. Emphasis is placed on active listening and concentration skills, memory, the ability to abstract information for subsequent recall, and the basic elements of notetaking.

The objectives are to become proficient at understanding and analyzing a message in French and conveying it in English in a straightforward and clear manner, as well as to hone one's public speaking skills. By the end of the course, students are able to interpret extemporaneous passages 3 to 5 minutes in length on topics from daily life, current events, and the media.

Class activities include developing and delivering short speeches in French; interpreting each other's speeches into English, both just from memory and with notes; guidance on consecutive notetaking techniques for effectively processing, retaining, and rendering what has been said; and feedback and discussion on accuracy, completeness, and effective delivery.

Assessment will include in-class practice, homework assignments, one or more midterm exams and a final exam.

TIFR   8502   Intro to Interpretation into French   2 credits

Introduces students to conference interpretation in general and consecutive interpretation in particular. Lays a foundation for the development of professional skills in consecutive interpretation, emphasizing the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner. Develops students' ability to identify, analyze, and paraphrase the meaning in the SL and establish logical relations between its components. Emphasis is placed on active listening and concentration skills, memory, the ability to abstract information for subsequent recall, and basic elements of note-taking. At the end of the course, students are able to interpret extemporaneous passages that are on topics familiar to them and are between three and five minutes in length.

In language-specific sessions and joint sessions with other language programs, students are introduced to the skill of consecutive interpreting in both theory and practice. They practice listening to and repeating the content of passages of increasing length and difficulty. Students hone their public-speaking skills by developing and delivering speeches. Content is interpreted on topics from daily life, current events and the media, and general areas of personal interest to students.

Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

TIFR   8511   Intro to Translation into English   2 credits

Applies the basic translation theory and principles to written translation from French into English. Students will learn to apply translation theory, principles, methods to a variety of text types for different purposes; determine what quality means for any particular translation; assess which technologies and tools to employ; establish effective translation processes and habits; identify, analyze, and resolve translation problems; and edit and proof their work.

Activities will include translation assignments and revisions, feedback discussions, readings, and reflective practice for continuous improvement. Assessment will include graded translation assignments and at least one midtenn exam and one final exam.

TIFR   8512   Intro to Translation into French   2 credits

This course introduces the students to the theory and practice of sight translation from English into French. It complements the foundational course in the principles of translation and helps students develop the skills they will need for the remainder of their study at MUS and in their careers as translators and interpreters. Class sessions will be conducted as workshops. Students will be exposed to a variety of text types in different subject areas. At the end of the course, students should be able to sight translate a 3-minute general English text into French with accuracy, clarity and a smooth delivery; They will also understand and use specific strategies that can be of assistance in sight translation.

TIFR   8513   Intro Sight Translation into English   1 credit

Introduces students to the uses, principles, and techniques of sight translation, and specifically develops sight translation skills French into English. Exercises and techniques will be modeled and practiced in class, then reinforced through group and individual practice outside of class. Texts will cover a variety of

topics and current events that build and broaden students' knowledge and vocabulary. Assessments will include at least one midterm and one final exam in which students briefly analyze then sight translate a general-language text approximately one-page in length.

TIFR 8514   Intro Sight Translation into French   1 credits

Introduces students to the basic theory and practice of sight translation. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) ofrecord.

TIFR 8631   Adv Translation I into English   2 credits

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political texts, many of which have a technical component. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord. Students will, however, be expected to take at least one midtenn exam and one final exam.

Prerequisite: 2nd-year student in good standing or equivalent background.

TIFR 8632   Adv Translation I into French   2 credits

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political texts, many of which have a technical component. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord. Students will, however, be expected to take at least one midterm exam and one final exam.

Prerequisite: 2nd-year student in good standing or equivalent background.

TIFR   8635   Adv Interpretation I Consecutive into English   2 credits

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic **in** notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs **in** length. **In** simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

TIFR   8636   Adv Interpretation I Consecutive into French   2 credits

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs in length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

TIFR   8637   Adv Interpretation I **Simul into English**   **2 credits**

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic **in** notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs **in** length. **In** simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

TIFR   8638   Adv Interpretation I **Simul into French**   **2 credits**

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs in length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

TIGR 8631 Adv Translation I into English 2 or 4 credits

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political texts, many of which have a technical component. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord. Students will, however, be expected to take at least one midtenn exam and one final exam.

Prerequisite: 2nd-year student in good standing or equivalent background.

TIGR 8632 Adv Translation I into German 2 or 4 credits

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political texts, many of which have a technical component. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord. Students will, however, be expected to take at least one midterm exam and one final exam.

Prerequisite: 2nd-year student in good standing or equivalent background.

TIGR 8635 Adv Interpretation I Consecutive into English 2 credits

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic **in** notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs **in** length. **In** simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

TIGR   8636   Adv Interpretation I **Consecutive** I **into German   2 credits**

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs in length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

TIGR   8637   Adv Interpretation I **Simul into English   2 credits**

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs **in** length. **In** simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

TIGR   8638   Adv Interpretation I **Simul into German   2 credits**

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL. At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs in length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

TIJA   8501   Intro to Interpretation into English   2 credits

Introduces students to conference interpretation in general and consecutive interpretation in particular. Lays a foundation for the development of professional skills in consecutive interpretation, emphasizing the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner. Develops students' ability to identify, analyze, and paraphrase the meaning in the SL and establish logical relations between its components. Emphasis is placed on active listening and concentration skills, memory, the ability to abstract information for subsequent recall, and basic elements of note-taking. At the end of the course, students are able to interpret extemporaneous passages that are on topics familiar to them and are between three and five minutes in length.

In language-specific sessions and joint sessions with other language programs, students are introduced to the skill of consecutive interpreting in both theory and practice. They practice listening to and repeating the content of passages of increasing length and difficulty. Students hone their public-speaking skills by developing and delivering speeches. Content is interpreted on topics from daily life, current events and the media, and general areas of personal interest to students.

Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

TIJA   8502   Intro to Interpretation into Japanese   2 credits

Introduces students to conference interpretation in general and consecutive interpretation in particular. Lays a foundation for the development of professional skills in consecutive interpretation, emphasizing the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner. Develops students' ability to identify, analyze, and paraphrase the meaning in the SL and establish logical relations between its components. Emphasis is placed on active listening and concentration skills, memory, the ability to abstract information for subsequent recall, and basic elements of note-taking. At the end of the course, students are able to interpret extemporaneous passages that are on topics familiar to them and are between three and five minutes in length.

In language-specific sessions and joint sessions with other language programs, students are introduced to the skill of consecutive interpreting in both theory and practice. They practice listening to and repeating the content of passages of increasing length and difficulty. Students hone their public-speaking skills by developing and delivering speeches. Content is interpreted on topics from daily life, current events and the media, and general areas of personal interest to students.

Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

TIJA   8511   Intro Written Translation to English   2 credits

Introduces students to the basic theory and practice of written translation. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

TIJA   8512   Intro Written Translation into Japanese   2 credits

Introduces students to the basic theory and practice of written translation. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the fonn of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

TIJA   8513   Intro Sight Translation to English   1 credit

Introduces students to the basic theory and practice of sight translation. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the tenn progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) ofrecord.

TIJA   8514   Intro Sight Translation to Japanese   1 credit

Introduces students to the basic theory and practice of sight translation. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

TIJA   8631   Adv Translation I into English   2 or 4 credits

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political texts, many of which have a technical component. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord. Students will, however, be expected to take at least one midterm exam and one final exam.

Prerequisite: 2nd-year student in good standing or equivalent background.

TIJA   8632   Adv Translation I into Japanese   2 or 4 credits

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention

is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political texts, many of which have a technical component. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord. Students will, however, be expected to take at least one midterm exam and one final exam.

Prerequisite: 2nd-year student in good standing or equivalent background.

TIJA   8635   Adv Interpretation I Consecutive into English   2 credits

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs **in** length. **In** simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

TIJA   8636   Adv Interpretation I Consecutive into Japanese   2 credits

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and

preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs **in** length. **In** simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

TIJA   8637   Adv Interpretation I **Simul into English   2 credits**

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic **in** notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs **in** length. **In** simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

TIJA   8638   Adv Interpretation I **Simul to Japanese   2 credits**

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their

delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs **in** length. **In** simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

TIKR   8501   Intro to Interpretation into English   2 credits

Introduces students to conference interpretation in general and consecutive interpretation in particular. Lays a foundation for the development of professional skills in consecutive interpretation, emphasizing the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner. Develops students' ability to identify, analyze, and paraphrase the meaning in the SL and establish logical relations between its components. Emphasis is placed on active listening and concentration skills, memory, the ability to abstract information for subsequent recall, and basic elements of note-taking. At the end of the course, students are able to interpret extemporaneous passages that are on topics familiar to them and are between three and five minutes in length.

In language-specific sessions and joint sessions with other language programs, students are introduced to the skill of consecutive interpreting in both theory and practice. They practice listening to and repeating the content of passages of increasing length and difficulty. Students hone their public-speaking skills by developing and delivering speeches. Content is interpreted on topics from daily life, current events and the media, and general areas of personal interest to students.

Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

TIKR   8502   Intro to Interpretation to Korean   2 credits

Introduces students to conference interpretation in general and consecutive interpretation **in** particular. Lays a foundation for the development of professional skills **in** consecutive interpretation, emphasizing the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner. Develops students' ability to identify, analyze, and paraphrase the meaning in the SL and establish logical relations between its components. Emphasis is placed on active listening and concentration skills, memory, the ability to abstract information for subsequent recall, and basic elements of note-taking. At the end of the course, students are able to interpret extemporaneous passages that are on topics familiar to them and are between three and five minutes in length.

In language-specific sessions and joint sessions with other language programs, students are introduced to the skill of consecutive interpreting in both theory and practice. They practice listening to and repeating the content of passages of increasing length and difficulty. Students hone their public-speaking skills by developing and delivering speeches. Content is interpreted on topics from daily life, current events and the media, and general areas of personal interest to students.

Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

TIKR 8511   Intro Written Translation to English   2 credits

Introduces students to the basic theory and practice of written translation. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

TIKR 8512   Intro Written Translation to Korean   2 credits

Introduces students to the basic theory and practice of written translation. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the tenn progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assigmnents. Students will be expected to take at least one midtenn exam and one final exam, to be assigned at the discretion of the instructor(s) ofrecord.

TIKR 8513   Intro Sight Translation to English   1 credit

Introduces students to the basic theory and practice of sight translation. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) ofrecord.

TIKR 8514   Intro Sight Translation to Korean   1 credit

Introduces students to the basic theory and practice of sight translation. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

TIKR 8631   Adv Translation I into English   2 or 4 credits

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political texts, many of which have a technical component. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord. Students will, however, be expected to take at least one midterm exam and one final exam.

Prerequisite: 2nd-year student in good standing or equivalent background.

TIKR 8632   Adv Translation I into Korean   2 or 4 credits

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political texts, many of which have a technical component. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord. Students will, however, be expected to take at least one midterm exam and one final exam.

Prerequisite: 2nd-year student in good standing or equivalent background.

TIKR 8635   Adv Interpretation I Consecutive into English   2 credits

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market

demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs **in** length. **In** simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

TIKR   8636   Adv Interpretation I Consecutive into Korean   2 credits

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic **in** notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned **in** the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs **in** length. **In** simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

TIKR   8637   Adv Interpretation I Simul into English   2 credits

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis

placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs in length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

TIKR 8638   Adv Interpretation I Simul into Korean   2 credits

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs **in** length. **In** simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

TIRU 8501   Intro to Interpretation into English   2 credits

Introduces students to conference interpretation in general and consecutive interpretation in particular. Lays a foundation for the development of professional skills in consecutive interpretation, emphasizing the ability to understand and analyze a message in the source language (SL) and convey it in the target

language (TL) in a straightforward and clear manner. Develops students' ability to identify, analyze, and paraphrase the meaning in the SL and establish logical relations between its components. Emphasis is placed on active listening and concentration skills, memory, the ability to abstract information for subsequent recall, and basic elements of note-taking. At the end of the course, students are able to interpret extemporaneous passages that are on topics familiar to them and are between three and five minutes in length.

In language-specific sessions and joint sessions with other language programs, students are introduced to the skill of consecutive interpreting in both theory and practice. They practice listening to and repeating the content of passages of increasing length and difficulty. Students hone their public-speaking skills by developing and delivering speeches. Content is interpreted on topics from daily life, current events and the media, and general areas of personal interest to students.

Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

TIRU   8502   Intro to Interpretation into Russian   2 credits

Introduces students to conference interpretation in general and consecutive interpretation in particular. Lays a foundation for the development of professional skills in consecutive interpretation, emphasizing the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner. Develops students' ability to identify, analyze, and paraphrase the meaning in the SL and establish logical relations between its components. Emphasis is placed on active listening and concentration skills, memory, the ability to abstract information for subsequent recall, and basic elements of note-taking. At the end of the course, students are able to interpret extemporaneous passages that are on topics familiar to them and are between three and five minutes in length.

In language-specific sessions and joint sessions with other language programs, students are introduced to the skill of consecutive interpreting in both theory and practice. They practice listening to and repeating the content of passages of increasing length and difficulty. Students hone their public-speaking skills by developing and delivering speeches. Content is interpreted on topics from daily life, current events and the media, and general areas of personal interest to students.

Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord

TIRU   8511   Intro Translation into English   2 or 3 credits

Introduces students to the basic theory and practice of translation, both written and sight. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight and written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the

preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) ofrecord.

TIRU   8512   Intro to Translation Into Russian   2 or 3 credits

The course is designed to develop the skills of written translation with an emphasis on the clarity of meaning, style, and presentation. It is also intended to increase students' active vocabulary of words and idiomatic expressions as well as their ability to manipulate words as well as structures **in** the target language. Heavy emphasis will be put on developing such skills as research, usage of reference materials, discourse analysis, comparative analysis of English and Russian stylistics. Specific attention will be paid to cultural differences and how they are reflected in both languages. Texts will be presented in segments of increasing length. The role of AI, computers/software **in** modem translation will be discussed. Contemporary tools of machine translation i.e. DEEPL, Google Translate, Yandex Translate, etc. will be analyzed and compared. Several hours will be allocated for a discussion on professional ethics. Students are expected to prepare by researching topics before each session and compile glossaries. An important objective of the course is to develop an appreciation of and the ability to use the formal/official register through the appropriate grammar, diction, and style. Texts presented for translation will largely be drawn from the commercial and mass media sources where this register is mostly used.

TIRU   8513   Intro to Sight Translation into English   1 credit

Introduces students to the basic theory and practice of sight translation. Students will leam to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) ofrecord.

TIRU   8514   Intro Sight Translation into Russian   1 credit

This course is designed to develop the skills of sight translation with an emphasis on the clarity of meaning, style, and presentation in the target language. Particular attention will be paid to a broad analysis of what sight translation is about, why it is important both as an exercise and a basic skill for interpreting. Students will leam how to increase speed of comprehension, and how to elicit and immediately articulate units of meaning, in each syntactic structure. It is also intended to increase students' active vocabulary of words and idiomatic expressions as well as structure manipulation in the target language. Heavy emphasis will be put on further developing the skills of research, usage of reference materials, including discourse analysis, comparative analysis of English and Russian stylistics, specifics of the cultural differences and how they are reflected **in** both languages; texts will be presented in segments of increasing difficulty. The role of computers/software in modem translation will also be discussed. Students are expected to prepare by researching topics before each session and compile glossaries. An important objective of the course is to develop an appreciation of and the ability to feel and use various registers through the appropriate grammar, diction, and style. Texts presented for translation will largely be drawn from commercial and mass media sources.

TIRU   8631   Adv Translation I into English   2 or 4 credits

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political texts, many of which have a technical component. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord. Students will, however, be expected to take at least one midtenn exam and one final exam.

Prerequisite: 2nd-year student in good standing or equivalent background.

TIRU   8632   Adv Translation I into Russian   2 or 4 credits

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political texts, many of which have a technical component. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord. Students will, however, be expected to take at least one midterm exam and one final exam.

Prerequisite: 2nd-year student in good standing or equivalent background.

TIRU   8635   Adv Interpretation I Consecutive into English   2 credits

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs **in** length. **In** simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

TIRU   8636   Adv Interpretation I **Consecutive into Russian**   **2 credits**

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs **in** length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

TIRU   8637   Adv Interpretation I **Simul into English**   **2 credits**

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

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TIRU   8638   Adv Interpretation I **Simul into Russian**   **2 credits**

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs **in** length. In simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

TISP   8501   Intro to Interpretation into English   **2 credits**

Introduces students to conference interpretation in general and consecutive interpretation in particular. Lays a foundation for the development of professional skills in consecutive interpretation, emphasizing the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner. Develops students' ability to identify, analyze, and paraphrase the meaning in the SL and establish logical relations between its components. Emphasis is placed on active listening and concentration skills, memory, the ability to abstract information for subsequent recall, and basic elements of note-taking. At the end of the course, students are able to interpret extemporaneous passages that are on topics familiar to them and are between three and five minutes in length.

In language-specific sessions and joint sessions with other language programs, students are introduced to the skill of consecutive interpreting in both theory and practice. They practice listening to and repeating the content of passages of increasing length and difficulty. Students hone their public-speaking skills by developing and delivering speeches. Content is interpreted on topics from daily life, current events and the media, and general areas of personal interest to students.

Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

TISP   8502   Intro to Interpretation into Spanish   2 credits

Introduces students to conference interpretation in general and consecutive interpretation in particular. Lays a foundation for the development of professional skills **in** consecutive interpretation, emphasizing the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner. Develops students' ability to identify, analyze, and paraphrase the meaning in the SL and establish logical relations between its components. Emphasis is placed on active listening and concentration skills, memory, the ability to abstract information for subsequent recall, and basic elements of note-taking. At the end of the course, students are able to interpret extemporaneous passages that are on topics familiar to them and are between three and five minutes in length.

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Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

TISP   8511   Intro Written Translation into English   2 credits

Introduces students to the basic theory and practice of written translation. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the fonn of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

TISP   8512   Intro to Written Translation to Spanish   2 credits

Introduces students to the basic theory and practice of written translation. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in written translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events,

general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) of record.

TISP   8513   Intro to Sight Translation to English   1 or 2 credits

Introduces students to the basic theory and practice of sight translation. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the fonn of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the term progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) ofrecord.

TISP   8514   Intro Sight Translation to Spanish   1 credit

Introduces students to the basic theory and practice of sight translation. Students will learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. The appropriate application of electronic translation tools will also be introduced. Fundamental translation theory will be emphasized at the beginning of the course and will be conveyed in the form of assigned readings, lectures, class discussions, and independent research. In addition, course assignments will include practice and graded exercises in sight translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. As the tenn progresses, student time and effort will increasingly be spent on the preparation and evaluation of written translation assignments. Students will be expected to take at least one midterm exam and one final exam, to be assigned at the discretion of the instructor(s) ofrecord.

TISP   8560   Adv Spanish Grammar for T&I   2 credits

Advanced Spanish Grammar for T&I (TISP 8560) offers a comprehensive review of the grammatical structures that are most problematic for Spanish B translation and interpreting students, with particular attention paid to Spanish pronominal and verbal systems. Students will analyze grammar on the sentence level and develop strategies for translating/interpreting problematic structures.

TISP   8631   Adv Translation I into English   2 or 4 credits

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political

texts, many of which have a technical component. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord. Students will, however, be expected to take at least one midterm exam and one final exam.

Prerequisite: 2nd-year student in good standing or equivalent background.

TISP   8632   Adv Translation I into Spanish   2 or 4 credits

This is the first of two complementary courses designed to bring translation knowledge and skills up to the level that would be required of someone working in a professional translation environment. Students will be expected to apply the knowledge and skills acquired during the first-year translation courses to produce translations that meet high standards for content, form, and presentation. A great deal of attention is given to subject matter knowledge and research, precision in text analysis and writing, and the appropriate application of translation technology. Some programs emphasize scientific and technical topics in this course, but others give considerable attention to commercial, economic, legal, and political texts, many of which have a technical component. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord. Students will, however, be expected to take at least one midterm exam and one final exam.

Prerequisite: 2nd-year student in good standing or equivalent background.

TISP   8635   Adv Interpretation I Consecutive into English   2 credits

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic **in** notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned **in** the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

At the end of the course, students are able to interpret difficult passages that are derived from professional settings. In consecutive, students are able to interpret passages up to several paragraphs **in** length. **In** simultaneous interpretation, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

TISP   8636   Adv Interpretation I Consecutive into Spanish   2 credits

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the

first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congment with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

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TISP   8637   Adv Interpretation I Simul into English   2 credits

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation in the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic in notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

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TISP   8638   Adv Interpretation I Simul into Spanish   2 credits

This is the first of two complementary courses designed to bring interpretation knowledge and skills up to the professional level. Students are expected to apply the knowledge and skills acquired during the first-year interpretation courses to produce interpretations that would be of acceptable quality in a professional setting. Content on a wide range of topics and current events is interpreted, with emphasis placed on business, economics, science, technology, and other topics congruent with current market demand for interpretation **in** the language combination in question. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

In consecutive interpretation, students prepare by researching topics before each session, with emphasis on sequential logic **in** notetaking and accurate terminology in delivery. Students continue to hone their skills by diagnosing and correcting problems at all stages from listening through delivery, while progressing to increasingly difficult and challenging material. In simultaneous interpretation, the techniques learned in the previous semester are consolidated, which enables students to polish their delivery and language register. Focuses on nuance of meaning, accuracy of interpretation, research and preparation for conferences, and glossary development. Special attention is given to maintaining concentration while under significant psychological stress. Students learn to recognize SL discourse patterns and render them effectively in TL.

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TRLM 8511 DEi in Localization   **2 credits**

How are diversity, equity, and inclusion relevant and applicable to the localization field? How can localization practitioners integrate these and related topics into their philosophy and practice? In this core TLM course students will engage in critical reflections, case study analysis, examination of key topics in relation to their daily work and their lives as localization professionals. Topics to explore will include power, identity, positionality, linguistic imperialism, linguistic variation, linguistic hegemony, AI, and techno-racism through individual, peer, and whole class engagement. Leaming Objectives:

Students will be able to:
• Identify key DEI principles and theories
• Apply DEI principles and theories to localization case studies in a variety of intercultural and global contexts.
• Analyze the roles that intersectionality, positionality, and power play in translation and localization at various scales
• Examine how relations of class, power, race, gender and geography intersect in the market for language services (buyer side, provider side, and consumer side).

TRLM 8530 Localization Project Management   **2 credits**

This course is designed to introduce students who are at the very outset of the TLM track to the fundamental principles of Localization Project Management. For many students, this is their first introduction to localization, so we will cover the basics with an emphasis on concepts, processes, and tools. We will cover the essentials of business communication, and how to develop strong project management skills for translation and localization projects, such as the ability to manage a wide variety of stakeholders while producing work efficiently in teams.

Students will work in teams to take a simulated project from start to finish through a basic localization workflow consisting of translation, editing, and proofreading (TEP), plus formatting. Teams will develop essential documentation for their projects, including specifications, work orders, queries logs, and risk trackers. They'll learn strategies for building and curating strong linguistic assets, such as glossaries, style guides, and translation memories (TMs). Finally, they'll get practice at collaboratively managing the triple constraints of time, cost, and quality, while participating in ongoing cycles of production, reflection, and improvement to get things done.

Obviously not all translation and localization projects are alike, so students will be asked to think outside the box for novel solutions to potentially complex project requirements.

TRLM 8545 Advanced Business Applications   **2 credits**

This course expands on common concepts and features of word processing, multimedia presentations, personal information management and spreadsheet applications. Students will analyze, design and implement solutions to examples of real-world business problems using advanced features of MS Office. Additionally, students will learn how to design and develop business applications for translation and localization. Real-world business situations are explored through the use of creative thinking and problem-solving techniques.

TRLM 8601 Terminology Management   **2 credits**

This course introduces students to the basic principles and methods of terminology management. While the emphasis is on applied terminology, students learn the theoretical background and best practices, including relevant aspects of linguistics, terminography, and classification. Students explore representative aspects of research, typical methods for recording terminology data, database record structure, and computer-based systems for terminology management.

TRLM 8605 Program Management   **2 credits**

How do organizations transform strategy into results? In this course, you will learn to run effective programs at any scale, from defining a program to seeing it to completion. We will cover different components of program management, all within the context of the localization industry: How to become a successful program manager, how to set up and execute strategy and processes, how to build and manage teams, how to manage stakeholders, risk and change, how to build relationships, communicate, influence and evangelize.

A separate section of 8695 B Localization Practicum has been opened for for-credit students of the Program Management class, in which the students will work on a research project and learn how to create a business scenario, perform a market analysis, set up a simple go-to-market localization strategy, and build a complete strategy to execute a particular type of a localization program. These 2 classes are built in conjunction with each other so don't forget to sign up for Practicum Section B!

TRLM 8615 Translation Technology   **2 credits**

This course introduces students to technologies important to management, engineering and linguistic roles in translation & localization, with a primary focus on tools for linguistic roles including translation and editing. Through hands-on practice, students will learn to use the basic features of a translation environment tool to create translation memory, reuse previous translations, manage terminology, perform quality assurance, and edit translations according to best practices. In addition to computer-assisted

translation, the course will also cover appropriate uses for machine translation and post-editing from a linguist's perspective.

TRLM 8621 Media and Audio-Visual Localization   **2 credits**

This course is divided into three sections: multilingual desktop publishing (DTP), web technologies and website localization, and audio-visual content creation and localization. We will spend time exploring most aspects of DTP, web, and A/V workflows from the perspective of a project manager, translator, or localization engineer. You will also learn fundamental typography concepts to provide you with better context and vocabulary for working with designers, publishers, and other translators. Finally, you will be exposed to many relevant tools, especially Adobe Creative Cloud (CC) applications: Photoshop, Illustrator, and InDesign. You will create an ePortfolio in WordPress, and learn how to localize WordPress websites. And finally, you will learn how to create multilingual subtitles using Premiere Pro and CaptionHub.

TRLM 8630 Games Localization   **2 credits**

This course will provide a solid foundation in games localization, including a brief history of the industry, an overview of the various game platforms and genres, and how each has their own localization challenges. Students will study games localization processes, and how they fit in and often overlap with software development and localization. Students will gain hands-on experience with common game-localization file formats such as Excel, XML, and JSON. In addition, students will experience how to localize mobile and console games using Android Studio, Xcode, GameMaker Studio 2, Unity, and Unreal. Instead of a traditional final, students will work either individually or in a small group to complete a games localization-related project. During this "games workshop," students can choose between creating a game from scratch and localizing it, adapting an existing game and localizing it, localizing an existing game, or complete a game-localization research project. Upon successfully completing this course, students will be able to confidently discuss games localization from the point of view of a project manager, engineer, and translator.

TRLM 8636 Intl Marketing for Localizers   **2 credits**

A great localization project manager working on marketing content knows not only how to localize the content but understands what went into creating the source. This course introduces international marketing fundamentals, along with how to localize and analyze marketing assets and campaigns. The first half of this course focuses on general principles of international marketing, while diving into social media marketing, customer relationship management (CRM), and growth marketing. We will analyze data and metrics to help determine which countries and locales to target in relation to marketing strategy goals. We will also analyze how campaigns are created and what the life cycles of marketing projects and campaigns look like. The second half of the course will primarily focus on how to localize marketing assets, and the role a client localization project manager plays. Although we will touch on the role of vendors and vendor project managers, this class is primarily taught from a client Localization Project Manager's (LPM) point of view. We will examine different localization approaches to understand how they differ and detennine when to apply each approach. We will also explore different marketing content projects (e.g., posters, taglines, videos) and the "why" behind turnaround times, as we practice powerfully and effectively engaging in stakeholder education.

TRLM 8639 Tech Pubs and Support   **2 credits**

This course is designed to give students both a solid foundation in Tech Pubs and Support Content localization, and an overview into how Tech Pubs are evolving and how localization can continue to

support it. We will dive into different approaches to localizing Support content, and examine relevant data to help us identify correct languages to support in a company's Help Center, approaching the relevant topics from the perspectives of English content creators and client-side localization project managers. With that solid foundation, We will then introduce the concept of Educational Content as evolved from Tech Pubs, and examine several education / technical content types as well as their localization considerations. At the completion of the course, students should be ready to support the localization of Tech Pubs and be familiar with enterprise educational content to support their localization as needed.

TRLM 8649 RTL Languages and Unicode Bidi   **2 credits**

As Central Asian and Middle Eastern economies grow, accommodating bidirectional languages, right-to-left (RTL) and left-to-right (LTR) has become the key to reaching more than 600 million people in these growing economies. The course will cover an overview of the Unicode system and an in depth knowledge of the Unicode Bidirectional Algorithm (Bidi) and it's entities. The course will cover Bidi applications in HTML, CSS, Objective C (for Apple OS X and iOS operating systems) and JAVA and XML (for Android operating system). The course will also cover planning for RTL support and how to make the code extendible, generic and easier to manage.

TRLM 8660 The Business of Translation   **1 credit**

This course is designed to provide the students with all the elements involved in the management and operation of a Language Services Provider (LSP). We will cover the basics of financial statements applied to projects, supply chain management, account management and growth strategies. We will look at the market dynamics driving the language industry and work on strategies to maximize margins and increase shareholder value, both at the project level and at the company level. We will discuss actions to align with customer expectations and deliver superior customer service.

TRLM 8662 Financial Side of Localization   **2 credits**

Localization activities require money, which needs to be managed in a fiscally-responsible manner. This course will provide students the opportunity to apply the most common financial concepts utilized in the buying and selling of localization services, and through that, understand the forces and pressures involved in managing localization budgets. The course will focus on the mechanics of budget management and the different budget management goals on the supplier side vs the buyer side. We will explore the supplier side's need to maintain a healthy margin and how such a margin may affect the very survival of the business. On the buyer side, we will explore the enterprise needs to meet reporting requirements and justify ROI in localization. At the end of the course, the students should be able to perform the accounting and record-keeping mechanics, manage a localization budget, and utilize it to meet enterprise localization goals.

TRLM 8693 Advance Your Localization Career   **2 credits**

This course consists of three main parts. The first part of the course starts with building and managing your career in the localization industry, including job application, hiring process, interviews and employment contract negotiations. It then focuses on the skills needed to build a successful career in localization, including goal setting, performance reviews, 360 feedback, and the promotion cycle. It also covers job changes and the resignation process, and concludes with a presentation about the various career paths available in the localization industry.

The second part of the course focuses on EQ and leadership skills that are critical for working within a team as well as cross-functionally. These essential skills include communication, collaboration,

relationship building, influencing & change management, conflict resolution and managing up. They will help you navigate corporate environments ethically, deal with difficult coworkers or bosses, or influence change.

The third part of the course will cover some basic survival skills such as time management and energy management that are essential in the demanding, deadline-driven, multi-cultural and geographically dispersed world of localization.

Classes will also include group presentations by the students and one or more guest speakers.

TRLM 8695 Localization Practicum   **2 credits**

There are four ways to satisfy the practicum requirements for MAT and MATLM students:
1) Pursue an individual translation project **(register for TIAG 8605 Translation Practicum instead)**,
2) Volunteer to work for an existing special localization-related project or create and run your own **(Localization Practicum Section A),**
3) Work at a localization-related internship or non-profit organization **(Localization Practicum Section A).**
4) Design your own localization-related research project **(Localization Practicum Section A),** or participate in the real-world research project related to program management under the guidance of a senior localization professional **(Localization Practicum Section B).**

SECTION A: Prof. Marcel Bregman

This section is designed for people who prefer to work on existing student-run projects, such as the student-led magazine, podcast, mentorship program, school outreach, etc., or create and run their own. You can also design and complete your own localization-related research project. This section can also include those students who are currently participating in an internship in a real-world company, or work for a nonprofit organization such as Women in Localization or GALA. The projects and internships all have a learning component, and students will be expected to share their experiences with each other to foster knowledge sharing.

SECTION B: Prof. Eva Klaudinyova

Localization Practicum Section B is run in conjunction with Program Management (TRLM 8605, also taught by Prof. Klaudinyova). It is designed to give Program Management students real-world localization management experience. Students work in small teams to design a program strategy for a specific type of a localization program, under the guidance and mentorship of a designated senior localization professional.

SPRING 2024 COURSE DESCRIPTIONS (any courses offered both fall and spring are listed only in the fall section)

DPPG 8502   Water, Conflict and Development in Asia   **3 credits**

To deepen students' understanding and appreciation of both the policy and development challenges faced by Southeast Asian country policymakers and local citizens, including organized advocates like environmental NGOs and hydropower companies.

(1) development of knowledge and skills on conflict transfonnation regarding water conflict

(2) Build familiarity with main theoretical and empirical perspectives on development projects and their social, environmental, economic and political implications in a region so culturally, politically and economically diverse and at the same time strategically important to the United States

(3) Apply field research methods and writing skills

(4) Foster communication skills for diverse audiences, including formal presentations and informal discussions in class, semi-structured interviews with foreign experts and government officials and with culturally and religiously diverse local populations

(5) Understanding and appreciation of cultural sources of individual, community, and national identities, cultural values, and culturally-informed perspectives on and approaches to conflict over public policies addressing environmental challenges and development concerns.

DPPG 8505   Race & **Social Change**   **2 credits**

Students will learn principles of social change; learn content from U.S. and global case studies and adapt principles from those cases to current situations; be able to identify situations of oppression and/or social conflict, and apply principles of social change to effect social transformation.

DPPG 8506   Intl Politics and Development   **3 credits**

This course introduces students to the politics of development, its contemporary debates, agencies and issue-areas. Development is a contested concept and practice that originates from the exercise of power, which is at the core of politics. Governments, International Organizations (IO), Non Governmental Organizations (NGO), and other social actors within Civil Society, have kept alive and thriving the debate on the best development practices that can better the lives of billions of individuals. It is a debate that takes place at multiple spatial and socio-political contexts, within and beyond the institutions of the state, yet its concrete outcomes are located within the boundaries of a specific state, or group of states. It is often assumed that states and societies share common development goals, this is far from being the case, as the key ideas, agencies and practices of development are shaped within domestic and international political systems where political and economic power are far from being distributed equally. Such unequal distribution of power is even greater between states with different levels, or models, of development. Today the economic and political gains from the dominant model of development are also far from being distributed equally. For these reasons it is fundamental that future practitioners recognize the limits and reaches of development models, as these are intricately related to how political power is conceptualized, exercised and distributed through a wide range of social contexts at domestic and international levels.

DPPG 8570   Program Management & **Analytics**   **3 credits**

This course will introduce you to the methods of effective program management, drawing on analytics and implementation science. We will look at program management through the lens of different social sectors and development priorities. This course is designed to deepen your analytical abilities so that you can better understand the complexity of program implementation, place programs and policies in context, and understand how interventions interact and affect stakeholders. And, we will develop your managerial skills so that you can translate evidence to effective practice.

DPPG 8575/ IEMG 8575/ ICCO 8571 Nationalism & **New States in Balkans**   **2 or** 3 **credits**

This course builds on previous immersive learning courses to the Balkans, initiated by Professor Jan Knippers Black. Professor Black's goal at the time was to demystify the misconceptions around the region

that gave rise to the term "balkanized" and debunk the myth of primordial hatreds that too many people still assume to be the cause of the many rifts in this region. Since that time, the course has undergone multiple iterations, each time focusing on a different aspect of this theme. This iteration will take place in the southernmost of the former Yugoslav republics: Kosovo and Northern Macedonia. Kosovo and Northern Macedonia each have two majority populations: one slavic and one Albanian. Both countries gained their independence within the last four decades, and tensions between the two populations have figured heavily in how each of the countries has developed. The course will examine the complexities of what happens after conflict, including the complex work of building a new country. We take on topics such as shaping concepts of history and shared memory, "frozen conflicts" and addressing tensions that still remain just below the surface, the role of international partnerships to shape national trajectories, and the concept of national identity formation in new states. To be open to all MIIS degrees, we will be exploring the roles of policy, education, language, and culture to unpack some of the drivers of tensions within each country. So often in the Balkans, the past is prioritized - and with good reason as it's a region that has been occupied by so many different populations over time, with each leaving their mark and with many languages and cultures remaining within the peninsula (e.g. Roma, Turkish, Bulgarian, Vlach). However, this course is intentionally shaped to look forward with the same complexity and sense of curiosity. How are some of the youngest countries in Europe choosing to create peace, opportunity, and prosperity? What are the major barriers to move past the conflicts that define the region and imagine a future? The course is customizable, to fit better with students' individual concentration. Students will be asked to read materials that provide an overview of the conflict in the Balkans, including recent military activities of the U.S. in Kosovo and resulting spillover into North Macedonia, raising questions of whether either conflict is truly over. They will also be asked to read different visions for the future of each country, questioning how conflict is being perceived, measured, and addressed - especially at different levels (local or national efforts vs. international programs and donors). We will also seek to explore interventions for peace that have not worked well (e.g., the UN's presence in Kosovo, North Macedonia's lengthy EU accession process) and discuss the drawbacks of existing measures, plus efforts that have failed to bring forth transformation. In each country, we will ask experts from diverse perspectives and backgrounds to talk about how they see their country moving forward after the conflict and their hopes for the future. The goal is to provide students with a rich understanding of the context and the complexity of building a new state, as well as raise questions about power, multiple perspectives, myths in society, and marginalized voices. Moreover, throughout the trip, we will take time to periodically discuss and unpack how what we have learned tracks with what we initially thought.

DPPG   8581   Public Education: Homelessness   3 credits

Students will learn how to conduct a rigorous public education campaign by working with the local non-profit organization, Gathering for Women. The class will work with the organization's leadership to advance the local public's understanding the issue of homelessness in Monterey County, especially how it affects women.

DPPG   8603   SEM: Climate Migration   3 credits

This course provides a deep exploration of the intricate relationship between climate change, development, and migration. It offers through an interdisciplinary approach a comprehensive understanding of the multifaceted challenges and opportunities presented by climate-induced displacement. In this course, students will not only review the latest research in the field but also actively engage in the process of translating these findings into actionable solutions for addressing urgent policy challenges.

DPPG   8606   SEM: Advancing Evidence for Program & Proposal Development   3 credits

Developing effective programs and successful proposals requires professionals to achieve a thorough understanding of the evidence base. Often, social change and human development initiatives operate in isolation, with the lessons-learned confined to donor reports, episodic webinars, and academic publications. A systematic review is an applied research method that pulls together related individual outputs, and through structured synthesis and interpretation, advances the research base to inform decision-making and evidence-informed programs and proposals.

DPPG 8640 SEM: Comparative Migration Policies 3 credits

This course takes various forms, ranging from regular (legal) and irregular (illegal) migration, refugees and asylum-seekers, internally displaced persons (IDP), human trafficking and people smuggling, unskilled and skilled labor to temporary and permanent residency. Migration issues range from migrants' rights, national and human security implications to economic and social impacts in sending and receiving countries. Moreover, immigration policies are the result of domestic forces, including inter and intra-institutional power dynamics, public opinion, national identity considerations, partisan struggles, social and economic requirements, demographic and population changes, national security, and foreign policy. This seminar will focus on the different factors and categories of migration and the state policies that manage and control migration flows. Each student will develop a comparative analysis of two countries' immigration policies that share similar policy challenges. The research will include a description of the shared policy challenges with a policy analysis of the similarities, differences, and effectiveness of their migration policies.

DPPG 8642 Taking Measure of the Unmeasurable 3 credits

Many of the problems that students at MIIS want to work on are structural, complex (meaning non-linear), have long success horizons (i.e., no 1-5 year project can truly solve them), and are only partially amenable to standard approaches and methodologies for assessing impact. Indeed, the difficulty of "measuring" structural progress in things like racial, economic, gender, and climate justice incentivizes projects and programs with short time spans, highly quantified "outputs" and "outcomes" which can be successful during their life spans but frequently fail to produce long-term impacts. Our class will a) unpack the reasons for a reliance on project modalities in social development work (spoiler: it's not because donors or public officials or NGO leaders are stupid), and b) introduce learners - at a conceptual level - to 8 approaches to assessing impact in complex, nonlinear, emergent contexts, approaches that can help us avoid "dumbing down" projects to measuring that which can be quantified, or counted.

DPPG 8648 SEM: Global Economic Governance for Development 3 credits

Are economic and social development legitimate concerns of global governance for developing countries? This course identifies the critical issues and challenges of global development policy **in** a highly interdependent world and formulates policy responses to them. The policy areas that we will study include trade, financial stability, development financing, sustainable development, foreign investment, intellectual property rights, global data governance and climate Change mitigation. This graduate seminar provides a conceptual overview and empirical illustrations of the foundations of, and negotiated changes in, global development policy. The course combines lectures, class discussions, group projects, role-playing negotiation simulations, and student presentations.

DPPG 8673 Advanced Data Analysis 3 credits

This class builds on Data Analysis for Public Policy and covers advanced topics commonly used in very diverse areas of policy analysis, specifically data reduction techniques (factor analysis) and non-linear

models (logistic regression). The course also includes minor sections on data manipulation, formatting of raw data (flat, text files); databases; and proprietary data formats.

IEMG 8500   Principles & Practices of Intl Ed   3 credits

This foundational course will introduce students to the breadth of the international education field. Course content will emphasize fundamental principles of international education through a focus on seminal literature in the field. Additionally, the course will emphasize exploration of career specializations through interactions with practitioners and individual course assignments.

Optional synchronous activities are offered Mon/Wed, 8-9am Pacific Time.

IEMG 8551   Managing People and Resources in Cross-Cultural Context   3 credits

This course prepares students to manage people and financial resources in programs, departments, or projects of moderate size and complexity. Course activities examine the complexities of staff and budget management in international and cross-cultural contexts. Specifically, students will learn about job description development, advertisement, inclusive selection processes, inclusivity, and ethics, managing remote teams, theory and practice of budgeting, and cost analysis. To manage resources effectively, managers must be able to establish trust, motivate staff, make difficult decisions, and communicate across cultural and organizational contexts. These critical skills are emphasized in this course.

IEMG 8598   Intl Education Directed Study   1 to 6 credits

Students will have the opportunity to engage in a local international education project. The fieldwork project will include an academic research component as well as extensive hands-on work with a local program.

Students must obtain a faculty advisor, complete a Directed Study proposal form, obtain signatures, and submit to the Associate Dean of Academic Operations for approval.

This course may be taken up to three times for credit.

IEMG 8600   Intl Education Policy   3 credits

This course examines the role of global and national policies in shaping education. Course topics include among others, the role international organizations play in the global governance of education. National polices of education are examined in the contexts of policy convergence, policy borrowing and lending. Trends in national policies related to education are also explored such as education as a form of soft power, education as a form of trade, and aid for education. The need to balance national policies with international demands and trends are explored.

IEMG 8610   Education Abroad Management   3 credits

Through reading of the literature and extensive interactions with practitioners, students will explore study abroad models, student advising, orientation programs, financial aid issues, challenges of academic credit transfer, benefits of study abroad, faculty-led programs, risk management strategies, institutional partnership establishment, and growth of the work/intern/volunteer abroad sector.

Optional synchronous activities are offered Wednesdays, 4-6pm Pacific Time.

IEMG 8643   Global Ed for Future   3 credits

This course explores the future of global education by examining new approaches to facilitating international exchange and intercultural learning through technology. We will study models ranging from virtual exchange and connected classes to training programs and Collaborative Online International Learning (COIL) programs. We will review the scholarship and practice literature to identify the opportunities and challenges with advancing global learning through technology, including implications for sustainability, diversity, equity, inclusion and access. Through mini-lessons, students will practice design, facilitation, assessment, and evaluation of learning with selected technologies.

IEMG 8645   IEM Project   3 credits

This project-based course provides students with an opportunity to apply international education theory and research to solve problems of practice using inclusive design in global education. Students identify, design, and prepare implementation and assessment of a global education project in partnership with an external learning partner. Project work draws comprehensively from core and elective IEM classes, specifically demonstrating good practices in international education program design and assessment. Students work individually or in small groups to develop an applied project with advisement from the course professor. Projects demonstrate human-centered design reflecting key needs, good practices, ethics and standards, and equity-minded approaches with feedback from field experts.

 Optional synchronous activities are offered Tues/Thurs 8-9am Pacific Time

IEMG 8650   IEM and IEM/ MPA Practicum   6 credits

While undertaking an approved professional practicum in the International Education Management field, students will be responsible for rigorous academic performance, equivalent in quantity and quality to the requirements for equivalent on-campus coursework. Students will demonstrate their application of theory to practice through completion of multiple deliverables.

IEMG 8699   Intl Education Management Thesis   3 or 6 credits

A Thesis alternative is available to students with extensive professional experience in the international education management field. Students interested in this option should consult with the IEM Advisor and Program Chair. Registration will be accomplished with an ADD/DROP slip and IEM Thesis Proposal form, signed by the faculty supervisor, program chair, and Associate Dean of Academic Operations.

IEPG   8507   Governing the Global Commons   4 credits

'Commons governance' has emerged as a new paradigm in both functional and legal approaches to international environmental cooperation. Traditionally, nation-states have been considered the sole actors in governing trans-boundary resources such as the atmosphere, water and the ocean. In contrast, the commons approach highlights the role of collaborative governance by all users of a depletable resource in designing, implementing and enforcing sustainability rules and norms. While nation-states remain key players, a commons approach is poly-centric (international, regional, national, sub-national) and multi-actor (government, business, civil society).

This course provides a foundation in the theory and practice of global commons governance. Part One introduces the conceptual framework and empirical findings of Elinor Ostrom's work on the design of effective institutions for common pool resources. Working in teams of two, students will produce a case study which deploys the Ostrom framework to evaluate the effectiveness of a current agreement governing a transboundary commons of their choice.

Part II focuses on the structure and dynamics of the governance of the global atmospheric commons. It first examines the norms, principles and key agreements in international environmental law. It then explores the evolution of global climate collaboration from the Montreal Protocol to the UNFCCC to the Paris Agreement. Students will produce 1) a graphic presentation evaluating the Nationally Determined Contributions (NDCs) of two nation-state signatories to the Paris Agreement; 2) a case study examining the way a key non-state actor-business/industry, cities/states/provinces, civil society-is implementing the Paris Agreement.

IEPG 8525   Environmental Leadership   4 credits

In a rapidly changing world where the environment is being compromised at an alarming rate, we need programs and people to lead in developing actionable solutions, inclusive and effective policies, and broad engagement towards a more sustainable future. We need to inspire and enable people to lead effective change. Who are those leaders? What are the qualities of a leader? What does it mean to lead? How do we build effective collaborations to achieve goals? This course tackles these and other questions as we explore diverse levels of environmental leadership in diverse settings, from the community to the global level. We will use case studies, scenario building, readings, guest speakers and personal leadership and working style strength assessments to build a practical understanding of environmental leadership at the personal, team and project/initiative level. This course will empower participants to think differently about leadership, and will provide them with tools to develop their own leadership strengths.

IEPG 8591   Applied Conservation Science & Policy   4 credits

This course is about saving life on earth. It provides the scientific foundation required to formulate sound environmental policies capable of addressing human population growth, habitat destruction, resource overexploitation, and other anthropogenic factors that continue to undermine the earth's ecological systems. The course focuses on scientific underpinnings of conserving the world's remaining biological diversity (aka "biodiversity"). It draws from biology, ecology, and other natural sciences to deliver the broad scientific training that future policymakers need. As a short survey course, the goal is not to transform you into a biologist or an ecologist, but rather to equip you with the basic knowledge you need to understand how the natural world works, speak the language with confidence, and use science to develop sound environmental policy.

IEPG 8593/ ICCO 8593/ SPLA 9293, 9393, 9493   Eco Restoration in Colombia   2 or 4 credits

This course Exploring Sustainable Agriculture Transitions in Rural Colombia will consist of an 8-day visit to the town ofLibano, Colombia, over spring break March 16-24, 2024 with an additional travel day on each end of the trip. The creation of a sustainable global food system is one of the most pressing challenges of our time. High-input, animal-based, industrial agricultural practices drive land concentration, deplete soils, and generate deforestation, including the loss of soil and forest carbon -In total, the agri-food system accounts for 40% of global greenhouse gas emissions. Promising innovations are emerging, especially around the principles and practices of regenerative agriculture, in both developing and developed countries. The overarching aim of regenerative agriculture is to create farming and grazing systems that are in harmony with nature while generating sustainable livelihoods for farmers. It is a whole-of-ecosystem approach, with soil health at the center. Healthy soils have a high level of

biodiversity and capacity to store both water and carbon. This "exposure tour" in Colombia will provide students an opportunity to explore how an agricultural community in a developing country is grappling with the challenges and opportunities to transition to regenerative agriculture in the context of global and local supply chains, as well as a country engaged in post-conflict reconciliation.

IEPG   8613   Harnessing Innovation for SDGs   2 credits

Achieving the UN sustainable Development goals requires massive technological changes in energy, mobility, construction, housing, and agriculture (to name a few). The World Economic Forum estimated that achieving the SDGs is likely to open up 60 market "hot spots" worth $12 trillion in market opportunities[l][l], in building new business models and developing and deploying disruptive technologies[l][2]. Simply put, achieving the SDGs is an exceptionally attractive economic opportunity and a well-validated target market. The race to tap into these opportunities is underway.

Innovation is essential in achieving the SDGs. It is the engine that enables the transition towards a circular economy; it supports the structural changes on the way towards sustainable development. A key driver of economic growth, innovation will fill the technology, design, and business model gaps in the current value chain of multiple industries, to accelerate a transition into a circular system and achieving the SDGs.

Meeting the innovation needs of sustainable development requires a thriving pipeline with hundreds, then thousands of innovators who compete, grow, and outperform each other, gradually increasing in quality and breadth. In fact, "Business as usual will not achieve this market transformation. Nor will disruptive innovation by a few sustainable pioneers be enough to drive the shift: the whole sector has to move." Support for such innovations requires a portfolio management process to evaluate adequacy, opportunity, risks, and probability of success and to prioritize projects based on clear sustainability impact. It also requires access to capital that is aligned with the innovation stage, and global policy support to secure favorable economic conditions. Investment capital and interest are both available, but the innovation pipeline needs to grow and be supported. Given the slow pace of industry innovation, the engine for change will inevitably come from early-stage innovators and entrepreneurs.

A problem of this magnitude cannot be solved with a single linear policy or technological innovation. It needs a cohesive solutions eco-system supported by appropriate investment, economic policies creating an enabling environment and multi-governmental collaboration. The sustainable development innovation eco-system is a complex dynamic system that depends on the healthy interactions of its multiple components - demand creation, fulfillment, investment and financial support, policy portfolios, and global growth and scale-up of implementations. A business -friendly landscape and fruitful collaboration between the private sector and governments is key.

This workshop examines the structure and dynamics of the innovation eco-system as the necessary structure to support solutions to the SDGs, global challenges often referred to as "wicked" problems. These solutions can range from technology to business models, to policy to financing mechanisms or advocacy.

IEPG   8622   Green Business Feasibility Assessment   2 credits

This course provides hands-on experience conducting a rigorous feasibility assessment for a new triple-bottom-line business. Applying a well-established methodology, you will research and write a detailed feasibility assessment covering priority topics such as: the venture type, industry context,

resource needs, target market(s), potential benefits (including social and environmental benefits), key risks, and financial review. In your written report and oral presentation, you will also make an overall recommendation to implement, postpone, or not implement the new business. Regardless of your proposed business type, location, and next steps, you will gain a practical, career-enhancing skill and with a strong writing sample to back it up.

IEPG 8631 Advanced GIS   4 credits

This hands-on, project-based course will build on the skills learned in the introductory GIS course. Working within their discipline, students will develop real-world case studies to practice GIS modeling, perform spatial data analysis, statistical analysis and temporal data analysis, test hypotheses and recommend policy based on their findings. Students will employ project management, database design and troubleshooting techniques applicable to GIS and other fields.

IEPG 8652 SEM: Intl Marine Law   4 credits

Spanning over 70% of Earth, the ocean is the central feature and life-support system for our planet. This two-week intensive course on international marine environmental law focuses on helping students learn to use law as a tool to better manage human activities in, on, under or otherwise affecting the ocean. It will explore global and regional agreements relevant to the law of the sea, shipping, fishing, dumping, biodiversity conservation, land-based sources of marine degradation, and problems related to implementation, effectiveness and enforcement. The United Nations Convention on the Law of the Sea, the UN Fish Stocks Agreement and the Convention on Biological Diversity are among the international agreements discussed. While the primary focus of the course is on legal issues, there will be extensive coverage of the interface of legal institutions with science and politics. Key cross-cutting issues include coral reef ecosystem management, dynamic ocean management, polar conservation efforts and governance of the ocean beyond national boundaries.

The course will be conducted using lectures, guest speakers, class presentations, intense discussions and in-class debates. Active student participation is both encouraged and required. A final report due two weeks after class ends will enable the student to conduct in-depth research into an area of their choice. Students will be able to meet individually with the instructor during the course to develop their research reports.

IEPG 8673 Sustainable Cities   4 credits

The timeliness of the topic at the national and global scale, is only matched by its political, economic and social relevance. The sustainability of urban areas is assailed by a combination of threats never seen before. At a time when-for the 1st time in history-more than 50% of humans reside in cities, those looming threats demand multidisciplinary approaches both to understand them better and to provide sensible solutions that mitigate the negative effects while amplifying the potential benefits. This class addresses those dimensions (economic, social, environmental, and political) as well as their interactions; it offers a framework under which the potential or already observed impacts are quantified and analyzed; and it surveys the policies implemented around the world. Although there are no explicit pre-requisites, students are expected to have a cursory understanding of economics and basic analytics.

IPMG 8516 SQL Basics   1 credits

This course introduces the theory and application of relational databases and structured query language (SQL). Using a project-based approach, students will practice how to retrieve, filter, analyze, and visualize datasets using SQL and then create a final application project that demonstrates their ability to

employ SQL logic to solve a real-world case. The course will be conducted using asynchronous content and interactive hands-on lab sessions.

IPMG 8598   Strategic Communications   3 credits

The course will explore the principles, evolution and professional practice of public relations with an emphasis on crisis communications. We will do so with a specific examination of the strategies, concepts and tools used to execute an effective public relations campaign or initiative. In addition, we will assess how to and counter harmful events or actions to a company's brand. The class do so with heavy emphasis on student participation and student interaction.

ITDG 8521   International Finance   3 credits

In this course, students will learn to recognize the predisposing factors of a financial crisis and policy options for optimal financial crisis management by looking at historical case studies. But first, we will look at how the ForEx (foreign exchange) market works, who are the different players, how are typical transactions structured, different exchange rate regimes (e.g. pegs, crawling bands, free floats, monetary union), factors influencing exchange rate determination, balance of payments, and sovereign debt sustainability. Students will parse multiple financial crises from both emerging markets and OECD economies. In addition to readings related to cases, students will also have regular reading assignments of current events.

ITDG 8530   Intl Econ & Applied Analysis   3 credits

This course looks at both the theory and practice of international trade for trade practitioners, commercial diplomates and corporate officers. Topics include analysis of the gains and costs from free trade and the effects both of installing and removing barriers to trade such as tariffs, quotas, subsidies, and other instruments of commercial policy. Institutional frameworks for international trade - including regional trade agreements and the World Trade Organization - are addressed as well as the economic impact of globalization. This course strengthens students' ability to conduct and interpret basic economic analysis at the national, industry, and firm level. The course blends theory and practical analytical skills to focus on application of those skills to specific public policy issues.
Course objectives:
1) Provide a comprehensive introduction to the concepts of international trade, theory and practice.
2) Develop theoretical tools to better understand current international issues and to better evaluate alternative policy options and their impacts.
3) Understand why countries choose their particular trade orientation.

ITDG 8539   Import/ Export & Trade Law Compliance   2 credits

This course and associated lab provide participants with instruction in three core trade law compliance disciplines: Trade Law Compliance (International and Domestic), Compliance with Import Procedures, and Compliance with Export Procedures. It will also provide participants with practical, hands-on training in dealing with real-world problems or simulations that give them the opportunity to apply what they have learned and thereby reinforce what they have learned during the instruction period(s). It will provide participants with many of the requisite practical skills necessary to meet a growing need for professionals who possess the requisite background and skills to guide corporations and government agencies through the myriad of laws and regulations dealing with international and domestic trade law compliance. In addition to learning and applying practical skills, participants will be able to participate in long-term

research and writing projects to support demands from industry and government for analyses of trade compliance issues.

ITDG 8626/ NPTG 8526   Strategic Export Controls   2 credits

Strategic export controls - which include export, brokering, transshipment and transit controls, as well as sanctions and supply chain security mechanisms - are important tools used in international and national security efforts, including countering WMD proliferation and terrorism. Traditionally, they have focused on raising the cost of WMD development programs and reducing access to advanced military capabilities by terrorist organizations or states active in proscribed proliferation activities or regional conflict. Strategic export controls have also become a prominent feature of the international trade landscape, and as such, are calibrated to facilitate legal trade in dual-use goods and technologies while reducing risk of instability and conflict.

This lecture course will explore the role of strategic export controls in balancing security and trade. Course participants will learn how strategic controls are applied at global, multilateral, national and industry levels. Course participants will also acquire an understanding of policies and legal-regulatory frameworks used by governments to shape strategic export controls - as well as strategies used by exporters in industry and the private sector to comply with them. The course will also examine challenges to these controls, in the form of illicit trafficking networks, evolving supply chains and new means of distribution, and emerging dual-use technologies - and implications for the future of balancing security and trade.

The course will also feature a 'red-teaming' exercise, simulating the operation of trafficking networks. The exercise will give course participants an opportunity to apply knowledge gained through the lectures and readings to better understand illicit procurement and diversion of dual-use goods and technologies - and consider strategies for addressing this challenge while facilitating legal trade and its advantages for global prosperity and human welfare.

ITDG 8632   Economic Development & Global Supply Chains   3 credits

This course focuses on the nature of 21st century commerce in a deeply interconnected world. The nature and scope of interconnectivity, the connective power of the functional geography confronting political borders, the benefits and costs of exploding technology and social media connection, smart manufacturing, data privacy and security, global scale consumer protection, resolving divergent health and safety standards standing between emerging economy producers and first world consumers, and the struggle of countries to coordinate.

ITDG 8686   SEM: Intl Economic Negotiation Simulation   3 credits

It is often said economics has become more important than ever in today's international relations, yet we work with much less than full understanding of what goes on when government negotiators bargain over trade, finance, data, labor, state-owned enterprises, services sector, agriculture, intellectual property rights, e-commerce, fisheries subsidy and the rules-making in free trade agreements and investment treaties. The process of trade and economic negotiation shapes the world political economy. This essential process can be better understood and practiced with the role-playing simulations of the ongoing trade and economic negotiations. The purpose of this course is to explore the challenges confronting international trade and economic policies, as well as to consider current negotiations designed to address these circumstances. The approach will be interdisciplinary and will focus on political, economic, and legal considerations.

What happens in these negotiations? What determines their outcomes? Could the negotiators do better? This seminar concentrates on this ubiquitous process of international negotiation over trade and economic issues and helps students launch original research on this subject. This course is designed to help improve your skill as a negotiator, while you learn more about bargaining theory in the context of global political economy. It offers a conceptual framework to help you diagnose most bargaining situations. It begins simply and adds complications one at a time. You will practice applying these ideas through in-class role-playing simulations on real-world trade and economic negotiations.

NPTG 8505   US National Security Policymaking   4 credits

This course introduces students to the formulation of U.S. national security policy. It summarizes the roles played by different governmental actors, including the President, Congress, and relevant bureaucratic departments and agencies, and describes the interagency process. It then covers the influence of domestic politics on national security policy, including the impact of interest groups, the media, and public opinion.

NPTG 8517   Intl Crisis Negotiation Exercise   1 credit

The International Strategic Crisis Negotiation Exercise (ISCNE) is a three-day, experiential learning opportunity in diplomacy and negotiations. This year's scenario is based on a hypothetical crisis in the South China Sea. Tensions in the regions have been rising for the last several years with the intensification of rivalry between China and the West, and with maritime disputes between Beijing and regional powers such the Philippines. Up to nine delegations, comprised of students, will try to find diplomatic solutions to a complex set of issues in this crisis. This includes matters involving climate change, resources, militarization, territory, international trade, and governance. The simulation will allow you to think creatively about this region and experience what diplomatic negotiators do to solve real-world issues affecting people globally.

NPTG 8518   Open Sources Tools for NPTS   4 credits

This course is an introduction to open source analysis used in the context of nonproliferation and terrorism studies. The instructors will give policy lectures as well as hands-on training in the lab. The course is designed as an overview of geospatial and data analysis techniques which are only just recently being applied to the nonproliferation and terrorism research fields. Students will study policy and intelligence analysis using deep web searching, ground and satellite imagery analysis, basic GIS, 3D modeling, crowd-sourcing, text mining, and network analysis.

NPTG 8521   Nuclear Research Reactor Practicum   2 credits

This practicum is organized within the framework of a partnership between the James Martin Center for Non-proliferation Studies, Institute of International Studies at Monterey (MUS) and the Faculty of Nuclear Sciences and Physical Engineering of the Czech Technical University in Prague, Czech Republic (CTU).

This course relates directly to issues having to do with nuclear proliferation and nuclear terrorism. The technology, materials, and know-how involved in running a nuclear reactor are potentially "dual use" and can be diverted to efforts to develop nuclear weapons. For these reasons, international efforts to prevent proliferation and terrorism require putting nuclear reactors under safeguards and providing physical security of the nuclear materials. The course will enable students to observe how safeguards and nuclear security measures are implemented in practice.

NPTG 8527   Nuclear Weapons & Terrorism in Film   4 credits

In past classes the focus was on films involving nuclear weapons while terrorism films were few. This year I decided to reverse the order - prime focus will be on terrorism films while nuclear films will be only few, only the super classics. This course overall aims remains the same - to survey how terrorism and nuclear weapons are depicted through the lens of the most accessible and powerful form of popular culture, film. The films chosen to be shown and discussed in this class address fundamental issues involving terrorism and nuclear weapons/nuclear war. Throughout this course, we will investigate dilemmas involving terrorism, counterterrorism, and nuclear weapons - among the most powerful and important features of our contemporary world -- and their representations in film. We will explore how reality inspires and enriches filmmaking, and, conversely, how filmmaking can give us new insight into reality. To put this dual relation even more explicitly, we will ask the following questions: how do filmmakers put to use the reality of terrorism and nuclear weapons in order to create compelling human stories? And conversely, what kind of new insight about nuclear weapons and terrorism can we extract from the creative imagination of filmmaking? One question hinges on both sides of that interaction: how accurate, how realistic, and how compelling, is the film representation in relation to reality itself? One dimension of this twofold interaction is historicity. Our engagement with the challenge of terrorism and nuclear weapons takes place in history; they take place against the background of evolving reality. Even questions such as "what counts as acting real" or "what scenes appear to be real" is historically shaped. What looked real or compelling in 1963 or in 1983 may not necessarily look real to us in 2017. Similarly, our current understandings and assumptions about nuclear weapons may be different from those held in pnor eras.

COURSE OBJECTIVES

Upon satisfactory completion of this seminar students should have:

§ A good familiarity with some of the most important ("classical") films about terrorism and nuclear weapons/nuclear war..

§ Better understanding some fundamental issues about terrorism and nuclear weapons through discussion of films.

§ Certain historical understanding of the nuclear age through film.

§ A feel for how film has shaped public images of nuclear weapons, the effects of nuclear war, the risks of accidental nuclear war and how command and control of nuclear weapons is exercised.

§ Terms and concepts of nuclear weapons command and control and how these are reflected in film.

NPTG 8542   Transnational Crime & Terrorism   1 credit

The "crime terror nexus" is a major area of concern for policymakers. In a globalized world, extremist groups use criminal relationships or skills for a range of purposes: from sourcing weapons to smuggling operatives into and out of countries to 'simply' circumventing financial regulations designed to starve such groups of needed monetary support. Thus far, countermeasures have had uneven results in disrupting or deterring transnational criminal activities by violent non-state actors. This course will explore the problems of international crime and terrorism in today's strategic environment, with a particular emphasis on the 'why' and 'how' of the crime-terrorism relationship. Students will gain an understanding of the factors that have contributed to the proliferation of transnational crime and terrorism, the types of crimes that pose the greatest threat to lawful societies, the institutions and tactical responses that have been developed to combat transnational crime, and the extent to which transnational crime and terrorism threaten the national security interests of the United States and the world community. By the end of this course, students should be familiar with the prevailing explanations for why terrorist groups use crime in the modem era, the organizational consequences of such a funding stream, and how states can and should respond to these challenges.

NPTG 8549   WKS: Human Trafficking   1 credit

This workshop will examine human trafficking as an emerging public issue, while focusing on the real-world challenges to identifying and rescuing victims, prosecuting traffickers, while also addressing the socio-economic and cultural dynamics that are leveraged by traffickers. This course will focus heavily on the multi-disciplinary, victim-centered approach promoted through international and domestic anti-human trafficking protocols and policies, including the Trafficking Victims Protection Act of 2000 and the subsequent reauthorizations.

The course will include an examination of relevant existing data, types of trafficking, legal definitions, domestic and international efforts to combat trafficking, challenges faced by law enforcement, the nexus between trafficking and other transnational crime, the role of traditional NGOs and social entrepreneurs, and corporate social responsibility. Finally, we will examine potential career opportunities related to combating human trafficking and the leadership, collaboration and consensus-building skills necessary for success, whether working in the global arena or for a local agency.

NPTG   8563   Evolution of Chinese Nuclear Policy   4 credits

This course, on the evolution of Chinese nuclear policy, is divided into three parts. The first part outlines early Chinese attitudes to nuclear weapons, proliferation and disarmament, prior to and immediately following China's nuclear test in 1964. The second part examines enduring concepts in Chinese nuclear policy, such as No First Use, and introduces students to important debates in China since the 1980s on nuclear deterrence. The third part focuses on contemporary issues and challenges that shape Chinese nuclear policy, from ballistic missile defense, to the South Asian nuclear tests in 1999, and the North Korean nuclear crisis. The nature of the US-China nuclear relationship will also be explored. The principal objective of the course is to give students a better understanding of China's nuclear policy, both past and present. A secondary objective is to introduce to students key literature and sources, both in English and Chinese, on this issue.

NPTG   8565   Missile & Missile Defense   2 credits

This course is divided into two components. The first is an introduction to ballistic missiles including discussions about why missiles matter and the history of their development, rocket components, propulsion, steering, guidance, structure, launchers, trajectories and cruise missiles. Then we will start to apply what we have learned to understand the current status of ballistic missile defense. How difficult is it to hit a bullet with a bullet? We will discuss defense-in-depth and layered defense, defended footprint and radars, boost-phase, mid-course and terminal-phase intercepts, discrimination of warheads and decoys, missile defense effectiveness modelling and evaluating testing, drone-based and space-based missile defense, and cost and status of programs around the world. It is recommended that students will have taken the Science for Nonproliferation and Terrorism Studies course but a handout will be given before the course starts as a refresher of the main concepts. This will be a pass/fail course.

NPTG   8569   Political Violence in Latin America   4 credits

Why is Costa Rica politically stable with little domestic violence while Colombia has struggled with eighty years of civil conflict? Why are drug cartels a problem in Mexico but not in Argentina? This course is an introduction to the dynamics and intricacies of political violence in Latin America. Understanding why political violence occurs, how it is used, what its effects are, and how it can be countered, is crucial to a clear understanding of the problems facing states and non-state actors, as well as the dynamics of a conflict-ridden global environment. Latin America has been particularly challenged by a high level of domestic violence, perpetrated by criminal, non-state, and state actors, but has attracted less public and policymaker attention than other regions. We will cover numerous subjects, including: why non-state actors and states use violent means to pursue political ends, as well as state repression and

terrorism, riots, coups, revolutions, civil wars, communal conflict, and violence by insurgents, criminals, and terrorists.

NPTG 8582 Emergency Response to Terrorism **2 credits**

The Emergency Response to Terrorism Workshop is a new two-weekend workshop offering for 2023. Students will have the opportunity to learn how emergency services function and how they respond to incidents of mass violence, including shootings, bombings, and chemical, biological, radiological, or nuclear (CBRN) attacks. Coursework will combine lecture-based instruction with hands-on, experiential emergency response training on topics such as bleeding control, explosives recognition, and CBRN response. Subject matter experts from regional emergency services organizations, all certified as instructors with the agencies pertinent to their disciplines (e.g. California POST, California State Fire Marshal, California Emergency Medical Services Authority), will join as guest instructors. Although students will gain insights into emergency services operations, and gain some practical skills, they will not earn emergency services certifications.

NPTG 8587 WKS: Drones and Surveillance **1 credit**

This workshop is designed to provide the student with a basic knowledge of the issues relating to... read more drone and satellite usage in a variety of situations. The workshop will focus more on the issues relating to drones and surveillance, but other issues such as satellite use will also be addressed.

Consideration will be given to the use of drones and satellites to perform both commercial and military/intelligence tasks and the policy issues raised by use of drones in domestic (US) and international airspace. Issues of privacy, the 4th Amendment right to be free from intrusive searches and seizures, and the legal regimes that affect the use of drones and satellites will be discussed. The impact of changing technical capabilities and potential collisions with civil liberties in these and other areas will be addressed.

This workshop will deal with the technical, policy, and legal issues involved in these subjects. It will provide the student with a working understanding of the issues involved in the current use of drones and overhead surveillance and will provide a look at the future uses and limitations, examining how civil liberties are and can be balanced against security interests.

NPTG 8588 Accelerationism **1 credit**

Militant accelerationism is currently the global face and driving force of transnational far-right politically and ideologically motivated violence. In recent years, militant accelerationist activity has alarmingly overtaken al Qaeda and the Islamic State's global networks as the dominant terrorist threat in the Western world. Globally, between July 2011 and August 2024, approximately 231 individuals have been killed and over 500 injured in terrorist attacks associated with militant accelerationism. But what is this emergent threat? Despite its meteoric rise as a transnational terrorist threat, there remains a considerable need to explore and clearly articulate what constitutes militant accelerationism and how we can better detect its presence both online and
 offline. Militant accelerationism exists beyond the traditional construct of group-based organizing and plotting for terrorist attacks, relying heavily on the aid of the internet and social media to facilitate this unique structural dynamic. Due to its highly decentralized nature and its unique methods of manifestation militant accelerationism has challenged existing counterterrorism frameworks in both governmental and tech sector frameworks. Through an embrace of predominantly neofascist and white supremacist ideology, tactics, and strategies, militant
 accelerationism has contributed to the emergence of novel means of radicalization to violence and new cultures of extremist violence in the broader far-right landscape.

This course will serve as an introductory I-credit course that will explain the key elements of militant accelerationism and its primary manifestations.

NPTG 8589   WKS: Proliferation Financing Cases   2 credits

NPTG 8590   Legal Aspects of Financial Crime   3 credits

Years ago, when I was a senior prosecutor in New York City, I was part of a group of attorneys and detectives seeking to bring to a close a corruption investigation. We were in our office in Downtown Brooklyn at around 3:00 a.m., trying to fit together the last pieces of a puzzle. A supervising detective turned to the lawyers in the room and said: "We know who the bad guys are. But that's not enough." I told him he was correct, that we needed proof that we could use in court. The detective responded: "You tell me what evidence you need to authorize an arrest for a prosecutable case and I'll suggest a plan for getting that evidence. You let me know if my plan is legal and if it is, then we'll go forward." What that senior detective laid out is the essence of how evidence in criminal cases has to be gathered: proof obtained within the legal framework of our laws. In order to effectively build prosecutions against complex criminal activity, attorneys and investigators have to combine creative investigative strategies that work within the confines of the law. These matters may arise in challenging circumstances, which is very often the situation in the investigation of financial crimes, regardless of whether the cases are brought through criminal or civil enforcement. One of my goals in this course is to provide you with a strong foundation to allow you to understand the relevant legal and other governance principles applicable

to global financial crime and then apply what you learn about identifying, investigating and combatting those activities to certain problems. In this course we will explore global efforts used to protect the financial integrity of private businesses and organizations, including regulatory, investigative (by state actors and non-government investigative bodies) and legal aspects of compliance with applicable laws and regulations. We will review corporate governance, US and international investigative and prosecutorial agencies. We will discuss the applicable judicial systems and laws.

NPTG 8603   SEM: The Radical Right   4 credits

This course focuses on the radical right. The course will examine both U.S.-based and transnational aspects of the extreme far right. Right wing extremism and terrorism are not monolithic. There is a range of diverse actors that populate the fringes of the far right. In the United States, the challenge of right-wing initiated violence (and extremist beliefs that motivate acts of violence) is long standing. White supremacy has been an unfortunate mainstay within the extreme far-right movement. And, as the events of January 6 have demonstrated, the challenge of white supremacy extremism remains an indelible part of American society. The 6th of January also illustrated the rising influence of anti-government and militia groups. Right-wing anti-government and militia movements, however, are not a recent phenomenon. The course will examine both historic and contemporary manifestations of these fringe movements. And, how some of these movements' 'beliefs' have become more normalized in the United States and overseas.

The rise of the extreme far-right in the United States has seen an accompanying rise of overseas based extremist movements. While the course primarily focuses on U.S. based right-wing extremists, there will be a module that examines international manifestations of the challenge. The transnational linkages, in fact, between the U.S. and overseas far-right has expanded in the 21st Century. Terrorists like Anders Breivik and Brenton Tarrant, for instance, have been influenced by American terrorists, like Dylan Roof. And, of course, there are tracts and manifestoes created by right-wing American ideologues that have influenced the overseas based right-wing terrorists. Similarly, there are influential writings (and actions), both historic and more recent, by European far-right figures that have shaped U.S. right-wing narratives.

The myths and key-concepts, which often serve as drivers for radicalization within this milieu will be foundational to understanding the extreme far right. At the same time, the course will examine conspiracy theories and how they have animated QAnon followers. The spread of disinfonnation, which often allows for the growth of conspiracy theories, is also key to the rise of the radical right in the United States and overseas.

Recruitment and propaganda associated with the extreme far-right is especially important in understanding the recent uptick in extreme right-wing violence. How does the far-right red-pill potential recruits? What tools have extreme right-wing recruiters used, both in the past and currently, to expand their membership? This course will examine these important issues.

Finally, what kinds of policies have been adopted to counter the extreme far-right? Have they been successful? What other policies are being examined? What are the risks associated with certain government and private sector initiatives designed to counter the radical right? How should historic issues, such as government overreach, be factored into discussions related to future policymaking?

The radical right does not consist solely of white supremacist, anti-government, and militia groups. The course (to a lesser extent) will examine smaller subsets of the far-right as well, to include sovereign citizens, INCELS, and tax-resistor movements..

NPTG 8614 Chemical & Biological Warfare & Terrorism   1 credit

This course will examine foundational methodologies for the assessment and control of chemical and biological weapons threats, including threat assessment; threat pathways; protect-detect-respond frameworks; physical and medical countermeasures; and arms control measures.

NPTG 8637 Financial Crime Typologies   3 or 4 credits

Behind nearly every international crime involving money lies a money laundering scheme. In this course we look at how corrupt dictators, terrorists, drug traffickers, sanctions evaders, and North Korean cyber hackers, among others, hide and launder their ill-gotten gains. We will identify red flags of suspicious behavior and explore traditional money laundering techniques, trade-based laundering techniques, black market peso exchange, Chinese mirror trades, the use of virtual assets, shell companies, etc. There are no prerequisites for this course. What makes for a great investigator is curiosity, great research/analytical/writing skills, and broad knowledge about the world.

NPTG 8654 SEM: Security & WMD in Middle East   4 credits

The idea of security is experienced or defined very differently in different quarters of the Middle East. If you are, say, in Mosul or Baghdad, in Damascus or Aleppo, in Gaza or Hebron, in Jerusalem or Kfar Etzion or Tel Aviv, in Amman or Beirut, in Cairo or El Arish, in Doha or Riyadh. Each of those places stimulates a different sense of security, in the personal or collective sense, and yet their overall security

discourse is interconnected. The overall discourse on security in the Middle East is influenced, affected, interrupted, and shaped by what is going on in the region. They represent different facets of the larger issue and discourse of security in the Middle East.

The seminar will address the issue and the discourse of security in the Middle East, with stress on the two sides of the spectrum, from weapons of mass destruction (WMD) to acts of terrorism. We will look at the issue of security from both the national and the regional levels.

The seminar's fundamental starting point is that to understand the issue of security in the region one must examine the broader historical fundamentals of the region. Religion, ethnicity, ideology, identity and, of course, politics are all closely related to the broader issue of security. Those issues are at the core of all regional conflicts as well as global terrorism; those issues shape the making of the modem Middle East. For this reason the seminar begins with a broad introduction on the making of the modem Middle East. Among the basic themes to be discussed in that introduction are:

• the idea of the "Middle East" as a distinct geo-political region;
• the fundamentals of the region: the religious, ethnic, and linguistic composition of the Middle East;
• The split Sunni versus Shia
• Islam as the major religion of the Middle East;
• the collapse of the Ottoman Empire as the cradle of the modem Middle East;
• the formation of the state system in the Middle East;
• the rise of political Zionism,
• the birth of the Arab-Israeli conflict;
• the rise of modem Iran;
• the creation of Modem Saudi Arabia and the Gulf;

Then, and against this introductory background, the seminar will examine the issue of contemporary security in the Middle East from both national and regional perspectives. We will look at the issue of security in the cases of the major states in the Middle East: Egypt, Iraq, Iraq, Saudi Arabia, Syria, and Israel. As it turns out, those countries -each in its unique way -- struggle now with issues of national identity and ideology that shapes their sense of security or lack therein.

The final part of the seminar will deal with regional issues involve regional security, WMD and ISIS. We will review not only the formation of the nuclear order in the Middle East where is Israel maintains a "benign monopoly" but also the history of the efforts to constrain and control the spread of WMD in the region, and why those efforts turned out not to be successful. The seminar will end by discussing the history as well as the desirability and feasibility of the efforts to establish the Middle East as WMD free zone.

NPTG 8658   SEM: CBRN Terrorism   4 credits

The goal of this seminar is to develop the skills necessary to analyze the motivations and capabilities of non-state actors to acquire and use weapons of mass destruction (WMD), more specifically chemical, biological, radiological and nuclear (CBRN) weapons and materials, for terrorist purposes. Through class discussions, simulation exercises, and individual research, students will review the technical aspects of CBRN, examine the history of CBRN use by terrorists, assess CBRN terrorism threats and vulnerabilities, and assess policy responses to CBRN terrorism. Students are required to have substantial background knowledge of either CBRN or terrorism before joining the seminar.

Students will prepare weekly short memos, conduct group work for integrative simulation exercises, prepare an independent research project, and have various presentation opportunities.

NPTG 8674 SEM: Security & Violence in South East Asia 4 credits

Various parts of South-East Asia have been plagued by terrorist violence in recent decades. South-East Asia refers to the region eastward from Burma/Myanmar till the Philippines. This course studies the phenomenon of terrorism in countries of the region such as Thailand, Indonesia, Malaysia and the Philippines. Some of the groups that this course examines include- Jemaah Islamiyah, Abu Sayyaf, Moro Islamic Liberation Front - their objectives, characteristics, composition, ideologies, tactics and fund-raising. Apart from these cases, the course also examines thematic issues such as the prospect of WMD terrorism and proliferation of WMD materials, maritime terrorism and piracy, and U.S. policy on counter-terrorism in South-East Asia. We also discuss connections between groups in South-East Asia and regional and global terrorist groups elsewhere, such as Al Qaeda and the Taliban. In order to have a comprehensive picture of non-state security threats in the region, the course also examines the various insurgent movements in Myanmar. Finally, given the close security dynamics between Australia and South-East Asia, this course also looks at terrorism-related issues in Australia.

NPTG 8696 SEM: Terrorism Financing **4 credits**

The course examines how terrorist groups finance their operations. It also explores current policy approaches to curb financial support to terrorists through the application of U.S. and international sanctions, in particular how multilateral fora, such as the United Nations and the Financial Action Task Force, disrupt and deter terrorist financing. At the completion of the course, students will have a better understanding of the key tools, including law enforcement, diplomacy, and intelligence, that are used to counter terrorists' financial networks and activities. Students will use structured analytic tools such as weighted ranking methods, scenario trees, causal flow programming, game theory, and logic to form analytic judgments. Prior coursework or professional experience in intelligence, (counter) terrorism, or finance recommended.

ARLA 8237 Modern Conflicts in MENA Region **4 credits**

ARLA 8357 Human Rights/ Sustainable Development **4 credits**

CHLA 8262 Contemporary Society in Chinese Speaking Countries **4 credits**

This course aims to enhance your overall language skills on a variety of daily topics **in** the contemporary Chinese speaking countries, with a focus on raising intercultural awareness and competence. It seeks to strengthen your language performance with emphasis on listening, speaking, reading and writing. Relevant societal topics and perspectives in Chinese-speaking countries will be covered and practiced in various tasks. Different genres may be used to foster learner's autonomy. The course is also designed not only to help students grasp conversational and listening skills through, but also enhance understanding of content knowledge of Chinese contemporary society and Chinese culture.

The format of the 6-hour class comprises listening and speaking section, reading and writing section and practicum section. For the listening and speaking section, CHLA 8262A is based on interactive learning from video and audio featuring native speakers, and from the instructor and other classmates. For the reading and writing section, after the spoken course, highest-frequency characters will be systematically introduced in cultural context. In the practicum section, we will practice target grammars through communicative methods. Reading exercises will help students develop connecting the dots-known characters and words, to enhance their reading comprehension. Assignments include different forms of listening exercises, dialogues, pragmatic function practice, discussion about societal topics, oral presentations, grammar exercises, etc.

CHLA 8324   Modern Chinese I   **4 credits**

Topics such as social phenomena, cultural differences and current issues will be introduced and discussed in this course. The objectives of the course are to develop the language proficiency of participants and to have a better understanding of Chinese world.

CHLA 8431   Chinese Stragem & **Case Study**   **4 credits**

This course examines and analyzes Chinese stratagems / strategies manifested in historical and modem case studies, be it in the context of national policies and defense, trading and economic growth, public security, human rights, environmental issues, education and contemporary society culture, life, etc. Selected multimedia materials from the Chinese press, films, television, articles, and book chapters are used in this course. Requirements include story-telling narration tasks, guided presentations, review tests, class discussions and final term project. All lectures and discussions are in Chinese.

EAPP 8387   ICC & **EAPP Communication Skills**   **4 credits**

"Description is a course designed for international students to deepen their intercultural communication competencies, while honing their writing and presentation skills in English. Students will study intercultural competence theories and explore the intersectional issues of race, religion, gender, language, as they apply to cultural identity and social justice. In addition to Intercultural theory, students will be introduced to "multiple intelligences" (as defined by Howard Gardner), and consider multiple ways in which we communicate and receive infonnation. The course will allow students to consider the complexities related to cultural identity and how to further hone their intercultural communication skills in various contexts."

EAPP 8456   Adv Rhetoric & **Genre**   **4 credits**

Advanced Rhetoric and Genre is a course designed to hone your research and writing skills in order to create fluid and interesting prose appropriate for the graduate level. The course is open to qualified international students. The content of the course will include a series of short essays, a genre presentation, and a final research paper that may be prepared in conjunction with another course.

The primary goals of this course are as follows:
• Developing critical reading skills,
• Leaming how to correctly write and research an academic paper,
• Understanding how to blend sources without losing your own voice
• Introducing ways to document sources correctly using APA/Chicago format to avoid plagiarism,
• Understanding and implementing the characteristics of good writing into our own writing,
• Working on pre-writing skills such as brainstorming and outlining,
• Leaming how to narrow and choose appropriate topics,

EAPP 8475   Professional Presentation Skills   **4 credits**

This course is designed to equip you with the skills and confidence to deliver professional and articulate speeches in English. You will deliver informative, persuasive, panel, training, and commemorative presentations to prepare you for the wide range of speech styles you may encounter in your professions. Consistent practice, analysis of award-winning speeches, and detailed feedback on your performance will provide you with ample opportunity to improve your public speaking skills.

FRLA 8293   Francophone World & **Sustainable Development**   **4 credits**

Today, people all over the world, including those in the francophone world, are more and more sensitive to the impact of human actions on the environment. Climate change, pollution, deforestation, the erosion of biodiversity, and the degradation of natural environments are among the increasingly serious consequences. In this course, you will develop your French language skills by studying topics such as how to foster ecological awareness, eco-citizenship, innovation, energy transition, post-colonial ecological interference, governmental and non-governmental actions and ecological activism using authentic texts and sources.

This course will be conducted entirely in French, and all documents studied will be in French. No textbooks are used in this course. Language Requirements: ACTFL (Intermediate)

FRLA 8391   Act/ Social Movements 20ᵗʰ - 21ˢᵗ Century   4 credits

FRLA 8491   Maghrebis/ African Communities   4 credits

ICCO 8570   Communication in Multicultural Settings   2 credits

When we talk about language, we are not merely referring to the spoken or written word. Instead, we are delving into a social, complex, and adaptive system that encompasses verbal and non-verbal communication, the context in which language is used, and our collective and individual identities, life experiences, biases, and agendas. Through relevant materials, reflections, discussions, and projects, we will explore the multifaceted dimensions of communication in multicultural settings, honing our skills as global professionals.

JALA 8251   Navigating Japan II   4 credits

This course aims to develop functional Japanese language skills while studying the features of Japanese society and culture. Among the unique features of Japan, we will focus on Entertainment in Japan and the Sustainable Developmental Goals (SDGs) in Japan this semester. Students will continue studying basic grammar/structures and new vocabulary in order to expand their communication skills and increase reading/writing capacity. Major class activities include reading passages on authentic materials (e.g., websites, easy news, etc.), video viewing, pair/group dialogues, discussions, message/essay writings, kanji studies, and presentations

JALA 8349   Current News in Japan   4 credits

This is an intermediate-advanced Japanese course designed to further develop oral and written communication skills through discussion on the current news in Japan. Students will read and watch the natural speed news, summarize, present the content in their own words, discuss the associated issues, and write their opinions/views on them. The authentic NHK news as well as the variety of web-based news articles will be utilized for materials along with other topic related written, video and audio resources for supplementary reading and listening. Students will practice paraphrasing, summarizing, reporting, and presentation skills while learning news terms and grammar/structures.

JALA 8464   Japan through Visual Media   4 credits

This course aims to deepen the understanding of Japanese society, culture, human rights movements, and conflict transformation through watching visual media works, such as films, documentaries, interviews, performing arts, etc. We will analyze the themes portrayed in the variety of media and discuss how they stem from the actual world. Students will be asked to view several visual media works throughout the course, reflecting closely on the agenda to be discussed in class. At the same time, students will read

literature and articles related to the themes and write reports while incorporating and synthesizing their views and opinions. The final project is to create a movie analysis on a topic such as: Japanese societal and cultural issues, conflict transformation, and human rights, portrayed in a visual media form of the student's choice by studying existing views and discussions on it while formulating their own argument. The course also aims to develop advanced-level Japanese skills, including the use of advanced grammar, vocabulary, expressions, and reading/writing/communication strategies, while engaging **in** the activities outlined above.

RULA 8205   Intermediate Russian II   4 credits

This course is designed for students who have already studied the basic Russian Grammar and demonstrate low-intermediate-level skills in speaking, listening, reading and writing (OPI 1.0). The program is aimed at the practice and use in context of the basic grammatical structures of contemporary standard Russian such as cases, aspects of verbs. But the main goal is to work with verbs of motion. rev1ewmg

In classroom and homework activities, students will analyze the structure of Russian verbs of motion and put them into speaking context, also they will practice Russian grammatical phenomena, study incorporating words, phrases and expressions of coherence and cohesion.

Sequenced listening and reading activities will allow them to develop strategies for improving their comprehension of texts (short stories, biographies of significant people, and so on) while learning about contemporary Russia **in** its cultural context.

Home and class exercises, compositions, presentations will help students to make progress **in** all of these areas.

RULA 8382   What Matters to Russians   4 credits

Students will be exposed to a variety of meaningful topics provoking discussions through reading and listening. Accuracy will be addressed alongside with fluency. Dynamic assessment will be employed.

The program will increase student level of language proficiency across modalities, will raise student awareness in different cultural aspects of life in Russia and will promote better understanding of Russian people and their mentality. It will increase student ability to accurately use the language in a variety of meaningful situations, especially in the environment pertaining to their future professional lives. Students will learn to understand and analyze current situation in Russia and its place on the world arena.

RULA 8487   Russian Sociocultural Analysis   4 credits

Students will be exposed to a variety of current meaningful topics through reading and listening. Discussions will follow. Accuracy will be addressed alongside with fluency. Dynamic assessment will be employed. Understanding and analyzing socio cultural situations through real events and authentic materials and situations will be introduced.

Through exposure to authentic language the students will increase the level of language proficiency across language modalities. Through meaningful tasks the students with apply the acquired authentic language to a variety of situations, personalizing what they have learned.

The goals and objectives will be to raise student awareness in different cultural aspects of life in Russia and to promote better understanding of Russian people and their mentality by introducing a variety of

authentic complex situations. Current situation in Russia and its place on the world arena will be daily addressed.

SPLA   8292   Topics in the Hispanic World II   2 or 4 credits

This is a content-based, learner- centered course that aims at developing and enhancing the students' cultural competency and their language skills. This course will focus on authentic communication in contents related to students' academic needs and interests. It will seek to develop and strengthen different skills in speaking, listening, reading and writing.

SPLA   8330/ 8430   Human Trafficking in Latin America   4 credits

The objective of this course is to provide students with a holistic comprehension of sex trafficking as one of the most complex problems with numerous contributing factors mainly rooted in intersecting inequalities. In this class, we will focus largely on the Spanish speaking countries and students will have weekly readings, research and class discussions. We will examine the dynamics of sex trafficking, its causes and effects, prevalence, types of trafficking and methods of traffickers, the role of international communities, and grassroots efforts to prevent and respond to sex trafficking. This course will also facilitate interpretive, interpersonal and presentational skills development of Spanish Language at the mid/upper intermediate level. It will also aim at communication, the development of critical thinking, communication, and civic engagement.

SPLA   8362   Ecology & Economy-Monterey Bay   4 credits

This is a course designed for advanced level Spanish learners. We will advance our communicative and cultural competence through language and interaction with stakeholders in the Monterey and Santa Cruz counties. We will speak with Spanish speakers working in areas relevant to the topics investigated. The intersection between conservation and factors socioeconomic and sociopolitical aspects will be investigated. Communication strategies will be developed to improve the communication methods of each student. Adapt communication to specific contexts will be one of the most prominent goals of this course.
It is worth reminding you that the course is mainly a Spanish course. That is, it does not intend replace EPM/IPS studies, but add specific information - in Spanish and about this case (Monterey) in particular. The teacher is a guide and the students will have a lot of autonomy, especially in political matters and in terms of the topics of his essays, presentations, etc.
Students will work on projects and topics related to their academic interests and professionals to develop linguistic skills in Spanish. The autonomy of the students
It will increase as we progress throughout the semester. There will be no exams, but tasks, assignments and projects to improve the power to produce language creatively and improvised, with communicative strategy and a solid foundation of fundamental grammar.
*There are going to be a lot of field trips in this class and I will do my best for remote people, but Because these trips will take place in nature, the beach, the mountains and even the sea at times, continuing on Zoom will not always be possible. That being said, I will collaborate with the TA to facilitate these idiosyncrasies and do everything possible to include all of you, wherever you are. We wi11 talk of possible solutions such as video recordings in cases of poor Wi-Fi coverage. We will decide and we will negotiate such things semi-democratically among ourselves as it progresses the course.

EDUC 8503   Principles & Practices of Language Teaching II   4 credits

Along with Principles and Practices 1, this course provides students with a foundational pedagogical training in preparation for careers in foreign/second language teaching. Topics covered include (but are not limited to) skills-based lesson planning, authentic texts use, summative and formative assessment, differentiation, classroom discussion strategies, and oral corrective feedback. Students will engage in a variety of real-world performance tasks, such as creating curricular documents (e.g., unit plans, lesson plans, assessments) and performing teaching events.

EDUC 8540   Language Assessment   3 credits

Considers issues **in** language assessment including reliability, validity, test bias, and authenticity. Examines differences and similarities among placement, proficiency, achievement, aptitude, and performance testing. Explores alternative evaluation procedures. Prepares students to evaluate tests and to develop original language tests. Prerequisites: Language Analysis and Educational Research Methods.

EDUC 8660   Intro to Language Program Administration   2 credits

This two-unit J term course addresses key issues related to language program administration (LPA). The course is predominately asynchronous, with a few synchronous sessions to be determined in consultation with students. Course topics include (but are not limited to) innovation, customer service, decision making, governance, ethics, human resources, project management, quality assurance, and strategic planning. The course will help students to recognize macro- and micro-level issues involved with LPA work and evaluate strategies for handling future situations in LPA contexts.

EDUC 8661   Language Teacher Supervision   2 credits

This seminar provides language teachers with the skills and knowledge necessary to meet the challenges of becoming language teacher supervisors. It examines current models of, and research on, language teacher supervision. Students practice observing teachers and conducting post-observation conferences, developing their ability to provide professional feedback, differentiate between evaluative and developmental supervision, and examine the variables related to working with teachers in a variety of specific contexts.

LING 8530   Structure of English   4 credits

Examines the syntax and discourse of modem English for ESL and EFL teaching. Spotlights practical applications for the classroom. Prerequisite: Language Analysis

LING 8531   Pedagogical Grammar in FLT   4 credits

This course is designed to provide teachers of different languages with opportunities to investigate and practice pedagogical subject matter knowledge and grammar teaching strategies in the language that they teach. There will be a number of different languages represented in the class, which will afford multiple opportunities to explore, investigate, and share a variety of pedagogical perspectives and linguistic experiences.

The course will combine a focus on recent theoretical approaches to grammar (cognitive grammar, construction grammar, systemic - functional grammar) with innovative and practical approaches to teaching and learning in an authentic, action-based and interaction-rich setting.

LING 8630   Second Language Acquisition   3 credits

Surveys, in seminar format, research in second-language learning relating to language teaching and learning. Discusses the role of affective variables, interaction, learner strategies, and learner factors in the language acquisition process. Prerequisite: Language Analysis

TIAG 8592   Standard American English   2 credits

This course is designed to give the student a program of rapid learning and understanding of the Standard American English dialect. Homework consists of practicing the vocal exercises and the weeks' text work. Students will be required to speak in class each week portions of the text and asked to practice all of the text on their own.

TIAG 8630   Literary Translation   2 credits

This course introduces students to the theories and craft of literary translation into English (or Spanish) from a second language, which may be the students' A, B, or C language. During the semester we will read and discuss foundational texts in literary translation, touching on questions of translatability, fidelity, domestication and foreignization, genre, the relationship between original texts and their translations, and the notion of authorship. We will compare different translations of literary texts, in order to examine how each version works, and will discuss how translators make decisions on language, style, format, and cultural equivalency. We will also discuss the professional aspects of submission, publication, contracts, translation schedules, and ethics. Throughout the semester students will work on an individual translation project on a text of their choice that then will be workshopped in class. At the end of the term, each student will tum in a portfolio of their translation. Students will also submit (a portion of) their translation to a literary journal or publisher.

TIAG 8660   Prep-UN Interpreting LCE Exam   1 credit

The main purpose of this course is to prepare students for the UN Language Competitive Examination (LCE). The workshop is targeted to second year T&I students from the Spanish and French program. The workshop will cover the requirements to be called to do the LCE and the format of the exam. Then we will proceed with basic information on the UN to expand our knowledge of the organization (mission, organs, Charter) and we will cover the basic UN webpages for documentation (i.e., UN web TV, UN radio, UN Term). The next part of the workshop will be hands-on; we will hold a series of mock exams simulating the conditions of the LCE and the types of speeches that candidates will face in the LCE. We will mainly focus on speeches from the General Debate of the General Assembly, analyzing their structure, terminology and content. In addition, we will focus on organizing the UN speeches in a methodical manner so students can have a structured way of preparing for the UN LCE exam.

TIAG 8692   Translation & Interpretation as a Profession   1 or 2 credits

Prepares students for professional life. Course activities include interactive presentations by the professor and guest speakers; peer-to-peer discussions on and offline; on- and off-campus career events, and submission of a Career Management Action Plan (CMAP). Sessions focus on such topics as networking, specializing, freelance invoicing, accounting and tax preparation, client relations, collegial relations, project management, interpreter and translator ethics, court, medical and conference interpreting, working for international organizations, and navigating US and foreign markets.

Prerequisites: Completion of third-semester MAT, MATI, MACI, or MATLM coursework.

TICH 8521   Intermediate Written Translation to English   2 credits

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

TICH 8522   Intermediate Written Translation to Chinese   2 credits

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

TICH 8523   Intermediate Sight Translation to English   2 credits

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

TICH 8524   Intermediate Sight Translation to Chinese   2 credits

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and

graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and stmcture of course assignments and examinations are largely at the discretion of the instmctor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

TICH 8525   Intermediate Interpretation-Consecutive into English   2 credits

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit stmctural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and stmcture of course assignments and examinations are at the discretion of the instmctor(s) ofrecord.

Course prerequisites: Introduction to Interpretation or the equivalent

TICH 8526   Intermediate Interpretation Consecutive into Chinese   2 credits

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit stmctural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students

develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Introduction to Interpretation or the equivalent

TICH 8527   Intermediate Interpretation Simul into English   2 credits

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Introduction to Interpretation or the equivalent

TICH 8528   Intermediate Interpretation Simul into Chinese   2 credits

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived

from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Introduction to Interpretation or the equivalent

TICH   8641   Adv Translation II to English   2 credits

This course is the counterpart to Advanced Translation I. Students are expected to translate texts of considerable difficulty and complexity and to cope with the types of operational challenges that are likely to be encountered in professional translation settings, such as working in teams or coping with multiple technologies. Emphasis is on particular text categories and subject-matter knowledge that are pertinent to current market demand for the specific language combination and direction in which the course is being taught. The frequency, nature, and structure of course assignments are at the discretion of the instructor(s) of record, but will include projects that simulate, as closely as possible, the professional translation environment, as well as at least one midterm and one final exam.

Prerequisite: Advanced Translation I or similar background.

TICH   8642   Adv Translation II to Chinese   2 credits

This course is the counterpart to Advanced Translation I. Students are expected to translate texts of considerable difficulty and complexity and to cope with the types of operational challenges that are likely to be encountered in professional translation settings, such as working in teams or coping with multiple technologies. Emphasis is on particular text categories and subject-matter knowledge that are pertinent to current market demand for the specific language combination and direction in which the course is being taught. The frequency, nature, and structure of course assignments are at the discretion of the instructor(s) of record, but will include projects that simulate, as closely as possible, the professional translation environment, as well as at least one midterm and one final exam.

Prerequisite: Advanced Translation I or similar background.

TICH   8645   Adv Interpretation II Consecutive to English   2 credits

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Advanced Interpretation I or the equivalent

TICH   8646   Adv Interpretation II Consecutive into Chinese   2 credits

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

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At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Advanced Interpretation I or the equivalent

TICH   8647   Adv Interpretation II Simul into English   2 credits

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

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Course prerequisites: Advanced Interpretation I or the equivalent

TICH   8648   Adv Interpretation II Simul into Chinese   2 credits

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

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Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course

assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Advanced Interpretation I or the equivalent

TICH 8655 lnterpretating for the United Nations 1 credit

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Advanced Interpretation I or the equivalent

TICH 8656 Interpretation for the United Nations workshop 1 credit

This 15-hour workshop is open to graduates and current second-year students of the Chinese Program of the Graduate School of Translation, Interpretation and Language Education. It is designed to provide a more focused discussion and training in English-Chinese and Chinese-English simultaneous interpretation on UN related topics. Staff interpreters from the United Nations will be invited as guest lecturers, who will share their experiences working for different meetings at the UN, and provide feedback on students' performance in class. Students are expected to prepare for the workshop by reading on topics commonly discussed at the United Nations, and familiarizing themselves with concepts and terminologies under each

topic. Extensive practice after class will also be required. The workshop will be held on February 5, 12 and 19, 2022, with five hours of intensive training for each day

TIFR   8521   Intermediate   Translation to English   2 or 4 credits

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

TIFR   8522   Intermediate Translation to French   2 or 4 credits

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

TIFR   8525   Intermediate Interpretation Consecutive to English   2 credits

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning

while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Introduction to Interpretation or the equivalent

TIFR   8526   Intermediate Interpretation Consecutive into French   2 credits

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assiguments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Introduction to Interpretation or the equivalent

TIFR   8527   Intermediate Interpretation Simul into English   2 credits

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

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Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Introduction to Interpretation or the equivalent

TIFR   8528   Intermediate Interpretation Simul into French   2 credits

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Introduction to Interpretation or the equivalent

TIFR   8641   Adv Translation II to English   2 or 4 credits

This course is the counterpart to Advanced Translation I. Students are expected to translate texts of considerable difficulty and complexity and to cope with the types of operational challenges that are likely to be encountered in professional translation settings, such as working in teams or coping with multiple technologies. Emphasis is on particular text categories and subject-matter knowledge that are pertinent to current market demand for the specific language combination and direction in which the course is being taught. The frequency, nature, and structure of course assignments are at the discretion of the instructor(s)

of record, but will include projects that simulate, as closely as possible, the professional translation environment, as well as at least one midterm and one final exam.

Prerequisite: Advanced Translation I or similar background.

TIFR   8642   Adv Translation II to French   2 or 4 credits

This course is the counterpart to Advanced Translation I. Students are expected to translate texts of considerable difficulty and complexity and to cope with the types of operational challenges that are likely to be encountered in professional translation settings, such as working in teams or coping with multiple technologies. Emphasis is on particular text categories and subject-matter knowledge that are pertinent to current market demand for the specific language combination and direction in which the course is being taught. The frequency, nature, and structure of course assignments are at the discretion of the instructor(s) of record, but will include projects that simulate, as closely as possible, the professional translation environment, as well as at least one midterm and one final exam.

Prerequisite: Advanced Translation I or similar background.

TIFR   8645   Adv Interpretation II Consecutive to English   2 credits

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Advanced Interpretation I or the equivalent

TIFR   8646   Adv Interpretation II Consecutive to French   2 credits

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

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Course prerequisites: Advanced Interpretation I or the equivalent

TIFR   8647   Adv Interpretation II Simul into English   2 credits

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

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Course prerequisites: Advanced Interpretation I or the equivalent

TIFR   8648   Adv Interpretation II Simul into French   2 credits

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In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

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Course prerequisites: Advanced Interpretation I or the equivalent

TIGR   8521   Intermediate Written Translation to English   2 or 4 credits

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces sight and written translation of commercial, economic, and financial texts with an emphasis on the acquisition of standardized bilingual financial terminology and an understanding of the underlying concepts. Students are expected to attend and participate in all class sessions, complete all weekly homework assignments, and take one midterm and one final exam.

TIGR   8522   Intermediate Written Translation to German   2 or 4 credits

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written

translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

TIGR 8525   Intermediate Interpretation Consecutive to English   2 credits

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Introduction to Interpretation or the equivalent

TIGR 8526   Intermediate Interpretation Consecutive to German   2 credits

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

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Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Introduction to Interpretation or the equivalent

TIGR 8527 Intermediate Interpretation Simul to English   2 or 4 credits

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Introduction to Interpretation or the equivalent

TIGR 8528 Intermediate Interpretation Simul to German   2 credits

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the

terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Introduction to Interpretation or the equivalent

TIJA   8521   Intermediate Written Translation to English   2 credits

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

TIJA   8522   Intermediate Written Translation to Japanese   2 credits

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

TIJA   8523   Intermediate Sight Translation to English   2 credits

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

TIJA   8524   Intermediate Sight Translation to Japanese   2 credits

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

TIJA   8525   Intermediate Interpretation Consecutive into English   2 credits

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations,

practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Introduction to Interpretation or the equivalent

TIJA   8526   Intermediate Interpretation Consecutive to Japanese   2 credits

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

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Course prerequisites: Introduction to Interpretation or the equivalent

TIJA   8527   Intermediate Interpretation Simul into English   2 credits

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

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Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Introduction to Interpretation or the equivalent

TIJA   8528   Intermediate Interpretation Simul into Japanese   2 credits

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

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Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Introduction to Interpretation or the equivalent

TIJA   8641   Advanced Translation II to English   2 or 4 credits

This course is the counterpart to Advanced Translation I. Students are expected to translate texts of considerable difficulty and complexity and to cope with the types of operational challenges that are likely to be encountered in professional translation settings, such as working in teams or coping with multiple technologies. Emphasis is on particular text categories and subject-matter knowledge that are pertinent to current market demand for the specific language combination and direction in which the course is being taught. The frequency, nature, and structure of course assignments are at the discretion of the instructor(s) of record, but will include projects that simulate, as closely as possible, the professional translation environment, as well as at least one midterm and one final exam.

Prerequisite: Advanced Translation I or similar background.

Students may take this course in either 2 or 4 units. Those who take this in 4 units will have extra assignments and meeting time with the instructor.

TIJA   8642   Advanced Translation II to Japanese   2 or 4 credits

This course is the counterpart to Advanced Translation I. Students are expected to translate texts of considerable difficulty and complexity and to cope with the types of operational challenges that are likely to be encountered in professional translation settings, such as working in teams or coping with multiple technologies. Emphasis is on particular text categories and subject-matter knowledge that are pertinent to current market demand for the specific language combination and direction in which the course is being taught. The frequency, nature, and structure of course assignments are at the discretion of the instructor(s) of record, but will include projects that simulate, as closely as possible, the professional translation environment, as well as at least one midterm and one final exam.

Prerequisite: Advanced Translation I or similar background.

TIJA   8645   Advanced Interpretation II Consecutive to English   2 credits

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Advanced Interpretation I or the equivalent

TIJA   8646   Advanced Interpretation II Consecutive to Japanese   2 credits

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Course prerequisites: Advanced Interpretation I or the equivalent

TIJA   8647   Advanced Interpretation II Simul to English   2 credits

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

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Course prerequisites: Advanced Interpretation I or the equivalent

TIKR 8521 Intermediate Written Translation to English 2 credits

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

TIKR 8522 Intermediate Written Translation to Korean 2 credits

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

TIKR 8523   Intermediate Sight Translation to English   2 credits

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

TIKR 8524   Intermediate Sight Translation to Korean   2 credits

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

TIKR 8525   Intermediate Interpretation Consecutive to English   2 credits

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and

further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Introduction to Interpretation or the equivalent

TIKR 8526   Intermediate Interpretation Consecutive into Korean   2 credits

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Introduction to Interpretation or the equivalent

TIKR 8527   Intermediate Interpretation Simul to English   2 credits

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Introduction to Interpretation or the equivalent

TIKR 8528   Intermediate Interpretation Simul into Korean   2 credits

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Introduction to Interpretation or the equivalent

TIKR   8641   Advanced Translation II to English   **2 or 4 credits**

This course is the counterpart to Advanced Translation I. Students are expected to translate texts of considerable difficulty and complexity and to cope with the types of operational challenges that are likely to be encountered in professional translation settings, such as working in teams or coping with multiple technologies. Emphasis is on particular text categories and subject-matter knowledge that are pertinent to current market demand for the specific language combination and direction in which the course is being taught. The frequency, nature, and structure of course assignments are at the discretion of the instructor(s) ofrecord, but will include projects that simulate, as closely as possible, the professional translation environment, as well as at least one midterm and one final exam.

Prerequisite: Advanced Translation I or similar background.

TIKR   8642   Advanced Translation II to Korean   **2 or 4 credits**

This course is the counterpart to Advanced Translation I. Students are expected to translate texts of considerable difficulty and complexity and to cope with the types of operational challenges that are likely to be encountered in professional translation settings, such as working in teams or coping with multiple technologies. Emphasis is on particular text categories and subject-matter knowledge that are pertinent to current market demand for the specific language combination and direction in which the course is being taught. The frequency, nature, and structure of course assignments are at the discretion of the instructor(s) ofrecord, but will include projects that simulate, as closely as possible, the professional translation environment, as well as at least one midterm and one final exam.

Prerequisite: Advanced Translation I or similar background.

TIKR   8645   Advanced Interpretation II Consecutive to English   **2 credits**

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Advanced Interpretation I or the equivalent

TIKR 8646   Advanced Interpretation II Consecutive to Korean   2 credits

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Advanced Interpretation I or the equivalent

TIKR 8647   Advanced Interpretation II Simul to English   2 credits

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They

learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Advanced Interpretation I or the equivalent

TIKR   8648   Advanced Interpretation II Simul to Korean   2 credits

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Advanced Interpretation I or the equivalent

TIRU   8521   Intermediate Translation to English   2 or4 credits

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are

enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

TIRU 8522   Intermediate Translation to Russian   2 or 4 credits

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background

TIRU 8525   Intermediate Interpretation Consecutive to English   2 credits

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Introduction to Interpretation or the equivalent

TIRU   8526   Intermediate Interpretation Consecutive to Russian   2 credits

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Introduction to Interpretation or the equivalent

TIRU   8527   Intermediate Interpretation Simul to English   2 credits

The course introduces basic skills in simultaneous conference interpretation from Russian into English. Various contemporary texts in Russian by a variety of speakers (mass media, presentations, conference papers) are used to practice simultaneous interpretation skills in class and to illustrate the process of interpretation. Classes include interpretation sessions, theoretical discussions and exercises. Major topics covered by the course are: stages of simultaneous interpretation from Russian into English, Russian language source text analysis, semantic transformations, input-output lag management, output quality control, mental preparedness. Special attention is paid to voice quality and voice training as needed by individual students. Students will have an opportunity to build basic simultaneous interpretation skills and improve their knowledge of Russian realia and their cultural knowledge to prepare themselves for more advanced texts and exercises. Reading assignments are required.

Final semester grade is calculated based on the midterm exam (30%), the semester exam (30%) and classroom performance (40%).

TIRU   8528   Intermediate Interpretation Simul into Russian   2 credits

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Introduction to Interpretation or the equivalent

TIRU   8641   Advanced Translation II to English   2 or 4 credits

This course is the counterpart to Advanced Translation I. Students are expected to translate texts of considerable difficulty and complexity and to cope with the types of operational challenges that are likely to be encountered in professional translation settings, such as working in teams or coping with multiple technologies. Emphasis is on particular text categories and subject-matter knowledge that are pertinent to current market demand for the specific language combination and direction in which the course is being taught. The frequency, nature, and structure of course assignments are at the discretion of the instructor(s) of record, but will include projects that simulate, as closely as possible, the professional translation environment, as well as at least one midterm and one final exam.

Prerequisite: Advanced Translation I or similar background.

TIRU   8642   Advanced Translation II to Russian   2 or 4 credits

This course is the counterpart to Advanced Translation I. Students are expected to translate texts of considerable difficulty and complexity and to cope with the types of operational challenges that are likely to be encountered in professional translation settings, such as working in teams or coping with multiple technologies. Emphasis is on particular text categories and subject-matter knowledge that are pertinent to current market demand for the specific language combination and direction in which the course is being taught. The frequency, nature, and structure of course assignments are at the discretion of the instructor(s) of record, but will include projects that simulate, as closely as possible, the professional translation environment, as well as at least one midterm and one final exam.

Prerequisite: Advanced Translation I or similar background.

TIRU   8645   Advanced Interpretation II Consecutive to English   2 credits

The course is designed to continue building students' consecutive interpretation skills for the Russian into English combination with the goal of preparing for Professional Exams. Heavy emphasis is placed on learning to interpret high register political texts from Russian into English as may be done in the context of major international organizations. Topics include: current political events, international organizations, diplomatic protocol, nonproliferation of nuclear weapons, resolution of political and economic conflicts. Students are expected to be able to interpret in a variety of simulated professional situations.

Final semester grade is calculated based on the midterm exam (30%), the semester exam (30%) and classroom performance (40%).

TIRU   8646   Advanced Interpretation II Consecutive to Russian   2 credits

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Advanced Interpretation I or the equivalent

TIRU   8647   Advanced Interpretation II Simul to English   2 credits

The course is designed to continue building students' simultaneous interpretation skills for the Russian into English combination with the goal of preparing for Professional Exams. Heavy emphasis is placed on learning to interpret high register political texts from Russian into English as may be done in the context of major international organizations. Topics include: current political events, international organizations, diplomatic protocol, nonproliferation of nuclear weapons, resolution of political and economic conflicts. Students are expected to be able to interpret in a variety of simulated professional situations. Special attention is paid to relay interpretation (i.e. working both as a pivot interpreter and a user ofrelay). Various dialects and/or accents of the Russian language are introduced to improve source language comprehension. Source texts with a higher rate of delivery are regularly used.

Final semester grade is calculated based on the midterm exam (30%), the semester exam (30%) and classroom performance (40%).

TIRU   8648   Advanced Interpretation II Simul into Russian   2 credits

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) of record.

Course prerequisites: Advanced Interpretation I or the equivalent

TISP   8521   Intermediate Translation into English   2 or 4 credits

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

TISP   8522   Intermediate Translation to Spanish   2 or 4 credits

Builds on the theoretical and practical foundation laid in Introduction to Translation and introduces the translation of specialized subject matter. Depending upon the language program in which they are enrolled, students will be expected to acquire and demonstrate basic proficiency in the sight and written translation of either commercial and economic texts, legal texts, or scientific and technical texts. The amount of emphasis accorded to a particular topic will depend on the specific professional requirements of each language program. Course assignments will include readings, research, presentations, practice and graded exercises in sight translation, and practice and graded written translation assignments, including exercises in speed translation. Students will also be expected to take at least one midterm and one final exam. The frequency, nature, and structure of course assignments and examinations are largely at the discretion of the instructor(s) of record.

Prerequisite: Introduction to Translation or equivalent background.

TISP   8525   Intermediate Interpretation Consecutive into English   2 credits

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Introduction to Interpretation or the equivalent

TISP   8526   Intermediate Interpretation Consecutive into Spanish   2 credits

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are

able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Introduction to Interpretation or the equivalent

TISP   8527   Intermediate Interpretation Simul into English   2 **credits**

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Introduction to Interpretation or the equivalent

TISP   8528   Intermediate Interpretation Simul into Spanish   2 credits

Builds on the practical and theoretical foundation laid in Introduction to Interpretation. Consists of both language-specific and joint sessions with other language programs.

In consecutive, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and further develops note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Students also expand their active vocabulary to include the terms and idioms that frequently occur in extemporaneous speeches. At the end of the course, students are able to interpret passages that are delivered extemporaneously, are of moderate difficulty, and are derived from professional settings. These passages vary from one to several paragraphs in length depending upon language combination, direction, and source content.

In simultaneous, students are introduced to basic strategies of interpreting in this mode in the booth. Begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the TL with correct grammar, diction and style. At the end of the course, students are able to interpret passages that are between eight and ten minutes in length.

Content on a wide range of topics and current events is interpreted, with some emphasis placed on business and economics. Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Introduction to Interpretation or the equivalent

TISP　8641　Advanced Translation II to English　　　　　2 or 4 credits

This course is the counterpart to Advanced Translation I. Students are expected to translate texts of considerable difficulty and complexity and to cope with the types of operational challenges that are likely to be encountered in professional translation settings, such as working in teams or coping with multiple technologies. Emphasis is on particular text categories and subject-matter knowledge that are pertinent to current market demand for the specific language combination and direction in which the course is being taught. The frequency, nature, and structure of course assignments are at the discretion of the instructor(s) of record, but will include projects that simulate, as closely as possible, the professional translation environment, as well as at least one midterm and one final exam.

Prerequisite: Advanced Translation I or similar background.

TISP　8642　Advanced Translation II to Spanish　　　　　2 or 4 credits

This course is the counterpart to Advanced Translation I. Students are expected to translate texts of considerable difficulty and complexity and to cope with the types of operational challenges that are likely to be encountered in professional translation settings, such as working in teams or coping with multiple technologies. Emphasis is on particular text categories and subject-matter knowledge that are pertinent to current market demand for the specific language combination and direction in which the course is being taught. The frequency, nature, and structure of course assignments are at the discretion of the instructor(s) of record, but will include projects that simulate, as closely as possible, the professional translation environment, as well as at least one midterm and one final exam.

Prerequisite: Advanced Translation I or similar background.

TISP　8643　Fundamentals of Court Interpreting II　　　　　1 credit

This course builds on the knowledge acquired in TISP 8633, Introduction to Court Interpreting. Students will practice interpreting interviews and witness testimony in both informal settings and formal court proceedings, using role-play scenarios and scripts. They will learn to apply the Code of Ethics that was introduced in TISP 8633 in the real world, and will become more familiar with courtroom protocol. They will also acquire the ability to control tum-taking, learn how to intervene in different situations, and hone their note-taking skills. Each week a new topic will be introduced to help the students learn the specialized terminology of criminal and civil court proceedings. Regional differences in Spanish usage will also be emphasized throughout the exercises. By the end of the semester, students will be able to accurately interpret statements up to 60 words in length and will be ready to take oral certification exams for court interpreters.

TISP   8645   Advanced Interpreting II Consecutive into English   2 credits

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

In simultaneous interpretation, advanced instruction is given for difficult speeches. Emphasizes following the logic of complex scientific and technical discourse, and remaining faithful to the style and tone of persuasive political discourse. Students are also introduced to simultaneous interpretation with text. They learn how to draw upon outlines, transcripts, slides and transparencies, and other written materials to enhance the accuracy and completeness of their interpretation. Emphasis is placed on text preparation strategies and efficient use of textual materials while on the air.

Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

At the end of the course, students are expected to interpret difficult speeches in professional settings. In consecutive, students are called upon to interpret passages that are several paragraphs in length. In simultaneous, students are able to interpret passages that are between fifteen and twenty minutes in length. The frequency, nature, and structure of course assignments and examinations are at the discretion of the instructor(s) ofrecord.

Course prerequisites: Advanced Interpretation I or the equivalent

TISP   8646   Advanced Interpretation II Consecutive to Spanish   2 credits

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

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Course prerequisites: Advanced Interpretation I or the equivalent

TISP   8647   Advanced Interpretation II Simul to English   2 credits

This course is the counterpart to Advanced Interpretation I. Students are expected to interpret speeches of considerable difficulty and complexity and to cope with the types of challenges that are likely to be encountered in professional settings. Provides final preparation for the Professional Examinations.

In consecutive interpretation, emphasis is placed on both science and technology and political rhetoric, requiring particular attention to nuance and tone. Students learn the vernacular of political speeches and other challenging material while sharpening listening, processing, and notetaking functions.

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Course prerequisites: Advanced Interpretation I or the equivalent

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Content on a wide range of topics and current events is interpreted, with emphasis placed on topics congruent with current market demand for interpretation in the relevant language combination(s). Course assignments include readings and research on class topics, presentations, practice, graded exercises, and peer and self-assessment.

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Course prerequisites: Advanced Interpretation I or the equivalent

TRLM 8540   Working Across Cultures   2 credits

Global competition for talent is in high demand. Skilled professionals are needed to work across borders more than ever. According to McKinsey Global Report, by 2030 there will be 3.5 billion people in the global labor force many of them engaging across cultures. We know that lack of cultural awareness and cultural intelligence leads to misunderstandings and misinterpretation which can be very costly for the individual, their team and the organization. Therefore, the skills needed to work across cultures are no longer 'nice to have' but necessary.

This workshop will help you build the cultural competence and cultural intelligence necessary at work across the globe. We will explore cultural complexity, different values around the world, examine six ways how cultures differ globally and how to build bridges across the cultural divide. Case studies and examples will help us to analyze misunderstandings and build stronger engagement and relationships across cultures and for you in your work. Everything you learn will be practical and applicable right away.

TRLM 8608 Leadership for Localization Management   2 credits

If you want to advance your career in localization and become a program manager or a people manager, having a solid foundation and understanding of leadership skills is key. In this class, we will cover different types of leadership, practice leadership presence, model behaviors of high-trust leaders, build credibility, learn how to manage without authority, influence up and across the organization, persuade others, solve problems and conflicts, build and maintain networks and navigate organizational politics.

The Leadership for Localization Management class builds upon the Program Management class, which is its main prerequisite. Please contact Professor Klaudinyova if you would like to at least audit the class but don't fulfill the prerequisites.

TRLM 8616 Advanced Translation Technology   **2 credits**

This course builds upon the foundation established in Introduction to Computer-Assisted Translation and provides students with a deeper understanding of the different types of productivity software that language professionals use today. During the first half of this course, we will further explore translation memory systems, and in the second, we will discuss translation environments that involve a machine translation component. In addition, we will continue our conversation on quality assurance and web-based strategies for attracting employers/clients.

TRLM 8620 Software Internationalization and Localization   **2 credits**

This course is designed to familiarize students with concepts, processes and the environment of the modem localization industry. Specifically, we will concentrate on localizing desktop, mobile, and web-based computer applications and games. We will be especially interested in how to handle strings and how to process them for translation. We will look at software and games localization from several different angles: as a localization manager within a company, a project manager within an agency, a localization engineer within an agency, and as a translator. The assignments and discussions will be designed to get students thinking about various issues from these different points of view.

TRLM 8626 Multilingual Desktop Publishing   **2 credits**

This course will provide a solid foundation in multilingual desktop publishing (DTP), with a focus on print-based assets. We will spend time exploring most aspects of the DTP workflow from the perspective of a project manager, translator, or localization engineer. You will also learn fundamental typography concepts to provide you with better context and vocabulary for working with designers, publishers, and other translators. Finally, you will be exposed to many relevant tools, especially Adobe Creative Cloud (Adobe CC) applications: Photoshop, Illustrator, InDesign, and Acrobat.

TRLM 8628 Audio-Visual Localization   **2 credits**

This course is designed to give students a solid foundation in audio/visual localization. Students will learn how to localize motion-based assets created using the most common industry tools such as After Effects, Premiere Pro, Audition, and subtitling tools. Topics are approached from the angle of a translator, project manager and localization engineer. We spend a lot of time making sure translated motion-based content is easily understood.

TRLM 8631 Advanced Localization Project Management   **2 credits**

Project managers often carry the heaviest of loads of the organizations they work for. They often make more purchases on behalf of their organizations than their managers or company owners. They have an intimate knowledge of a product that is often in a language they can't read. They know the smallest details of the strengths and habits of the partner translators who provide that product. Yet all this knowledge is not usually developed or supported through training or documented work instructions. Instead, PMs overcome a myriad of production, processing, and people issues on-the-fly. This course serves as a response to that lack of on-the-job training. Students will first consider the importance of emotional intelligence, partner translator management, and data security to the role of project management. Students will then work through a series of case studies that present examples of the

problems that can arise at each stage of the production process. Through this experience, students will develop an understanding of the importance of preventative processes, and problem-solving strategies for overcoming common issues.

TRLM 8633 Data-Driven Localization **2 credits**

This course introduces students to the use of data in localization program management. The main objective of the course is to help students learn how to incorporate data and data analytic thinking into the different aspects of a localization program, so they can make more informed localization decisions, improve their localization processes, and demonstrate their program's value to others. By the end of the course, students will have the knowledge, skills, and experience they need to develop their own data driven localization solutions.

TRLM 8637 Localization Sales & Solution Development **2 credits**

In this course we will delve into how localization services are conceptualized, presented and ultimately sold. Students will learn how to utilize authentic sales methodologies and concepts common to the industry for diagnosing localization needs and how to match those needs with relevant services. In the process, we will cover the fundamentals of buyer behavior, localization maturity modeling, selling tactics as well as "solutions development" -- a unique practice combining all you have learned about technologies, services, sales strategies and the buyer's mindset in order to create customized programs to resolve the most complex localization challenges. Students who are naturally extroverted; love to talk and present to an audience; and are passionate about business psychology, strategy and problem solving are a perfect fit for this course. You must be very comfortable with presenting, talking and receiving feedback in a public forum.

TRLM 8641 Quality/ Supplier Management (Buyer) **2 credits**

This course consists of two parts; quality management and supplier management, both from the point of view of the buyers of localization services. The first part will explain how quality management programs are built in corporations that buy localization services and how quality needs to be approached not just as a linguistic but as a business function, which translates into different quality management models, review types, review approaches, metrics collection and management, automation and budget management. It will examine the interdependence of quality management with other corporate and localization functions, and will teach students how to design a successful quality management strategy. Students will also practice how to evangelize quality management to other corporate teams, collaborate with them on quality improvement programs or get buy-in for stakeholder collaboration.

The second part will focus on the relationship between buyers of localization services and suppliers of those services, i.e. LSPs. Students will learn how to build a successful partnership between buyers and suppliers and how to manage their suppliers strategically, including choosing the right supplier, collaborating with your suppliers, managing supplier performance using metrics, conducting effective QBRs (Quarterly Business Reviews) and managing performance issues. They will also learn the legal and financial sides of supplier management and how to collaborate with corporate procurement departments on all supplier-related issues.

TRLM 8642 Localization Vendor Management **2 credits**

The localization industry is largely unregulated at national and international levels. Within this landscape, international standards of best practice define industry regulation as ensuring that work is assigned to professionals with the required competencies. Standards of best practice clearly assign responsibility for

this regulation to LSPs, who in tum pass this responsibility on to the project and vendor managers who assign localization-related work. As the on-the-ground regulators, project and vendor managers must be aware of the impact of their project assignments, since translations and related language work are core components of both the primary language product delivered to the client and the highly valuable bilingually-aligned content that is leveraged into all future projects for a client through translation memories or machine translation.

During this course, students will leam a gold standard workflow for vendor recruitment and onboarding that incorporates the automation necessary to drive efficiency, the data security necessary to protect confidential intellectual property, and the evaluation capabilities necessary to cultivate vendor databases that produce consistent quality results. Students will explore strategies for customizing workflows for specific languages and subject fields, and workflows that will be discussed include those related to screening, testing, onboarding, and performance management.

TRLM 8643 Account Management for Project Managers   1 credit

Any localization professional who works directly with clients serves as a brand ambassador for their company. The number one reason that client relationships fail is because of inadequate or mishandled communication. This course will teach essential skills that every project manager should have, including communication soft skills, negotiation, conflict resolution, sales and upselling, and relationship management. We will focus on practical skills proven to create and maintain healthy and profitable customer relationships.

TRLM 8652 Decrypting Cultures in the Workplace   2 credits

Business prosperity in our perpetually globalized and virtual world requires the skills to navigate through cultural differences and decrypt cultures far from our own. A cross cultural effectiveness course in team management and cross cultural communications in the workplace. The course will explore certain behaviors in different world cultures. The Cultural Iceberg Model will be used to help identify the conscious part of the culture which in tum influences our perspective of another culture. These conscious parts of culture are depicted in many ways, one of which are business practices. The course will discuss in detail the culturally common business practices in a variety of cultures. Practices that influence business decisions (communicating, evaluating, persuading, leading, deciding, trusting, disagreeing and scheduling). The course will improve the student's effectiveness by decrypting how culture influence our workplace and/or cross border collaboration.

TRLM 8655 Translation Quality Management   1 or 2 credits

Translation is the rendering of the language that will be incorporated into localized informational, digital, and physical products. Translation quality management (TQM) can be thought of as an input-process-output (IPO) chain, in which highly qualified translators are the input who process copy edited source content based upon the parameters for work set out in specifications, stylistic guidelines, and glossaries, and the output is the translation that undergoes quality evaluation to determine its suitability to be delivered to the client within translated and localized products and stored in translation memories for recycling into future projects within a product line. This course focuses upon designing workflows and guidelines to ensure that the TQM IPO chain is well optimized.

During the first part of this course, students will leam translation vendor management, with a focus upon how to recruit, screen, and onboard talent who can produce translations that are fit for purpose, given the specifications, audience, purpose, and domain. A gold standard workflow will be presented that includes vendor recruitment, screening, and onboarding, that incorporates the automation necessary to drive

efficiency and the evaluation capabilities necessary to cultivate vendor databases that produce consistent quality results.

During the second part of the course, students will learn translation quality management, and the quality management systems (QMS) that set talent up for success. Types of quality evaluations that will be covered include those conducted on human and machine translations in bitext and in-context environments, with a focus upon addressing root causes for issues, thereby building capacity for growth over time.

Vendor and quality systems, when managed well, enable us to achieve what standardization bodies define as the principal among quality objectives: consistently meeting stakeholder requirements with translated and localized services and products - no matter the language pair, service, or content type.

Notes on blended schedule: This course is hybrid and will take place partially online. We will have in-person class meetings during weeks 1-3, 8, and 13-15. We will meet via Zoom during weeks 4-7 and 9-12.

Notes on variable credits: The Translation Quality Management (TQM) course combines topics from these two courses taught in the spring of 2022: TRLM 8642 Localization Vendor Management and TRLM 8655 Localization Quality Management.

If you enrolled in either TRLM 8642 or TRLM 8655 in the spring 2022 semester, you'd need to enroll in this Translation Quality Management course for I-credit, to learn the modules from the course (LVM or LQM) you did not take.

If you enrolled in both TRLM 8642 and TRLM 8655 in the spring 2022 semester, you have already taken the modules that will be presented in the TQM course.

If you have not taken either TRLM 8642 or TRLM 8655, you must enroll in TQM for 2-credits.

TRLM 8657 Business Writing for Localization   1 credit

This course is designed to prepare students for professional communication in the workforce. We will look at different content-types such as proposal writing, process documentation, concise email creation, marketing copywriting/transcreation, creative writing, concise "brownbag" presentations, elevator pitches, and more. We will explore the different concepts of business writing: context, closure, decision, and action. Students will be able to identify and overcome written communication obstacles, barriers and failures such as perceptual, bias, cultural, language, and others. Topics are approached from the angle of Western business culture.

TRLM 8693 Advance Your Localization Career   2 credits

This course consists of three main parts. The first part of the course starts with building and managing your career in the localization industry, including job application, hiring process, interviews and employment contract negotiations. It then focuses on the skills needed to build a successful career in localization, including goal setting, performance reviews, 360 feedback, and the promotion cycle. It also covers job changes and the resignation process, and concludes with a presentation about the various career paths available in the localization industry.

The second part of the course focuses on EQ and leadership skills that are critical for working within a team as well as cross-functionally. These essential skills include communication, collaboration,

relationship building, influencing & change management, conflict resolution and managing up. They will help you navigate corporate environments ethically, deal with difficult coworkers or bosses, or influence change.

The third part of the course will cover some basic survival skills such as time management and energy management that are essential in the demanding, deadline-driven, multi-cultural and geographically dispersed world of localization.

Classes will also include group presentations by the students and one or more guest speakers.

TRLM 8695 Localization Practicum   **2 credits**

Localization Practicum provides real-world experience in the localization industry.

There are four ways to satisfy the practicum requirements for MAT and MATLM students:
1) Pursue an individual translation project (register for TIAG 8605 Translation Practicum instead),
2) Volunteer to work for an existing special localization-related project or create and run your own (Localization Practicum Section A),
3) Work at a localization-related internship or non-profit organization (Localization Practicum Section A).
4) Design your own localization-related research project (Localization Practicum Section A), or participate in the real-world research project related to program management under the guidance of a senior localization professional (Localization Practicum Section B).

SECTION A: Prof. Marcel Bregman

This section is designed for people who prefer to work on existing student-run projects, such as the student-led magazine, podcast, mentorship program, school outreach, etc., or create and run their own. You can also design and complete your own localization-related research project. This section can also include those students who are currently participating in an internship in a real-world company, or work for a nonprofit organization such as Women in Localization or GALA. The projects and internships all have a learning component, and students will be expected to share their experiences with each other to foster knowledge sharing.

SECTION B: Prof. Eva Klaudinyova

Localization Practicum Section B is run in conjunction with Program Management (TRLM 8605, also taught by Prof. Klaudinyova). It is designed to give Program Management students real-world localization management experience. Students work in small teams to design a program strategy for a specific type of a localization program, under the guidance and mentorship of a designated senior localization professional.

MIDDLEBURY INSTITUTE ONLINE COURSE DESCRIPTIONS

SUMMER 2024 TERM

TSOL 8505   Language Systems   **3 credits**

What is "language"? Why is it difficult to learn and teach? In this fully asynchronous course, we will examine various aspects of language, such as its sound system, lexical system, morphosyntactic structures, as well as pragmatic and discourse features. Activities will include readings, discussions, and exercises designed to explore how these language systems function and what we, as teachers, can do in

the classroom to help our learners engage with them successfully. Upon completion of the course, you will have the skills to analyze language components, select level- and context-appropriate learning objectives and instructional strategies, and provide a range of authentic materials to demonstrate to your learners how language is used. You will demonstrate your learning by conducting a language analysis project and compiling language resources to guide your teaching. Students pursuing the online MA TESOL must complete this course along with the other seven core courses before they can register for the two capstone courses.

TSOL 8541   Inclusive & Intercultural Teachings   3 credits

How can we cultivate language learning environments that are inclusive of all students' diverse backgrounds, learning preferences, and culturally-shaped ways of being? What teaching practices foster various fonns of intercultural learning and critical engagement? In this fully asynchronous course, we will explore the "what", "how" and "why" of inclusive and intercultural teaching practices through materials development/selection, activity/task design, and classroom engagement. Activities will include readings, discussions, videos, case study exploration, and reflections. Upon completion of the course, you will have the skills to select relevant approaches for working with diverse student populations and in language teaching contexts through intentional design principles, culturally-informed methods, and intercultural techniques. You will demonstrate your learning by creating a differentiated activity, an inclusive and intercultural teaching philosophy statement, and a lesson plan with relevant adaptations for diverse student populations and contexts.

MPAS 8510   Sustainability and Climate Science   3 credits

This course introduces you to the fundamentals of sustainability, focusing on climate science as one of its key optimization strategies. The first half of the course delves into the evolving history of sustainability concepts, global ecological trends and threats, various indicators of healthy ecosystems, and methods for achieving them. The second half of the course explores how the emerging solutions to climate change, viewed through the lens of a clean energy practitioner, can serve to enhance the built landscape, ecosystem health, and social justice. This course is focused on providing you with foundational knowledge and developing your ability to communicate that knowledge quantitatively, crisply and persuasively. Through targeted readings, written assignments and oral presentations, you will hone your expertise in sustainability and climate science for application in the corporate, governmental or NGO realms.

MPAS 8620   Policy and Social Justice   3 credits

This course presents an interdisciplinary approach to drive sustainability initiatives at any organization. We will explore fundamental environmental and social justice policies from a global, national, state, and local lens to provide a foundation for professionals to navigate, lead, and execute complex organizational change through storytelling, stakeholder mapping, policy analysis, and research. We will analyze a variety of sustainability initiatives as we focus on designing sustainability projects with a social justice lens that can drive change in the private, public, and nonprofit sectors. You will be developing your own sustainability plan for an organization of your choosing across the span of the course.

FALL 2024 COURSES

IEMG 8505   International Education Program Design   3 credits

Students apply conceptual frameworks for program design, with an emphasis on utilizing logic models to guide program planning. Learn how to build and test program design ideas, identify models of good

practice, and link to assessment for quality assurance. Examine human-centered approaches to program design, such as design thinking and universal design for learning. Practice iterative program development approaches individually and with peers to create a research-based program plan aligning activities with desired impact.
 Optional synchronous activities are offered Mon/Wed, 2-3 pm Pacific Time.

IEMG 8506   International Education Assessment   3 credits

Assessment in the international education context prioritizes learning outcomes, with an emphasis on global and intercultural learning. Students examine approaches to assessment, draft and evaluate learning outcomes, and write assessment plans. You will critique existing assessment tools and practice creating new assessment tools. This course supports the development of essential assessment skills for practitioners.

Optional synchronous activities are offered Mon/Wed, 8-9am Pacific Time.

IEMG 8520   International Education Marketing and Recruiting   3 credits

This course introduces the fundamental essentials of marketing and recruiting as a managerial process. Students who complete the course will understand how to make decisions as managers in educational organizations responsible for defining and operating recruiting **and** marketing strategies according to their selected mission. This decision-making process includes understanding how to identify and evaluate target market opportunities, define and articulate a value proposition for an educational service, and develop a promotional strategy that takes into consideration competitors and price sensitivities of the target market.
 Optional synchronous activities are offered Mon/Wed, 2-3pm Pacific Time.

IEMG 8525   Social Issues, Justice & **Change in Intl Education   3 credits**

This course explores the relationships between international education and power, privilege, equity, diversity and inclusion. The course will explore notions of oppression and transformation, and the conditions which facilitate and block social justice and change at the system, institution, program, and personal levels. Selected social topics will be explored, with a focus on how they intersect with the field of international education: race and ethnicity; gender, sex, and gender identity; colonial and white settler identities; environmental sustainability and justice; and immigration and forced mobility, among others. Students will be expected to learn about and discuss these topics, participate in a project that advances social justice in education, and plan for their future professional engagement.
 Optional synchronous activities are offered Tues/Thurs 2-3pm Pacific Time.

LPRM 8530   Localization Project Management   3 credits

This course introduces students to the localization industry and Localization Project Management, covering fundamental principles including business communication, localization workflows, roles and responsibilities, and project management skills. Students will build and simulate the full localization workflow for a variety of content types such as: videos, statics, websites, and product UI. Students learn to manage linguistic assets, tackle diverse project challenges, and iterate for continuous improvement in the dynamic field of translation and localization.

LPRM 8615   Translation Technology   3 credits

Students will gain hands-on experience using computer-assisted translation tools to help human translators during translation. Then they will increase automation of translation by custom training neural machine translation and fine-tuning generative AI systems. Finally, they will automate and manage the entire translation process with translation workflow management systems.

MPAS 8540   Sustainability Assessment & Disclosure   3 credits

This course offers an engaging opportunity to understand and apply sustainability and assessment within the overall sustainability management process. Building on the adage: "you can't manage what you don't measure", this course explores various methods of assessment, reporting and disclosure. Using industry-relevant tools, practitioner interviews and readings participants will be able explore the unique application of various assessments, such as materiality assessments, climate and life cycle assessments. Special consideration is given to explore how these processes could (and do) disproportionately impact disadvantaged populations. The disclosure and reporting process is critical to transparency and meaningful sustainability, this course will provide participants a strong foundation for future public sector roles.

MPAS 8630   Sustainability Communication   3 credits

This course offers an approach to communicating sustainability positions in clear, effective, collaborative, and culturally sensitive ways. We will begin by cultivating an awareness of positionality and bias, and learning how to segment stakeholder and community interests. You will create your own organization and mission statement in order to tailor communications to the hypothetical organization's mission. We will explore the fundamentals of effective communication and preparation, including research, ethical interviews, stakeholder segmentation, and communication plans. We will analyze real world examples of sustainability communication and the pros and cons of certain channels. Students will create and share sample communications as well as explore the possibilities of visual storytelling and collaborative partnerships. You will leave with transferable planning documents, writing experience, a refined editing practice, and tools for thoughtful collaboration.

TSOL 8520   Multimodal Curriculum Design   3 credits

How can you design learning experiences that build language proficiency while also engaging students intellectually? How can you relate curriculum to students' lives? In this fully asynchronous course, you will explore key knowledge, skills, and attitudes associated with the multiple stages oflanguage curriculum design. Activities include readings, viewings, discussion boards, peer reviews, and design tasks. By the end of the course, you will be able to construct needs assessment instruments, fashion learning goals, articulate performance tasks, and generate ideas for lesson plans and modules in modalities evoked in specific contexts (e.g., synchronous, asynchronous, hybrid). You will demonstrate your learning in a complete thematic unit plan that follows a backward design approach and is shaped by evidence reflecting students' needs and interests. Those studying toward the online MA TESOL will need to complete this course in addition to the other seven core courses before enrolling in the two capstone courses.

TSOL 8550   Classroom Research & Assessment   3 credits

Who do you want to be as a language professional? **In** this fully asynchronous course, you will articulate your teaching philosophy and prepare yourself for the professional context in which you will be working. As part of this preparation, you will begin your student teaching. Activities will include exploring different teaching contexts, engaging in peer observation and feedback, keeping a teaching journal, compiling an employment portfolio and articulating a professional development plan. By the end of the

course, you will be able to articulate your teaching and learning philosophy, your professional objectives, and be able to thoughtfully reflect upon your teaching context and learners. You will demonstrate your learning through the compilation of an employment-focused portfolio. Those seeking to complete the online MA TESOL will need to complete the eight core courses before enrolling in this course. Practicum "B" will be taken upon completion of this course.

TSOL 8621   Practicum A: Your Teaching Identity   3 credits

As language teachers, we are constantly assessing our learners, our teaching, and our classrooms in order to provide the best learning environment for our students. In this fully asynchronous course, you will explore ways of collecting systematic information which will assist you **in** making important decisions regarding your lessons, your learners and your program. Activities will include readings, discussions, and task design and analyses during which you will explore the many assessment and research possibilities available. By the end of the course, you will be able to choose and create data collection methods that will help you to evaluate your students and your context, providing you with valuable information both for lesson planning and for advocating for your students. You will also be able to assess language assessment measures critically and thoughtfully to choose context-appropriate evaluation methods. You will demonstrate your learning through the development of a research or assessment proposal designed to collect information to help you make pedagogical decisions. Those studying toward the online MA TESOL will need to complete this course in addition to the other seven core courses before enrolling in the two capstone courses.

TSOL 8622   Practicum B: Your Classroom Practices   3 credits

How do you ensure that your classroom provides the best learning environment possible for your students? **In** this fully asynchronous course, you will explore your classroom environment to make sure that you are meeting both your needs and those of your learners. We will focus on the ways in which your lessons and assessment practices address your teaching and learning objectives. Activities will include student teaching, keeping a reflective journal, engaging in peer observation and feedback, and conducting an investigation of your teaching. By the end of the course, you will feel confident in assessing whether or not your classroom objectives have been met and whether your lessons have maximized learner engagement. You will demonstrate your learning through the compilation of your teaching journal, a teaching portfolio, and by participating in a mock job interview. Those seeking to complete the online MA TESOL will need to complete the eight core courses as well as Practicum "A" before enrolling in this course.

SPRING 2024 CLASSES

MPAS 8501   Program Management   3 credits

This course explores the main ideas and techniques for program management as part of good governance for sustainable development. The course is broken into seven modules covering key terms and important works; the role of different actors in public administration; methods for translating evidence to action in program development; building partnerships; program implementation; and processes for monitoring, evaluation, and scaling up programs. The course is focused on deepening your analytical abilities so that you can better understand the complexity of program implementation, place programs and policies in context, understand how interventions interact and affect stakeholders, and translate evidence to effective practice. Your main course deliverable will be to develop a management plan for a priority area of your choosing, focused on sustainability. By the end of the course, you will be prepared to manage programs that advance sustainable development for the environment, economy, and society.

MPAS 8519   Org Development & Leadership   3 credits

This course offers you a meaningful learning opportunity to understand what it takes for organizations - a group of people with a shared goal - to work together and get things done to achieve sustainability goals. This presupposes a good understanding of human motivation and drivers of behavior and how to problem solve and make decisions in complex situations. These also happen to be the highest ranked among the 21st century skills. To learn about how organizations operate and how to lead them effectively, we will use readings, exercises, and case studies focused on sustainability initiatives among other learning methods. In addition, you will engage in analysis, diagnosis, and problem-solving exercises focusing on one organization of your choice.

APPENDIX C - DEGREE REQUIREMENTS

This catalog contains degree requirements as of the date of publication and should be used only as an informational guide. The Institute reserves the right to alter or amend at any time, without notice, the degree requirements contained in the catalog.

Certificate- Intercultural Competence

Overview

The ICC specialization is designed for students currently enrolled in any of the Institute's degree programs who seek to develop ICC knowledge, skills, and attitudes in both themselves and others.

- Develop an awareness of theories of culture and intercultural interaction.
- Become aware of the ways in which power, identity, language, and group dynamics impact communication.
- Develop participant observation skills that enable critical reflection.
- Engage in ongoing self-reflection.
- Question assumptions that guide diverse interpretations of and approaches to interaction.

Study In Person and/or Online

Your courses are available in person and online. Please note that many of your online courses will be live (synchronous) so you will have to keep time zones in mind. The faculty, curriculum, and per-credit cost are the same for both formats so you will have the flexibility to study online or in person, or easily switch between the two experiences as your personal and professional needs allow.

Curriculum

The 16-credit ICC specialization curriculum integrates experiential, practical, and theory-based courses that vary in length (full-semester, half-semester, workshops) and delivery (classroom, online). A cumulative GPA of 3.0 is required.

Core (10 credits)

Provides a strong basis in relevant ICC theory, research, and practice. Required courses:

- Introduction to Intercultural Competence (2 credits)
- Intercultural Group Dynamics/Organizations (2 credits)
- Power and Identities in Intercultural Contexts (2 credits)
- Communication in Multicultural Settings (2 credits)

Additional Core and Electives (6 credits)

Students also select ONE of the following TWO core courses, and the remaining six units can be selected from ICC electives available every semester.

- Intercultural Training in Organizations (Prerequisite: Introduction to Intercultural Competence) (2 credits)
- ICC Assessment (Prerequisite: Introduction to Intercultural Competence) (2 credits)

Certificate- Language Program Administration

Overview

The **specialization program** is designed for Middlebury Institute students in our TESOL, Teaching Foreign Language, and International Education Management master's degree programs. Students in other programs with extensive language teaching experience or language education coursework may also be eligible.

The **certificate program** is a stand-alone course of study for nondegree students. It is designed for those with extensive language teaching experience and language education coursework. Individuals interested in the stand-alone certificate should have a graduate degree **in** TESOL or Teaching Foreign Language, but those with similar training and experience may also be appropriate candidates.

Study In Person and/or Online

Your courses are available in person and online. Any LPA courses available through our online TESOL master's program are self-paced (asynchronous) so you can schedule them at a time that works for you. All other courses you want to take online will be live (synchronous) so you will have to keep time zones in mind. The faculty, curriculum, and per-credit cost are the same for both versions of the program so you will have the flexibility to study online or in person, or easily switch between the two experiences as your personal and professional needs allow.

Curriculum

The certificate consists of 16 graduate credits, including electives. Some courses may be offered online during the January term. Course requirements for the stand-alone certificate for the nondegree students are as follows:

- Introduction to Language Program Administration (LPA) (2 credits)
- Language Teacher Education (2 credits)
- Language Teacher Supervision (2 credits)
- Finance Functions (4 credits) **or** Managing People and Resources in Cross-Cultural Context (3 credits)
- International Marketing and Recruiting (3 credits)
- Electives (3-4 credits)

Specialization for TESOL and TFL students

TESOL and TFL degree students take the following classes **in addition to** their degree requirements:

- Introduction to LPA (2 credits)
- Language Teacher Education (2 credits)
- Language Teacher Supervision (2 credits)
- Finance Functions (3 credits) **or** Managing People and Resources in Cross-Cultural Context (3 credits)
- International Marketing and Recruiting (3 credits)

- Electives (4 credits)

Specialization for IEM students

International Education Management degree students take the following 20 credits of course work **in addition to** their degree requirements:

- Principles and Practices of Language Teaching I (4 credits)
- Principles and Practices of Language Teaching II (4 credits)
- Language Assessment (3 credits)
- Language Analysis (3 credits)
- Introduction to LPA (2 credits)
- Language Teacher Education (2 credits)
- Language Teacher Supervision (2 credits)

Certificate- Language Studies for Professional Purposes

Advance your global career opportunities by building your language expertise through the Language Studies for Professional Purposes specialization.

To address the world's most challenging problems, we need to understand one another. And there is no better way to understand others than to speak their language. Through this 12-credit specialization for students taking language studies courses, you will greatly develop your proficiency in your target language.

A global workforce needs and rewards professionals who have engaged in serious and transformative language development.

Languages

We offer specializations in the following languages:

- [Arabic](#) for Professional Purposes
- [Chinese](#) for Professional Purposes
- [English](#) for Professional Purposes
- [French](#) for Professional Purposes
- [Japanese](#) for Professional Purposes
- [Russian](#) for Professional Purposes
- [Spanish](#) for Professional Purposes

Overview

These specializations are designed for students currently enrolled in any of the Institute's degree programs. In total, students will be required to take three language studies courses (12 credits) at the 300 level or higher, obtaining a B+ or higher in all three courses. Successful candidates will complete three of the four professional projects listed below. These projects are built into the regular language studies course work at the 300 level or above.

Professional Projects

In all cases, the specific guidelines for the project will be provided by the instructor of record.

1.   A **research-based project** written in the target language, addressing an issue in the student's academic/professional area of interest. Students can choose the most relevant genre for their careers, e.g., academic article, position paper, briefing memo, article for the general public, curriculum proposal, market research, business model, prototype, etc., as long as the artifact includes original primary or secondary research and cites a minimum number of sources first composed in the target language.

2.   A **persuasive or informative professional talk** in the target language, dealing with an issue or need in the student's academic/professional area of interest. The presentation should contain original information, be followed by a Q&A, and be open to the general public. Students will be encouraged but not required to use multimedia tools.

3.   A **professional dossier** for students who desire to expand and strengthen their personal learning network while gaining business correspondence and interpersonal communication skills. This dossier will comprise the following content (all in the target language): a resume, a professional bio, and at least three interviews with professionals who are highly proficient speakers of the target language and are using this language in their line of work. Students will be responsible for establishing contact with professionals, maintaining formal correspondence with them, and transcribing and synthesizing the interviews. The dossier will include a comprehensive reflection, demonstrating evidence of advanced language and content learning.

4.   A **field research project** as an outcome of a practicum or immersive professional learning experience in a region where the target language is widely used or needed for the project at hand. Students will be responsible for gathering in-situ data in the target language (detailed field notes, self-reflections, formal and informal interviews, surveys, etc.), corresponding to their professional field. After the experience, students will analyze and present their findings in the context of a language course or independent study. This project will be particularly attractive for students who remain on campus for only two semesters (e.g., International Education Management students) and/or students who aim to maximize immersive learning opportunities.

Study In Person and/or Online

Your courses are available in person and online. Please note that many of your online courses will be live (synchronous) so you will have to keep time zones in mind. The faculty, curriculum, and per-credit cost are the same for both formats so you will have the flexibility to study online or in person, or easily switch between the two experiences as your personal and professional needs allow.

Certificate- Nonproliferation Studies

Overview

The Institute's Nonproliferation Studies Certificate requires a total of 20 credits and may be completed in one year or less in residence at the Institute. Students currently enrolled in an Institute degree program can apply to the certificate program and must complete the credits in addition to their degree requirements.

Nondegree students can apply to the stand-alone certificate program. Individuals interested in the stand-alone certificate should have a recent undergraduate or advanced degree in international relations, science, engineering, law, or related fields. Those with prior professional work experience and/or select course work in nonproliferation, terrorism studies, international security, or related fields may also apply.

James Martin Center for Nonproliferation Studies

The [Center for Nonproliferation Studies](#) (CNS) strives to combat the spread of weapons of mass destruction (WMD) by training the next generation of nonproliferation specialists and disseminating timely information and analysis. CNS is recognized internationally as the leading nongovernmental organization dedicated exclusively to graduate education and research in nonproliferation. In addition to teaching and research, CNS staff participate actively in international negotiations and prepare students for nonproliferation careers through on-the-job training and interaction with visiting scholars and specialists from other countries. Certificate students are eligible to work as research assistants on a wide variety of CNS projects, including nonproliferation databases, in-depth studies of WMD programs and the international nonproliferation regime, and timely analyses of events and issues in WMD proliferation and control.

Study In Person and/or Online

Your courses are available in person and online. Please note that many of your online courses will be live (synchronous) so you will have to keep time zones in mind. The faculty, curriculum, and per-credit cost are the same for both formats so you will have the flexibility to study online or in person, or easily switch between the two experiences as your personal and professional needs allow.

Curriculum

The certificate consists of 20 credits. An average grade of B or higher is required.

Required courses (8 credits)

All students earning the Nonproliferation Studies Certificate must complete the following:

- Introduction to WMD Nonproliferation
- Science and Technology for Nonproliferation and Terrorism Studies

Electives (12 credits)

Students must complete at least 12 credits of advanced courses and/or workshops. Sample options:

- International Security Research and Analysis
- US National Security Policymaking
- Open Source Tools for Nonproliferation and Terrorism Studies
- Workshop: Nuclear/Radioactive Materials and Weapons
- Security and Arms Control in Northeast Asia
- Nuclear Nonproliferation Treaty Simulation
- Nuclear Research Reactor Practicum
- The Nuclear Age: Historical Introduction
- Workshop: Missiles and Missile Defense
- Israel and the Bomb
- Strategic Export Controls
- Deterring and Influencing Terrorism and WMD
- Morality and Contemporary Security
- Nuclear Trafficking
- Nuclear Power and Nonproliferation
- Nuclear Trafficking (Seminar)
- Security and WMD in the Middle East (Seminar)
- Nuclear Forensics (Workshop)

- Chemical, Biological, Radiological, and Nuclear Terrorism (Seminar)
- Chemical and Biological Threats and Responses
- Chemical and Biological Warfare and Terrorism
- Proliferation and Intelligence (Seminar)
- Nuclear Weapons in South Asia (Seminar)
- Biological and Chemical Weapons and Arms Control (Seminar)

Certificate- Terrorism Studies

Overview

The Institute's Terrorism Studies Certificate requires a total of 20 credits and focuses on the study of violence-prone extremist groups and their historical evolution, ideological motivations, organizational structure, demographic profile, operational methods, and potential interest in carrying out mass casualty attacks, including through the acquisition and use of weapons of mass destruction (WMD).

Students currently enrolled in an Institute degree program can apply to the certificate program and must complete the credits in addition to their degree requirements. Nondegree students can apply for a stand-alone certificate. Individuals interested in the stand-alone certificate should have a recent undergraduate or advanced degree in international relations, science, engineering, law, or related fields. Those with prior professional work experience and/or select course work in nonproliferation, terrorism studies, international security, or related fields may also apply.

Study In Person and/or Online

Your courses are available in person and online. Please note that many of your online courses will be live (synchronous) so you will have to keep time zones in mind. The faculty, curriculum, and per-credit cost are the same for both formats so you will have the flexibility to study online or in person, or easily switch between the two experiences as your personal and professional needs allow.

Terrorism Research Resources

The Institute has a rich variety of speakers, conferences, research activities, publications, and professional networking opportunities for students interested in terrorism studies.

Curriculum

The certificate consists of 20 credits.

Required courses (**4** credits)

All students earning the Terrorism Studies Certificate must complete the following:

- Introduction to Terrorism

Electives (16 credits)

Students must complete at least 16 credits of advanced courses and/or workshops. Sample options:

- International Security Research and Analysis
- Introduction to Intelligence
- US National Security Policymaking
- From Islam to Islamism
- Introduction to Cyber Security
- Fundamentals of Cyber Security
- Tabletop Exercise Design and Operations (Workshop)
- Transnational Crime and Terrorism
- Human Trafficking (Workshop)
- Nuclear Trafficking
- Political Violence in Latin America
- Emergency Response to Terrorism
- Digital Extremism
- Drones and Surveillance (Workshop)
- Counterterrorism (Seminar)
- Countering Violent Extremism (Seminar)
- Corruption (Seminar)
- Global Jihadism (Seminar)
- Deterring and Influencing Terrorism and WMD (Seminar)
- Terror and Counterterrorism in Africa
- Chemical, Biological, Radiological, and Nuclear Terrorism (Seminar)
- Current Trends in Terrorism Research (Seminar)
- Terrorism in South Asia (Seminar)
- Terrorism in Southeast Asia (Seminar)
- Terrorism Financing (Seminar)

Certificate- Teaching English to Speakers of Other Languages

Overview

The **certificate program** is designed as a stand-alone course of study for nondegree students. It begins in the fall semester and takes a minimum of two semesters to complete.

The **specialization program** is designed for Middlebury Institute students who are pursuing a Master of Arts in Teaching Foreign Language and who want to add a TESOL specialization to their course work so that they are also eligible to teach English. Students pursuing other Institute degree programs can also choose to add a TESOL specialization to their course work to provide broader professional expertise and additional career avenues in language education and curriculum design.

Study In Person and/or Online

Your courses are available in person and online. Courses available in our online TESOL master's program are self-paced (asynchronous) so you can schedule them at a time that works for you. All other courses you want to take online will be live (synchronous) so you will have to keep time zones in mind. The faculty, curriculum, and per-credit cost are the same for both versions of the program so you will have the flexibility to study online or in person, or easily switch between the two experiences as your personal and professional needs allow.

Curriculum

The 17-credit TESOL Certificate consists of the following courses:

- Language Analysis (3 credits)
- Principles and Practices of Language Teaching I (4 credits)
- Principles and Practices of Language Teaching II (4 credits)
- Structure of English (4 credits)
- Electives (2 credits)

Sample elective courses:

- Teaching of Reading
- Teaching of Writing
- Mobile Assisted Language Learning (MALL)
- Introduction to Language Program Administration

Specialization for TFL students

The 14-credit TESOL Specialization for TFL students consists of the following courses:

- Structure of English (4 credits)
- Second Language Acquisition (1 credit Directed Study)*
- Language Assessment (1 credit Directed Study)*
- Principles and Practices of Language Teaching II (1 credit Directed Study)*
- Sociolinguistics (1 credit Directed Study)*
- Electives (6 credits)

*The **Directed Study** credits are typically taken after completing the course and include a project that is related to the course area and focused on teaching English (e.g. for Principles and Practices of Language Teaching II, students might design an English language curriculum.)

Specialization for Other Degree students

The 15-credit TESOL Specialization for other degree students (not TFL) consists of the following courses:

- Principles and Practices of Language Teaching I (4 credits)
- Principles and Practices of Language Teaching II (**4** credits)
- Language Analysis (3 credits)
- Structure of English (2 credit Directed Study)*
- Electives (2 credits)

*For the **Directed Study,** students register for and attend all class sessions of Structure of English and complete selected assignments.

Tuition

If you take 12-16 credits in a semester, you will be charged the full-time rate.

If you take 11 or fewer credits in a semester, you will be charged at the per credit rate.

Certificate- Teaching Foreign Languages

Overview

The **certificate program** is designed as a stand-alone course of study for nondegree students. It begins in the fall semester and takes a minimum of two semesters to complete.

The **specialization program** is designed for Middlebury Institute students who are pursuing a Master of Arts in TESOL and who want to add a TFL specialization to their course work so that they are also eligible to teach a foreign language. Students pursuing other Institute degree programs can also choose to add a TFL specialization to their course work to provide broader professional expertise and additional career avenues in language education and curriculum design.

Study In Person and/or Online

Your courses are available in person and online. Some TFL courses are available through our online TESOL master's program and are thus self-paced (asynchronous) so you can schedule them at a time that works for you. All other courses you want to take online will be live (synchronous) so you will have to keep time zones in mind. The faculty, curriculum, and per-credit cost are the same for both versions of the program so you will have the flexibility to study online or in person, or easily switch between the two experiences as your personal and professional needs allow.

Curriculum

The 17-credit TFL Certificate consists of the following courses:

- Language Analysis (3 credits)
- Principles and Practices of Language Teaching I (4 credits)
- Principles and Practices of Language Teaching II (4 credits)
- Language Structure/Pedagogy (4 credits) **or** Pedagogical Grammar in Foreign Language Education (4 credits, spring semester only)
- Electives (2 credits)

Sample elective courses:

- Teaching of Reading
- Teaching of Writing
- Mobile-Assisted Language Learning (MALL)
- Language Program Administration

Specialization for TESOL students

The 14-credit TFL Specialization for TESOL students consists of the following courses:

- Language Studies (4 credits)
- Pedagogical Grammar in Foreign Language Education (4 credits, spring semester only)
- Second Language Acquisition (1 credit Directed Study)*
- Language Assessment (1 credit Directed Study)*
- Principles and Practices of Language Teaching I **(1** credit Directed Study)*
- Sociolinguistics (1 credit Directed Study)*
- Electives (2 credits)

*The **Directed Study** credits are typically taken after completing the course and include a project that is related to the course area and focused on teaching a foreign language (e.g. for Principles and Practices of Language Teaching I, students might design a foreign language curriculum.)

Specialization for Other Degree students

The 15-credit TESOL Specialization for other degree students (not TESOL) consists of the following courses:

- Principles and Practices of Language Teaching I (4 credits)
- Principles and Practices of Language Teaching II (4 credits)
- Language Analysis (3 credits)
- Pedagogical Grammar in Foreign Language Education (2 credit Directed Study)*
- Electives (2 credits)

*For the **Directed Study,** students register for and attend all class sessions of Pedagogical Grammars in Foreign Language Education and complete selected assignments.

Tuition

If you take 12-16 credits in a semester, you will be charged the full-time rate.

If you take 11 or fewer credits in a semester, you will be charged at the per credit rate.

Certificate- Financial Crimes

Curriculum

The certificate consists of 16 credits. Core classes are only offered in the spring semester. Electives are available in the spring and fall semesters and winter term.

Core (6 credits)

- Financial Crime Typologies (3 credits)
- Legal Aspects of Compliance (3 credits)

Electives (10 credits)

Sample courses:

- Financial Crime Investigations & Compliance in Practice (2 credits)
- Network Analysis (4 credits)
- Intro to Crypto, Web 3.0, and DeFi (2 credits)
- Blockchain Analytics (2 credits)
- CyberSecurity: Operational Perspective (2 credits)
- Quantitative Data Analysis with Excel (1 credit)
- SQL Basics (1 credit)
- Intro to Intelligence (4 credits)Terrorism Financing Seminar (4 credits)

- Transnational Crime & Terrorism (1 credit)
- Corruption Seminar (4 credits)
- WMD Proliferation Financing (1 credit)
- Strategic Trade Controls (4 credits)
- Import/Export/Trade Law Compliance (3 credits)

Joint Bachelor of Arts/Master of Arts International Education Management

Our Joint BA in International Policy/MA in International Education Management is a six-semester, 150-credit program (which includes 60 credits transferred from an accredited college or university).

Start Dates	Credits	Practicum	Language Competency	Program Chair
August or January	150	Required	Optional	David Wick

The guide below shows how you will earn both a BA in International Policy and an MA in International Education Management in just three years.

Requirements

Transfer Credits (60 credits)

Core Course Work: International Policy (12 credits)

Core Course Work: International Education Management (12 credits)

Applied Social Science Research Methods (8 credits)

Economics (8 credits)

Advanced Course Work: International Education Management (15 credits)

Practicum: International Education Management (6 credits)

Language Studies and/or Intercultural Competence (16 credits)

Electives (13 credits)

Transfer Credits

Visit the How to Apply: Transfer Credits section for details.

Core Course Work: International Policy (12 credits)

Sample courses:

- Development, Theory, and Practice

- Conflict, Security, and Development
- Politics of Development
- Power, Social Change & Orgs
- Globalization & Development
- Public Policy & the Environment
- Sustainable Coastal Management
- Governing the Global Commons
- Global Politics
- Introduction to WMD Nonproliferation
- Introduction to Terrorism Studies
- Intro to Trade Policy and Institutions

Core Course Work: International Education Management (12 credits)

Sample courses:

- Principles and Practices of International Education
- Comparative International Education
- International Education Policy
- Social Issues, Justice, and Change in Education

Applied Social Science Research Methods (8 credits)

Sample courses:

- Intro to Policy and Data Analysis
- Data Analysis for Public Policy
- Intro to Network Analysis
- Analytics and Thick Data for Social Change
- Educational Research Methods
- Qualitative Data Analysis
- International Security Research and Analysis
- Geospatial Tools for Nonproliferation Analysis
- Research Strategies for Environmental Policy
- Intro to GIS
- Data Interpretation and Presentation

Economics (8 credits)

Sample courses:

- Development Economics
- Environmental and Natural Resource Economics

Advanced Course Work: International Education Management (15 credits)

Sample courses:

- International Education Marketing and Recruiting
- Managing People and Resources in Cross-Cultural Context
- International Education Assessment

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- International Education Program Design
- International Education Project

Practicum: International Education Management (6 credits)

Visit the International Education Management Practicum page for details.

Language Studies and/or Intercultural Competence (16 credits)

Courses taught in your chosen language combine language skills development with topics related to your degree work and professional interests. Our intercultural competence (ICC) offerings provide the cross-cultural skills needed to pursue global careers.

You may choose any combination of language studies and/or intercultural competence to meet the 16 credit requirement. Additional language or ICC courses may be taken as electives. Your language or ICC courses can be used toward an optional Language Studies for Professional Purposes specialization or optional Intercultural Competence specialization.

Sample language studies courses:

- Teaching Chinese in a Globalized Context (in Chinese)
- Comparative and International Education in Latin America (in Spanish)
- Models and Decision Making for Positive Change (in French)

Sample ICC courses:

- Intercultural Group Dynamics
- Multilingual Communication in Multicultural Settings
- Developing Intercultural Trainings in Organizations

Electives (13 credits)

Students take a total of thirteen elective credits: six from an approved list and seven credits from courses offered in any Middlebury Institute program.

Sample courses:

- Education Abroad (Study Abroad) Management
- International Student and Scholar Services
- Fostering Diversity and Inclusion
- Organizational Sustainability ofNGOs
- Introduction to Language Program Administration
- Counseling Skills for Advisors
- Language Program Administration
- Proposal Writing for International Development
- Educational Diplomacy
- Biculturalism and Multiculturalism

Immersive Learning

Gaining professional development experience during the course of your academic program is essential. The Institute helps support opportunities for students to apply their skills, build their resumes, expand their connections, and advance their international careers through innovative real-world learning experiences. Learn more about immersive learning.

Additional Program Options

Paul D. Coverdell Fellows Program

Returned Peace Corps Volunteers (RPCVs) are encouraged to apply for the Paul D. Coverdell Fellows Program.

Options for Peace Corps Service

Interested students can integrate Peace Corps service into their degree.

Sample Course Schedule

Fall Start, Full Time, Six Semesters

Term	Course	Credits
Fall 1	Core Course Work: International Policy	6
Fall 1	Principles and Practices of International Education	3
Fall 1	Comparative International Education	3
Fall 1	Language Studies or Intercultural Competence	4
Spring 1	Core Course Work: International Policy	6
Spring 1	International Education Policy	3
Spring 1	Applied Social Science Research Methods	4
Spring 1	Language Studies or Intercultural Competence	4
Fall 2	Electives (from approved list)	3

Fall 2	International Education Marketing and Recruiting	3
Fall 2	Applied Social Science Research Methods	4
Fall 2	Economics	4
Fall 2	Language Studies or Intercultural Competence	4
Spring 2	Economics	4
Spring 2	International Education Assessment	4
Spring 2	International Education Program Design	4
Spring 2	Language Studies or Intercultural Competence	4
Fall 3	International Education Project	4
Fall 3	Social Issues, Justice, and Change in Education	3
Fall 3	Electives (from approved list)	3
Fall 3	Electives (from any program)	7
Spring 3	Practicum	6
TOTAL		**90**

Joint Bachelor of Arts/Master of Arts International Environmental Policy

Earn two degrees in three years as you gain the practical experience and advanced training you need to launch your career addressing the world's toughest environmental challenges.

Our joint BA in International Policy and MA in Environmental Policy and Management is a transfer program that prepares you to take action and actively build the more sustainable societies that the world so desperately needs.

Start Term	Credits	Duration	In-Person
Fall or Spring	150 (transfer 60)	6 semesters	Monterey, California

Transfer Program

You must transfer 60 credits from an accredited college or university and complete five semesters of coursework at the Institute in addition to a professional practicum in the sixth semester. Course work has a two-part focus:

1. Developing an understanding of global issues and policy on wide-ranging topics including international economics, environmental sustainability, nuclear nonproliferation, and human rights.

2. Designing, managing, and implementing policies and programs that improve people's lives and the environment on which we all depend. Coursework in this area includes natural science literacy and interdisciplinary social science-economics, law, policy, and data analysis. We don't simply study problems but address them, paying particular attention to behavioral design, effective advocacy, and social justice concerns.

The Middlebury Institute Master of Arts in Environment Policy and Management is a four-semester, 60-credit program.

Start	Credits	Practicum	Second Language	Program Chair
August or January	60	Required	Optional	Jason Scorse

Learning Goals

The fundamental premise of the curriculum is that innovation is in the implementation-we focus on educating leaders who can impact major policy that improves people's lives and the environment on which we all depend.

Our curriculum is designed around a distinct set of learning goals to give you the skills to address and help solve today's complex environmental challenges.

Requirements

Core course work:

- Public Policy and the Environment (2 credits)

- Research Strategies for Environmental Policy (2 credits)
- Governing the Global Commons (4 credits)
- Environmental & Natural Resource Economics (4 credits)
- Applied Conservation Science & Policy **(4** credits)
- Methods (4 credits) sample courses:
    - Geographic Information Systems (GIS)
    - Data Analysis for Public Policy
    - Advanced GIS

Specialization (16 credits)

Practicum (6 credits)

Language Studies and Intercultural Competence (ICC)

- 4 credits of ICC are required, language studies are optional using electives.

Electives (10 credits of open electives, 4 credits from policy and management courses)

Core Course Work

Core classes provide a base of natural science literacy, along with an emphasis on interdisciplinary social science-economics, law, policy, psychology, communication, and data analysis. We don't simply study problems but address them, paying particular attention to behavioral design, effective advocacy, and social justice concerns. You will gain and develop the following:

- A fundamental understanding of economics as it relates to environmental policy
- Quantitative skills to support environmental policymaking
- An understanding of the applied science that underlies effective natural resources management, conservation, risk assessment, and decision making in a changing world
- A strong background in environmental policy and management strategies

Specialization Areas

Students choose one of the following three specializations.

Sustainability Management

Businesses, governments, and NGOs are increasingly searching for business solutions to global sustainability problems like climate change and marine plastic pollution. This specialization aims to position graduates to fill the growing demand in all sectors for sustainability-savvy professionals with foundational competencies in financial management, entrepreneurship, and organizational leadership. Sample courses:

- Corporate Sustainability Management and Strategy (4 credits)
- Foundations in Financial Management (3 credits)
- Organizational Development and Leadership (3 credits)
- Sustainable Supply Chain Management (2 credits)
- Materiality Assessment (2 credits)

Faculty advisor: Lyuba Zarsky

Natural Resource Policy and Management

As the importance of biodiversity protection becomes more widely recognized, the demand for multifaceted and skilled professionals is growing. Governmental organizations, NGOs, consulting firms, and private companies are looking to minimize their environmental impact, and students in this specialization focus on resources as diverse as forests, fisheries, minerals, freshwater, and natural protected areas. Sample courses:

- Conservation Project Design and Evaluation (4 credits)
- Foundations in Financial Management (3 credits)
- Environmental Leadership (4 credits)
- A second methodology course (4 credits), sample courses:
    - Geographic Infonnation Systems (GIS)
    - Advanced GIS
    - Data Analysis for Public Policy

Faculty Advisor: Jeff Langholz

Ocean and Coastal Resource Management (OCRM)

Learn to integrate marine science and policy with economics and management to understand and address global climate change and promote ocean and coastal sustainability. This specialization is offered in conjunction with the Center for the Blue Economy (CBE). Students can participate in UCSC's MARINE (Monterey Area Research Institutions' Network for Education) program and are also eligible for fully funded summer fellowships with top marine organizations.

Learn more about the OCRM specialization and see where our alumni are working.

Sample courses:

- International Marine Policy Speaker Series (1 credit or audit)
- Marine Science and Policy (4 credits)
- International Marine Law (4 credits)
- Environmental Leadership (4 credits)
- Sustainable Coastal Management (4 credits)

Faculty Advisor: Jason Scorse

Professional Practicum

Put theory into practice through a semester-long practicum in the field. An immersive learning experience, the Professional Service Semester integrates academic work with professional opportunities. Students serve as junior professional staff members in an international organization while producing specific deliverables for academic credit.

Language and lntercultural Competence

You will take content courses in a second language and/or courses in intercultural competence.

Sample language studies courses:

- Arab-African Relations (in Arabic)
- Citizenship, Security, and Development in Latin America (in Spanish)
- Challenges in Peacebuilding-Congo (in French)

Sample intercultural competence courses:

- Intercultural Group Dynamics: explore why global and multicultural teams often struggle and conversely how you can manage diverse teams to outperform homogenous groups.
- Communication in Multicultural Settings: gain the knowledge and tools needed for effective participation in multilingual and multicultural communication as you examine the related social, cultural, and linguistic factors.

You may use electives to take additional language studies and/or intercultural competence courses.

Electives

Students may I0-12 credits to take language studies courses, additional intercultural competence courses, environmental courses, and/or courses from other degree programs (assuming prerequisites met).

An additional 4 credits must be applied to policy and management courses outside of the program.

Sample elective courses from the Environmental Policy and Management program:

- Sustainable Agriculture-Regenerative
- Foundations of Climate Science
- Environmental Conflict Management
- International Renewable Energy Policy & Science
- Green Business Feasibility Assessment
- Environmental, Social & Governance (ESG) Risk Assessment
- Harnessing Innovation for Sustainable Development Goals

Sample Course Schedule

Fall Start, Full Time, Four Semesters

Term	Course	Credits
Fall I	Public Policy & the Environment	2
Fall I	Research Strategies for Environmental Policy	2
Fall I	Methods Course	4
Fall I	Intercultural Competence	4

Fall I	Specialization Course	**4**
Spring 1	Governing the Global Commons	**4**
Spring 1	Applied Conservation Science & Policy	**4**
Spring 1	Environmental & Natural Resource Economics	**4**
Spring 1	Electives	**4**
Fall 2	Policy/Management Course (outside of EPM program)	**4**
Fall 2	Specialization Courses	8
Fall 2	Electives	**4**
Spring 2	Practicum	6
Spring 2	Specialization Course	**4**
Spring 2	Electives	2
TOTAL		**60**

Joint BA/MA in Nonproliferation and Terrorism Studies

Our Joint BA/MA in Nonproliferation and Terrorism Studies is a six-semester, 150-credit program.

Start Dates	Credits	Thesis	Language Competency	Program Chair
August or January	150	Optional	Required	Jeff Knopf

Requirements

Transfer credits (60 credits)

Core Course Work

- Applied Social Science Research Methods (2 or 4 credits)
  - o International Security Research and Analysis (2 credits)
  - o Introduction to Policy and Data Analysis (4 credits)
- Global Politics (4 credits)
- Introduction to WMD Nonproliferation (4 credits)
- Introduction to Terrorism Studies (4 credits)
- Science and Technology for NPTS (4 credits)
- Economics (8 credits) sample courses:
  - o International Trade: Theory and Practice
  - o Development Economics
  - o Environmental and Natural Resource Economics

Methods/Skills Courses (4 or 6 credits) sample courses

- Writing and Briefing Memos
- Tabletop Exercise Design and Operation
- Geospatial Tools for NPTS

NPTS Seminars (8 credits) and NPTS Courses (8 credits) sample courses

- Chemical, Biological, Radiological, and Nuclear Terrorism
- Cybersecurity Governance
- Global Jihadism
- Proliferation and Intelligence
- Counterterrorism
- Deterring and Influencing Terrorism and WMD
- Drones and Surveillance
- South Asia and WMD

Language (12 credits) sample courses

- Topics in Security and International Relations (in Arabic)
- Citizenship, Security, and Development in Latin America (in Spanish)
- Challenges in Peacebuilding-Congo (in French)
- Vladimir Putin: Russia and Its President (in Russian)
- Japan in the World (in Japanese)

Intercultural Competence (4 credits)

- Intercultural Group Dynamics
- Multilingual Communication in Multicultural Setting

Policy and Management Electives (8 credits) sample courses

- International Migration, Security, and Human Rights

- Globalization and Development

[Electives](#) (18 credits) sample courses

- Nonproliferation Treaty Simulation
- Terrorism and Media **in** the Middle East
- Evolution of Chinese Nuclear Policy
- Cybersecurity Aspects of Nuclear Security
- Terrorism in Southeast Asia
- Introduction to Network Analysis
- Financial Investigation and Compliance

Transfer Credits

Visit the [How to Apply: Transfer Credits section](#) for details.

Core Course Work

Background Courses

Introduce students to world politics and the global economy as a way to provide a broader context for understanding terrorism and the proliferation of weapons of mass destruction (WMD). Also give students practical training in research methods and related skills.

Introductory Courses

Courses introducing the fields of nonproliferation and terrorism studies, including training to give students the competence to understand the technical side of these issues.

NPTS Courses and Seminars

Advanced courses, seminars, and/or workshops that allow for deeper knowledge about a key region, policy tool, or other aspect of WMD proliferation or terrorism.

Electives

Electives-chosen in consultation with your career and/or academic advisor-build on expertise that can benefit your career. Elective credits can be used to take regular courses, seminar and workshops. This is also an opportunity to take classes in other Institute degree programs.

Language

Courses taught in your [chosen language](#) combine language skills development with topics related to your NPTS degree work and professional interests.

Intercultural Competence

Our [intercultural competence](#) offerings provide the cross-cultural communication skills needed to pursue global careers.

Professional Internship Option

An internship is not required, but for students who wish to do an internship during their studies, the Institute can assist with securing an internship, including the possibility of intern positions in government agencies, international organizations, and think tanks. You may also receive academic credit for your internship. Check out where our students recently interned.

Thesis Option

The NPTS honors thesis is a highly selective program. Students are challenged to design and conduct an independent research project of professional scope and quality under the guidance of a thesis advisor. A limited number of students are selected to participate in the honors thesis program each academic year. Students present their findings to a panel of faculty, students, and the public.

Additional Program Options

Paul D. Coverdell Fellows Program

Returned Peace Corps Volunteers (RPCVs) are encouraged to apply for the Paul D. Coverdell Fellows Program.

Options for Peace Corps Service

Interested students can integrate Peace Corps service into their degree.

Sample Course Schedule

Fall Start, Full Time, Six Semesters

Fall 1	**14 or 15 Credits**
International Security Research and Analysis OR Intro to Policy and Data Analysis	2 or 3
Economics Course	4
Advanced Language	4
Global Politics	4
Spring 1	**16 Credits**
Economics Course	4

Methods/Skills Course(s)	4
Advanced Language	4
Intro to WMD Nonproliferation OR Intro to Terrorism Studies	4
Fall 2	**16 Credits**
Intro to WMD Nonproliferation OR Intro to Terrorism Studies	4
Science and Technology for NPTS	4
Nonproliferation and/or Terrorism Studies Advanced Courses and/or Workshops	4
Advanced Language	4
Spring 2	**15 or 16 Credits**
Methods/Skills Course	**1** or 2
Nonproliferation and/or Terrorism Studies Advanced Courses and/or Workshops	4
Nonproliferation and/or Terrorism Studies Seminar	4
Additional Credits of Courses, Seminars, and/or Workshops in Non-NPTS Programs	4
Intercultural Competence Course	2

Fall 3   **14 Credits**

Additional Credits of Courses, Seminars, and/or   4
Workshops in Non-NPTS Programs

Free Electives   10

Spring 3   **14 Credits**

Nonproliferation and/or Terrorism Studies Seminar   4

Free Electives   8

Intercultural Competence Course   2

TOTAL   **90**

BA-MAIPD - 90 Credits				
Updated 5/6/22				
MAIPDCORE REQUIREMENTS (15 credits)	**Credits**	**Academic Req**	**Semester/ Year**	**Notes**
DPPG 8500 Policy & Data Analytics	3			Fall/Spring
Economics Courses Include: (Choose TWO)	6	**Economics (Basket)**		

DPPG 8569 Economics of Inequality OR				Fall
ITDG 8521 International Finance OR				Spring
IEPG 8542 Envim & Natural Resource Econ (4 credit)				Fall
Research Methods Courses Include: (Choose One)	3	**Research Methods/ Qualitative Data Analysis (Basket)**		
DPPG 8607 Qualitative Data Analysis OR				Fall
DPPG 8673 Advanced Data Analysis OR				Spring
DPPG 8642 Taking Measure of Unmeasurable				Spring
DPPG 8565 Intro to Network Analysis				Fall
DPPG 8566 Research Methods for Program and Proposal Development				Fall 2024
DPPG 8644 SEM: Program Evaluation				Fall

Development or Policy Courses Include: (Choose One)	3	Development or Policy (Basket)		
DPPG 8506 Int'I Politics & Development				Spring
DPPG 8529 Dev Theory & Practice				Fall
IEMG 8533 Education & Development				Fall - online asynchronous - FallB
IEMG 8600 International Education Policy				Spring
BA-MAIPD Core Total	**15**			
LANGUAGE STUDIES/ ICC **(16 Credits - 8 Language, 8 Lang/ICC)**	**Credits**		**Semester/ Year**	

Language or ICC	4	Language/ICC		
	4	Language/ICC		
	4	Language/ICC		
	4	Language/ICC		

Language/ICC Total	**16**				
ADVANCED COURSEWORK (12 credits - 8600 Level courses)	**Credits**			**Semester/ Year**	
	3	Elective			
	3	Elective			
	3	Elective			
	3	Elective			
Advanced Coursework Total	**12**				
FREE ELECTIVES / SPECIALIZED COURSES (41 CREDITS)	**Credits**			**Semester/ Year**	
	3	Elective			
	3	Elective			
	3	Elective			
	3	Elective			
	3	Elective			

	3	Elective		
	3	Elective		
	3	Elective		
	3	Elective		
	3	Elective		
	3	Elective		
	3	Elective		
	3	Elective		
	2	Elective		
		Elective		
		Elective		
		Elective		
Electives Total	**41**			
Practicum (6 credits)	**Credits**		**Semester/ Year**	
IPSS, Independent Practicum, OtherTBD	6			

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Joint Degree Total	90			

BA-MPA Fall 2022 - 90 Credits - DRAFT Updated 7/12/2023 - SW				
BA-International Studies CORE REQUIREMENTS (15 credits)	**Credits**	**Academic Req**	**Semester/ Year**	**Notes**
DPPG 8500 Policy & Data Analytics	3	MPA Core - Data Analytics		Fall/Spring
Economics Courses Include: (Choose TWO)	6	**Economics (Basket)**		
DPPG 8569 Economics of Inequality OR				Fall
ITDG 8521 International Finance OR				Spring
IEPG 8542 Envim & Natural Resource Econ (4 credit)				Fall
Development or Policy Courses Include: (Choose One)	3	**Development or Policy (Basket)**		
DPPG 8506 Int'! Politics & Development				Spring
DPPG 8529 Dev Theory & Practice				Fall

IEMG 8533 Education & Development				Fall - online asynchronous - Fall B
IEMG 8600 International Education Policy				Spring
Research Methods Courses Include: (Choose One)	**3**	**Research Methods/ Qualitative Data Analysis (Basket)**		
DPPG 8607 Qualitative Data Analysis				Fall
DPPG 8673 Advanced Data Analysis				Spring
DPPG 8642 Taking Measure of the Unmeasurable				Spring
DPPG 8565 Intro to Network Analysis				Fall/Spring
DPPG 8566 Research Methods for Program and Proposal Development				Spring (24)
BA-IS Core Total	**15**			
ADVANCED COURSEWORK (12 credits - 8600 Level courses)	**Credits**		**Semester/ Year**	
	3	Elective		
	3	Elective		

	3	Elective		
	3	Elective		
Advanced Coursework Total	**12**			

MPACORE REQUIREMENTS (12 credits)	**Credits**	**Academic Req**	**Semester/ Year**	**Notes**
DPPG 8519 Organizational Development & Leadersrhip	3	MPA Core - Org Mgmt		Fall/Spring
DPPG 8644 Program Evaluation	3	MPA Core - Program Eval		Fall
DPPG 8530 Budget & Finance: Public & Nonprofit Orgs	3	MPA Core - Finance		Fall
DPPG 8508 Power, Social Change & Orgs	3	MPA Core - Social Change at Scale		Fall
MPA Core Total	**12**			

LANGUAGE STUDIES/ ICC (16 Credits - 8 Language, 8 Lang/ICC)	**Credits**		**Semester/ Year**	
Language or ICC	4	Language/ICC		
	4	Language/ICC		
	4	Language/ICC		

	4	Language/ICC		
Language/ICC Total	**16**			
FREE ELECTIVES / SPECIALIZED COURSES (29 CREDITS)	**Credits**		**Semester/ Year**	
	3	Elective		
	3	Elective		
	3	Elective		
	3	Elective		
	3	Elective		
	3	Elective		
	3	Elective		
	3	Elective		
	3	Elective		
	2	Elective		
		Elective		
Electives Total	**29**			

Practicum (6 credits)	Credits		Semester/Year	
IPSS, Independent Practicum, OtherTBD	6			
Joint Degree Total	**90**			

MAIPD - 42 Credit Updated 3/1/22				
MAIPDCORE REQUIREMENTS (12 credits)	**Credits**	**Academic Req**	**Semester/Year**	**Notes**
DPPG 8500 Policy & Data Analytics	3			**Fall/Spring**
Economics Courses Include: (Choose One)	3	**Economics (Basket)**		
DPPG 8569 Economics of Inequality				Fall
ITDG 8521 International Finance				Spring
IEPG 8542 Env & Natural Resource Econ (4 credit)				Fall

Research Methods Courses Include: (Choose One)	3	Research Methods/ Qualitative Data Analysis (Basket)		
DPPG 8607 Qualitative Data Analysis				Fall
DPPG 8673 Advanced Data Analysis				Spring
DPPG 8642 Taking Measure of the Unmeasurable				Spring
DPPG 8565 Intro to Network Analysis				Fall/Spring
DPPG 8566 Research Methods for Program and Proposal Development				Spring (24)
DPPG 8644 SEM: Program Evaluation				Fall
Development or Policy Courses Include: (Choose One)	3	Development or Policy (Basket)		
DPPG 8506 Int'I Politics & Development				Spring
DPPG 8529 Dev Theory & Practice				Fall

IEMG 8533 Education & Development				Fall - online asynchronous - Fall B
IEMG 8600 International Education Policy				Spring
IPD CoreTotal	**12**			
LANGUAGE STUDIES/ ICC **(4 Credits)**	**Credits**		**Semester/ Year**	
		Language/ICC		
Language/ ICC Total	**4**			
ELECTIVES (20 credits)	**Credits**		**Semester/ Year**	
	4	Elective		
	4	Elective		
	4	Elective		
	3	Elective		
	3	Elective		
	2	Elective		
Elective Total	**20**			

Practicum (6 credits)	Credits		Semester/Year	
IPSS, Independent Practicum, OtherTBD	6			
Degree Total	**42**			

MAIEM - 36 Credits
Updated 8/8/2024

Requirements

Core coursework (21 credits)

Electives (12 credits)

Practicum or thesis (3 credits)

Core Coursework

21 credits

The interdisciplinary core coursework emphasizes the learning goals of the program. All courses are 3 credits.

Foundations of Leadership

Principles and Practices ofInternational Education

Engage the fundamental principles of international education in program design, assessment, advising, partnerships, and social justice. You will explore career specializations in education abroad, international student services, admissions and recruitment, citizen diplomacy, youth programs, and more while interacting with practitioners and building your professional network.

Social Justice, and Change in Education

Explore the relationships between international education and power, privilege, equity, diversity, and inclusion. Investigate notions of oppression and transformation, and the conditions that facilitate and block social justice and change at the system, institution, program, and personal levels. Focus on how the select social topics intersect with international education: race and

ethnicity; gender, sex, and gender identity; colonial and White settler identities; environmental sustainability and justice; and immigration and forced mobility, among others.

International Education Policy

Look into the role of global and national policies in shaping education. Examine national policies of education in the contexts of policy convergence, borrowing, and lending. Explore trends such as education as a form of soft power or trade, and aid for education.

Educational Design

International Education Program Design

Apply conceptual frameworks for program design, with an emphasis on utilizing logic models to guide program planning. Learn how to build and test program design ideas, identify models of good practice, and link to assessment for quality assurance. Examine human-centered approaches to program design, such as design thinking and universal design for learning. Practice iterative program development approaches individually and with peers to create a research-based program plan aligning activities with the desired impact.

International Education Assessment

Assessment in the international education context prioritizes learning outcomes, with an emphasis on global and intercultural learning. Examine approaches to assessment, draft and evaluate learning outcomes, and write assessment plans. Critique existing assessment tools and practice creating new assessment tools. This course supports the development of essential assessment skills for practitioners.

Educational Management

International Education Marketing and Student Recruitment

Create a marketing and recruiting plan for an education organization eager for your advice. Learn how to define and segment your market, analyze the competition, build internal and external collaborations, and explore ethical dilemmas in recruitment.

Managing People and Resources in Cross-Cultural Contexts

Examine the complexities of staff and budget management in international and cross-cultural contexts. Specifically, you will learn about job description development, advertisement, inclusive selection processes, inclusivity and ethics, managing remote teams, theory and practice of budgeting, and cost analysis.

Electives

12 credits

Electives include all IEM courses, online intercultural competence courses, and other online program courses from an approved list.

Sample courses:

- Education and Development
- Education Abroad Management
- International Student and Scholar Services
- Global Education for the Future
- Introduction to Language Program Administration
- Introduction to Intercultural Competence
- Power and Identities in Intercultural Contexts
- Working Across Cultures

Practicum or Thesis

3-6 credits

You may conduct original research for a required thesis on an international education topic of your choosing.

Alternatively, you may gain professional experience through the practicum, working with study abroad programs, colleges and universities, youth exchange programs, ESL or language programs, and government agencies around the world.

Approved IEM Elective Courses from Other Departments Note that course titles and credits may change slightly semester by semester				
Any IEMG or ICC course not applied to Core above, OR:				
DPPG 8516 Org Development & Leadership	3			

DPPG 8530 Budget & Finance: Public and Nonprofit Orgs	3			
DPPG 8566 RschMethods4Prog& ProposalDevp	3			
DPPG 8607 Sem: Qualitative Analysis	3			

DPPG 8641 Plan & Advocate 4 Pub Policy				
DPPG 8644 Seminar: Program Evaluation	3			
EDUC 8500 Principles and Practices of Language Teaching I	4			
EDUC 8520 Principles and Practices of Language Teaching II	4			
EDUC 8535 Service Learning: International and Domestic Community Partnerships				
EDUC 8545 Lang Teach for Social Justice				
EDUC 8660 Introduction to Language Program Administration				
EDUC 8661 Language Teacher Supervision				
EDUC 8662 Language Teacher Education				
IPSS 8532 Quantitative Data Analysis W/Excel	1			
IPSS 8533 AppldQualData-Collection/Analysis				

MA-Environmental Policy and Management - 60 Credit Updated 9/6/2023				
CORE REQUIREMENTS 19-20 credits	**Credits**	**Academic Reg**	**Semester / Year**	**Notes**
IEPG 8542: Environmental & Natural Resource Economics	4	Core	1: Fall 2023	
IEPG 8503: Research Strategies for Environmental Policy	2	Core	1: Fall 2023	
IEPG 8506: Public Policy and the Environment	2	Core	1: Fall 2023	
IEPG 8507: Governing the Global Commons	4	Core	2: Spring 2024	
IEPG 8591: Applied Conservation Science & Policy	4	Core	2: Spring 2024	

Methodology Course (choose one)	4			
IPMG 8532 Geographic Information Systems (GIS) (4) (FA)	4	Core-Methodology		
DPPG 8607 SEM: Qualitative Data Analysis (3) (FA)	3	Core-Methodology		
DPPG 8644 - Seminar: Program Eval for SCOs (3) (FA)	3	Core-Methodology		
DPPG 8500 - Policy and Data Analytics (3) (FA/SP)	3	Core-Methodology		
DPPG 8565 - Intro to Network Analysis (3) (FA/SP) (prerequisite)	3	Core-Methodology		
DPPG 8637 Advanced Data Analysis (3) (SP) (prerequisite)	3	Core-Methodology		
IMPG 8632 Advanced GIS (4) (SP if offered)	4	Core-Methodology		
EPM Specialization (15-17 credits) See Course Lists below)	**Credits**	**Academic Req**	**Semester /Year**	**Notes**

	4	Specialization		
	4	Specialization		
	4	Specialization		

	3	Specialization		
	2	Specialization		
		Specialization		
Specialization Total	**17**			

LANGUAGE STUDIES/ **ICC (4 Credits)**	**Credits**	**A$_{ca}$d$_{em1}$·c^R$_{eq}$**	**Semester / Year**	
	4	Language/ICC		
		Language/ICC		
		Language/ICC		
Language/ ICC Total	**4**			

ELECTIVES (13-15 credits)	**Credits**	**A$_{ca}$d$_{em1}$·c^R$_{eq}$**	**Semester / Year**	
	4	Elective		
	4	Elective		

	2	Elective		
	3	Elective		
		Elective		
		Elective		
Elective Total	13			
Practicum (6 credits)	**Credits**		**Semester / Year**	
IPSS, Independent Practicum	6	Practicum		
Degree Total	60			
EPM Specializations				
OCEAN AND COASTAL RESOURCE **MANAGEMENT** SPECIALIZATION (OCRM) (15-17 credits) - Dr. Jason Scorse				
Description	**Credits**	**Academi˙c Req.**	**Semester**	**Notes**

Description	Credits	Academic Req.	Semester	Notes
IEPG 8666 Int'l. Marine Policy Speaker Series	Audit	Audit or credit	1: Fall 2023	Most students audit; required to be eligible for CBE Summer Fellowship
IEPG 8652 International Marine Law	4	OCRM Concentration	2: Spring 2024	Taken in the January Term (Spring semester)
IEPG 8525 Environmental Leadership	4	OCRM Concentration	2: Spring 2024	GIS is recommended to be taken before or concurrently with this course
IEPG 8635 Marine Science and Policy	4	OCRM Concentration	3:Fall 2024	Fall semester
IEPG 8611 Sustainable Coastal Management	4	OCRM Concentration	3: Fall 2024	Fall semester

Note: To be eligible for the Center for the Blue Economy (CBE) Summer Fellowship program, a grade of B+ or better is required in IEPG 8542 Environmental & Natural Resource Economics, IEPG 8652 International Marine Law, and IEPG 8525 Environmental Leadership as well as passing IEPG 8666 Int'l. Marine Policy Speaker Series.

SUSTAINABILITY MANAGEMENT SPECIALIZATION (SM) **(15-17 credits) - Dr. Lyuba Zarsky**				
Description	**Credits**	**Academic Req.**	**Semester**	**Notes**

Course	Credits	Type	Offered	Notes
IEPG 8628 Sustainability Mgmt & Strategy	**4**	SM Specialization	1: Fall 2023	Fall semester
" DPPG 8530 Budget and Finance in Public and Nonprofit Organizations"	3	SM Specialization	1: Fall 2023	Fall semester
Leadership competency	3 or4	SM Specialization	Fall/Spring	Options available every semester
Energy and Climate Change competency	4 total	SM Specialization	1: Fall 2023	Fall semester
Applying Business Solutions competency	2 to 3	SM Specialization	Fall/Spring	Approved Courses: Sustainable Regenerative Ag **(4)** (FA); Sustainable Cities (4) (SP); Sustainable Coastal Management (4) (FA); Green Bus Feasibility Assessment (2) (SP); Harnessing Innovation for SDGs (2) (SP)
NATURAL RESOURCE POLICY AND MANAGEMENT SPECIALIZATION **(NRPM) (15-17 credits)** **- Dr. Jeff Langholz**				

Description	Credits	Academic Req	Semester	Notes
IEPG 8664 Conservation Project Design & Evaluation	4	NRPM Specialization	3: Fall 2024	Fall semester
" DPPG 8530 Budget and Finance in Public and Nonprofit Organizations"	3	NRPM Specialization	1: Fall 2023	Fall semester
IEPG 8525 Environmental Leadership	4	NRPM Specialization	J-term	January term (Spring semester)
Additional Methodology course	3 to 4	NRPM Specialization	Fall/Spring	GIS offered Fall semester (and possibly Spring semester). Data Analysis is only offered Spring

| Electives to reach 16 credits | 2 to 3 | NRPM

Specialization | Fall/Spring | Approved Courses: Sustainable Regenerative Ag **(4)** (FA); International Renewable Energy Policy and Science (2) (FA); Sustainable Cities (4) (SP); Sustainable Coastal Management (4) (FA); Green Business Feasibility Assessment (2) (SP); Harnessing Innovation for SDGs (2) (SP); Sustainability Mgmt. & Strategy (4) (FA); Decarbonization Pathways (2) (FA); International Marine Law (4) **(J-** term/SP); Organizational Development & Leadership (3) FA/SP); Seminar: Program Evaluation for SCOs (3) (FA, request field of

study override to register) |

MA-ITED - 42 Credit Updated 3/1/22				
ITEDCORE REQUIREMENTS (15 credits)	**Credits**	**Academic Req**	**Semester/ Year**	**Notes**
DPPG 8500 Policy & Data Analytics	3	ITED Core-Data/Analytics		Fall/Spring
ITDG 8515 Trade Policy & Institutions	3	ITED Core - Policy		Fall
ITDG 8530 Trade Econ & Applied Analysis	3	ITED Core - Economics		Spring
ITDG 8540 Trade Law/Dispute Resolution	3	ITED Core - Law		Fall

	Credits		Semester/ Year	
ITDG 8686 Economic Negotiation	3	ITED Core - Negotiation		Spring
ITED Core Total	**15**			
LANGUAGE STUDIES/ ICC (4 Credits)	**Credits**		**Semester/ Year**	
Language or ICC	4	Language/ICC		
		Language/ICC		
		Language/ICC		
Language/ICC Total	**4**			
ELECTIVES (17 credits)	**Credits**		**Semester/ Year**	
	3	Elective		
	3	Elective		
	3	Elective		
	2	Elective		
	3	Elective		
	3			
Electives Total	**17**			
Practicum (6 credits)	**Credits**		**Semester/ Year**	

	Credits		Semester/ Year	
IPSS, Independent Practicum, Other TBD	6	Practicum		
LANGUAGE STUDIES/ ICC (4 Credits)	**Credits**		**Semester/ Year**	
Language or ICC	4	Language/ICC		
		Language/ICC		
		Language/ICC		
Language/ICC Total	4			
ELECTIVES (17 credits)	**Credits**		**Semester/ Year**	
	3	Elective		
	3	Elective		
	3	Elective		
	2	Elective		
	3	Elective		
	3			
Electives Total	**17**			
Practicum (6 credits)	**Credits**		**Semester/ Year**	

IPSS, Independent Practicum, OtherTBD	6	Practicum		
ITED Degree Total	**42**			

NPTS - 60 Credit Updated 9/6/2023				
NPTS CORE REQUIREMENTS	**Credits**	**Academic Req**	**Semester/ Year**	**Notes**
NPTG 8501: International Security Research and Analysis	2	NPTS Core		
NPTG 8504: Global Politics	4	NPTS Core		
NPTG 8574: Introduction to WMD Nonproliferation	4	NPTS Core		
NPTG 8584: Introduction to Terrorism	4	NPTS Core		
NPTG 8559: Science and Technology forNPTS	4	NPTS Core		
NPTS Methods/Skills Core 2-4 credits, select 1 course	4			
DPPG 8500: Policy and Data Analytics (3)		NPTS Methods/Skills Core		

DPPG 8565: Intro to Network Analysis (3)		NPTS Methods/Skills Core		
DPPG 8607: Qualitative Data Analysis (3)		NPTS Methods/Skills Core		
NPTG 8518: Open Source Tools for NPTS (4)		NPTS Methods/Skills Core		
NPTG 8521: Nuclear Research Reactor Practicum (2)		NPTS Methods/Skills Core		
NPTG 8529: Tabletop Exercise Design and Operation		NPTS Methods/Skills Core		
NPTG 8531: Writing and Briefing Memos (2)		NPTS Methods/Skills Core		
NPTG 8533: Geospatial Tools for Nonproliferation Analysis		NPTS Methods/Skills Core		
NPTG 8543: Blockchain Analytics (2)		NPTS Methods/Skills Core		
IEPG 9532: GIS (4)		NPTS Methods/Skills Core		
NPTS CoreTotal	**22**			
NPTS Seminars - 8 credits	**8**			
	4	NPTS Seminar		

	4	NPTS Seminar		
NPTS Seminar Total	**8**			
NPTS Additional Courses - 8 credits	**8**			
	4	NPTS Additional Course		
	2	NPTS Additional Course		
	2	NPTS Additional Course		

NPTS Additional Course Total:	**8**			
LANGUAGE STUDIES/ ICC (12 Credits)	**Credits**		**Semester/ Year**	
Language or ICC	4	Language/ICC		
	4	Language/ICC		
	4	Language/ICC		
Language/ ICC Total	**12**			
ELECTIVES (10-12 credits)	**Credits**		**Semester/ Year**	
	4	Elective		
	4	Elective		

	2	Elective		
		Elective		
		Elective		
		Elective		
Elective Total	**10**			
Degree Total	**60**			

MPA - 42 Credit Updated 3/1/22				
MPA CORE REQUIREMENTS (15 credits)	**Credits**	**Academic Req**	**Semester/ Year**	**Notes**
DPPG 8500 Policy & Data Analytics	3	MPA Core - Data Analytics		Fall/Spring
DPPG 8519 Organizational Development & Leadersrhip	3	MPA Core - Org Mgmt		Fall/Spring
DPPG 8644 Program Evaluation	3	MPA Core- Program Eva]		Fall

DPPG 8530 Budget & Finance: Public & Nonprofit Orgs	3	MPA Core-Finance		Fall
DPPG 8508 Power, Social Change & Orgs	3	MPA Core - Social Change at Scale		Fall
MPA Core Total	**15**			

LANGUAGE STUDIES/ ICC (4 Credits)	**Credits**		**Semester/ Year**	
or ICC	4	Language/ICC		
		Language/ICC		
		Language/ICC		
Language/ ICC Total	**4**			

ELECTIVES (17 credits)	**Credits**		**Semester/ Year**	
	4	Elective		
	3	Elective		
	4	Elective		
	3	Elective		
	3	Elective		

Electives Total	17			
Practicum (6 credits)	**Credits**		**Semester/ Year**	
IPSS, Independent Practicum, Other	6	Practicum		
TBD				
MPA Degree Total	**42**			

Master of Arts Teaching English to Speakers of Other Languages

The MA in TESOL is 40 credits and the MA in Teaching Foreign Language (TFL) is 42 credits. Both degrees are three-semester programs, have online options, and prepare you to be a leader in language education.

Start Date	Credits	Practicum and Applied Linguistics Capstone	Language Competency	Program Chair
August (or January with specialization)	40 TESOL/42 TFL	Required	Required (for TFL only)	Jason Martel

Requirements

Both degrees require the following credits:

- Principles and Practices of Language Teaching I (4 credits)
- Educational Research Methods (4 credits)
- Language Analysis (3 credits)
- Sociolinguistics (3 credits)
- Principles and Practices of Language Teaching II (4 credits)
- Language Assessment (3 credits)
- Second Language Acquisition (3 credits)
- Practicum Capstone (4 credits)
- Applied Linguistics Capstone (2 credits)

To complete the TESOL master's, the following credits are required:

- Structure of English (4 credits)
- Electives (6 credits)

To complete the TFL master's, the following credits are required:

- Pedagogical Grammar in Foreign Language Education OR Structure of the Target Language (4 credits)
- Language (8 credits)

Core Course Work

Linguistics

Examine the ways in which knowledge about languages-and how languages are structured, used, and learned-are used to develop teaching practices that enhance your students' language learning.

Pedagogy

Consider your language learners' goals and explore how various pedagogical practices can enhance their learning. You will use this knowledge as you create language curricula and lessons designed to maximize your effectiveness in the classroom and your students' learning.

Research and Assessment

Study research and assessment practices relevant to the language teaching field to explore the ways in which research studies and assessment tools are designed and conducted-and the ways in which research and assessments influence your classroom practices. You will also learn how to design research studies and assessment tools so you can more closely examine issues of direct concern and relevance to you and your students.

Practicum and Capstone

Strengthen your expertise through an applied linguistics capstone and a practicum, which provide a balance of the multiple foci of this program.

Practicum

Combines reflective practice and professional development in preparing students for a career in language education. Students integrate theory, research, and pedagogy into a coherent and well-informed approach to planning and executing lessons. They also incorporate these three components when developing and using instructional materials and assessment instruments. Activities and products prepare students for successful entry into the language teaching profession.

Applied Linguistics Capstone

Helps students refine their skills as applied linguistics professionals. Students will develop a curriculum project, an empirical research report, or an assessment tool using original data that they have collected and analyzed. This capstone also aims to encourage the students' reflection on their previous course work as well as exploration and clarification of their future plans for careers as language teaching professionals.

Specializations

Students can choose to add a career-oriented specialization to their degree coursework. Advanced entry students can complete the master's degree plus the specialization in three semesters, other students will add a fourth semester. Check out your specialization options.

Language and Intercultural Competence

TFL:

TFL students are required to complete advanced language courses (300-level or higher). Language requirements may vary depending on native/non-native speaker status and whether the target teaching language is regularly offered. Students will work with their Program Chair and the Language Coordinator of their teaching language to determine exact requirements.

Our intercultural competence offerings provide students with the cross-cultural communication skills needed to pursue global careers.

Sample courses:

- Teaching Chinese in a Globalized Context (in Chinese)
- Comparative and International Education in Latin America (in Spanish)
- Models and Decision Making for Positive Change (in French)
- Intercultural Group Dynamics
- Multilingual Communication in Multicultural Settings

TESOL:

TESOL students may explore language and intercultural competence classes as electives.

Additional Options

Online Options

The online MA in TESOL is a two-year, fully online, asynchronous, part-time, 30-credit program. Review the online TESOL curriculum.

Teaching Foreign Language students can complete their degree online-the majority of your coursework is asynchronous with some live (synchronous).

One-Year Hybrid Option

The final two courses of these master's programs are the Applied Linguistics Capstone and the Practicum Capstone. You may be able to complete these final two courses online during the summer after your second semester, thus completing the program in just a year (fall, spring, then summer). Check out the hybrid option details.

Advanced Entry

Students who have completed previous Teaching Foreign Language, TESOL, and/or linguistics coursework have the option to complete their degree in fewer credits. Check out the advanced entry details.

Paul D. Coverdell Fellows Program

Returned Peace Corps Volunteers (RPCVs) are encouraged to apply for the Paul D. Coverdell Fellows Program.

Options for Peace Corps Service

Interested students can integrate Peace Corps service into their degree.

Sample Course Schedule TESOL

Fall Start, Full Time, Three Semesters

Term	Course	Credits
Fall 1	Principles and Practices of Language Teaching I	4
Fall 1	Language Analysis	3
Fall 1	Sociolinguistics	3
Fall 1	Educational Research Methods	4
Spring 1	Principles and Practices of Language Teaching II	4
Spring 1	Structure of English	4
Spring 1	Language Assessment	3
Spring I	Second Language Acquisition	3
Spring 1	Electives	2-4
Fall 2	Applied Linguistics Capstone	2

Fall 2	Practicum Capstone	4
Fall 2	Electives	2-4

TOTAL   **40**

Sample Course Schedule TESOL (Online)

The online MA in TESOL curriculum is available here.

Sample Course Schedule TFL

Fall Start, Full Time, Three Semesters

Term	Course	Credits
Fall I	Principles and Practices of Language Teaching I	4
Fall 1	Language Analysis	3
Fall 1	Sociolinguistics	3
Fall 1	Educational Research Methods	4
Fall 1	Advanced Language	4
Spring 1	Principles and Practices of Language Teaching II	4
Spring 1	Language Assessment	3
Spring 1	Pedagogical Grammar in Foreign Language Education OR Structure of Target Language	4
Spring 1	Second Language Acquisition	3

Fall 2	Applied Linguistics Capstone	2
Fall 2	Practicum Capstone	4
Fall 2	Advanced Language	4
TOTAL		**42**

Master of Arts Teaching Foreign Language

The MA in TESOL is 40 credits and the MA in Teaching Foreign Language (TFL) is 42 credits. Both degrees are three-semester programs, have online options, and prepare you to be a leader in language education.

Start Date	Credits	Practicum and Applied Linguistics Capstone	Language Competency	Program Chair
August (or January with specialization)	40 TESOL/42 TFL	Required	Required (for TFL only)	Jason Martel

Requirements

Both degrees require the following credits:

- Principles and Practices of Language Teaching I (4 credits)
- Educational Research Methods (4 credits)
- Language Analysis (3 credits)
- Sociolinguistics (3 credits)
- Principles and Practices of Language Teaching II (**4** credits)
- Language Assessment (3 credits)
- Second Language Acquisition (3 credits)
- Practicum Capstone (4 credits)
- Applied Linguistics Capstone (2 credits)

To complete the TESOL master's, the following credits are required:

- Structure of English (4 credits)
- Electives (6 credits)

To complete the TFL master's, the following credits are required:

- Pedagogical Grammar in Foreign Language Education OR Structure of the Target Language (4 credits)
- [Language](#) (8 credits)

Core Course Work

Linguistics

Examine the ways in which knowledge about languages-and how languages are structured, used, and learned-are used to develop teaching practices that enhance your students' language learning.

Pedagogy

Consider your language learners' goals and explore how various pedagogical practices can enhance their learning. You will use this knowledge as you create language curricula and lessons designed to maximize your effectiveness in the classroom and your students' learning.

Research and Assessment

Study research and assessment practices relevant to the language teaching field to explore the ways in which research studies and assessment tools are designed and conducted-and the ways in which research and assessments influence your classroom practices. You will also learn how to design research studies and assessment tools so you can more closely examine issues of direct concern and relevance to you and your students.

Practicum and Capstone

Strengthen your expertise through an applied linguistics capstone and a practicum, which provide a balance of the multiple foci of this program.

Practicum

Combines reflective practice and professional development in preparing students for a career in language education. Students integrate theory, research, and pedagogy into a coherent and well-informed approach to planning and executing lessons. They also incorporate these three components when developing and using instructional materials and assessment instruments. Activities and products prepare students for successful entry into the language teaching profession.

Applied Linguistics Capstone

Helps students refine their skills as applied linguistics professionals. Students will develop a curriculum project, an empirical research report, or an assessment tool using original data that they have collected and analyzed. This capstone also aims to encourage the students' reflection on their previous course work as well as exploration and clarification of their future plans for careers as language teaching professionals.

Specializations

Students can choose to add a career-oriented specialization to their degree coursework. Advanced entry students can complete the master's degree plus the specialization in three semesters, other students will add a fourth semester. Check out your specialization options.

Language and Intercultural Competence

TFL:

TFL students are required to complete advanced language courses (300-level or higher). Language requirements may vary depending on native/non-native speaker status and whether the target teaching language is regularly offered. Students will work with their Program Chair and the Language Coordinator of their teaching language to determine exact requirements.

Our intercultural competence offerings provide students with the cross-cultural communication skills needed to pursue global careers.

Sample courses:

- Teaching Chinese in a Globalized Context (in Chinese)
- Comparative and International Education in Latin America (in Spanish)
- Models and Decision Making for Positive Change (in French)
- Intercultural Group Dynamics
- Multilingual Communication in Multicultural Settings

TESOL:

TESOL students may explore language and intercultural competence classes as electives.

Additional Options

Online Options

The online MA in TESOL is a two-year, fully online, asynchronous, part-time, 40-credit program. Review the online TESOL curriculum.

Teaching Foreign Language students can complete their degree online-the majority of your coursework is asynchronous with some live (synchronous).

One-Year Hybrid Option

The final two courses of these master's programs are the Applied Linguistics Capstone and the Practicum Capstone. You may be able to complete these final two courses online during the summer after your second semester, thus completing the program in just a year (fall, spring, then summer). Check out the hybrid option details.

Advanced Entry

Students who have completed previous Teaching Foreign Language, TESOL, and/or linguistics coursework have the option to complete their degree in fewer credits. Check out the advanced entry details.

Paul D. Coverdell Fellows Program

Returned Peace Corps Volunteers (RPCVs) are encouraged to apply for the Paul D. Coverdell Fellows Program.

Options for Peace Corps Service

Interested students can integrate Peace Corps service into their degree.

Sample Course Schedule TESOL

Fall Start, Full Time, Three Semesters

Term	Course	Credits
Fall I	Principles and Practices of Language Teaching I	4
Fall I	Language Analysis	3
Fall I	Sociolinguistics	3
Fall I	Educational Research Methods	4
Spring I	Principles and Practices of Language Teaching II	4
Spring I	Structure of English	4
Spring I	Language Assessment	3
Spring I	Second Language Acquisition	3
Spring I	Electives	2-4
Fall 2	Applied Linguistics Capstone	2
Fall 2	Practicum Capstone	4
Fall 2	Electives	2-4
TOTAL		**40**

Sample Course Schedule TESOL (Online)

The online MA in TESOL curriculum is available here.

Sample Course Schedule TFL

Fall Start, Full Time, Three Semesters

Term	Course	Credits
Fall I	Principles and Practices of Language Teaching I	4
Fall I	Language Analysis	3
Fall I	Sociolinguistics	3
Fall I	Educational Research Methods	4
Fall 1	Advanced Language	4
Spring 1	Principles and Practices of Language Teaching II	4
Spring 1	Language Assessment	3
Spring 1	Pedagogical Grammar in Foreign Language Education OR Structure of Target Language	4
Spring 1	Second Language Acquisition	3
Fall 2	Applied Linguistics Capstone	2
Fall 2	Practicum Capstone	4
Fall 2	Advanced Language	4

TOTAL   **42**

Master of Arts in Translation

Start Date	Credits	Practicum	Language Competency
August	60	Required (thesis option)	Required

Translation Sample Course Schedule
Fall Start, Full Time, Four Semesters

Semester	Course	Credits
Fall 1	Introduction to Translation (B-A, A-B)	8
Fall 1	Introduction to Interpretation (B-A, A-B)	4
Fall 1	Translation Technology	2
Spring 1	Intermediate Translation (B-A, A-B)	8
Spring 1	Advanced Translation Technology	2
Spring 1	Electives	4
Fall 2	Advanced Translation I (A-B, B-A)	8
Fall 2	Translation Practicum	2
Fall 2	Electives	6
Spring 2	Advanced Translation II (A-B, B-A)	8

Spring 2	Translation Practicum	2
Spring 2	Translation and Interpretation as a Profession	2
Spring 2	Electives	4

Core Course Work

Translation

Learn to provide high-quality translation and independently edit and revise pieces using the latest in translation technologies. You will be introduced to a variety of genres and fields, including politics, economics, science, and technology.

Interpretation

During your first semester, you can try interpretation courses to see if your skills and interests are compatible with those of interpreters.

Tools and Technology

The translation market is constantly adapting to new technologies. Gain experience and familiarity with these technologies and consider the ways in which they will facilitate and affect your professional practice.

Theory

Explore the latest theories in translation research so you are familiar with the current work being done in the field and consider the impact this has on your own translation work.

Professional Skills

Participate in Translation and Interpretation as a Profession, a career-focused course that helps prepare you for the markets in which you may work. In conjunction with this course, your career advisor will provide information and guidance regarding your career goals.

Electives (14-19 credits)

You will complete your degree with electives of your choice. You can take literary translation, pursue further interpretation course work, learn more about project management, or take general courses from other programs to build on your expertise.

You may also complete an optional Directed Study: Thesis (4 credits: 2 credits per semester).

Practicum (**4** credits total: 2 credits per semester)

Gain real-world experience by completing a two-semester translation practicum, in which you experiment with your individual translator styles and explore the complexities of working with others on large-scale projects.

Three Language Additional Requirements

If you are also pursuing a C language, the following courses are also required:

- Introduction to Translation Written/Sight C-English (2-4 credits)
- Intermediate Translation C-English (2-4 credits)
- Advanced Translation IC-English (2-4 credits)
- Advanced Translation II C-English (2-4 credits)

Advanced Entry

We offer a 30-credit, two-semester Translation program to students who have substantial prior course work in translation and interpretation as well as professional experience in the field; visit How to Apply for more information.

Course work:

- Advanced Translation I B-A (4 credits)
- Advanced Translation I A-B (2-4 credits)
- Translation Practicum (2 credits)
- Translation Technology (2 credits)
- Translation and Interpretation as a Profession (1-2 credits)
- Advanced Translation II B-A (4 credits)
- Advanced Translation II A-B (2-4 credits)
- Advanced Translation Technology (2 credits)
- Translation Practicum (4 credits total: 2 credits per semester)
- Electives (2- 7 credits)
  - o Directed Study: Thesis (optional, 4 credits: 2 credits per semester)

Specializations

Localization Management Specialization

This 14-credit specialization in Localization Management allows students in our translation, translation and interpretation, and conference interpretation degree programs to be more competitive in the industry. This specialization may incur additional costs. Courses (all 2 credits each):

- Translation Technology
- Localization Project Management
- Advanced Translation Technology
- Multilingual Desktop Publishing
- Website Localization
- Terminology Management
- Audio-Visual Localization

Intercultural Competence

The Intercultural Competence (ICC) specialization equips students with the essential knowledge, skills, and attitudes to expertly lead and train multicultural teams, sensitively interact with diverse stakeholders, and create effective ICC assessments and training materials. Students interested in communication, social and environmental justice, and facilitation skills should consider this specialization.

Internships

Many students take on summer internships to apply their developing skills. Because of the Institute's reputation, students have access to professional opportunities at many international organizations, such as the United Nations, the Organization of American States, the U.S. Department of State, and the National Security Agency, as well as at software companies, pharmaceutical manufacturers, international corporations and law firms, and translation agencies. These professional opportunities often lead to full-time and freelance work upon graduation.

Master of Arts Translation and Interpretation

Start Date	Credits	Thesis and/or Practicum	Language Competency
August	60	Optional	Required

Translation and Interpretation Sample Course Schedule
Fall Start, Full Time, Four Semesters

Semester	Course	Credits
Fall I	Introduction to Translation (B-A, A-B)	8
Fall 1	Introduction to Interpretation (B-A, A-B)	4
Fall 1	Translation Technology	2
Fall 1	Electives	2
Spring 1	Intermediate Translation (B-A, A-B)	8
Spring 1	Intermediate Interpretation-Consecutive (B-A, A-B)	4

Spring 1	Intermediate Interpretation-Simultaneous (B-A)	2
Spring 1	Advanced Translation Technology	2
Fall 2	Advanced Translation I (A-B, B-A)	4
Fall 2	Advanced Interpretation I-Consecutive (B-A, A-B)	4
Fall 2	Advanced Interpretation I-Simultaneous (B-A)	2
Fall 2	Electives	4
Spring 2	Advanced Translation II (A-B, B-A)	4
Spring 2	Advanced Interpretation II-Consecutive (B-A, A-B)	4
Spring 2	Advanced Interpretation II-Simultaneous (B-A)	2
Spring 2	Translation and Interpretation as a Profession	2
Spring 2	Electives	2

Core Course Work

Translation

Learn to provide high-quality translation and independently edit and revise pieces using the latest in translation technologies. You will be introduced to a variety of genres and fields, including politics, economics, science, and technology.

Interpretation

Learn to interpret in both consecutive and simultaneous modes across a variety of genres and fields. You will also learn to work in interpretation booths and gain experience with various technologies used for interpretation in today's markets.

Tools and Technology

The translation market is constantly adapting to new technologies. Gain experience and familiarity with these technologies and consider the ways in which they will facilitate and affect your professional practice.

Theory

Explore the latest theories in translation research so you are familiar with the current work being done in the field, and consider the impact this has on your own translation work.

Professional Skills

Gain real-world experience by participating in the student-run Fall Forum. You will use your interpretation skills with a live audience. You'll also participate in Translation and Interpretation as a Profession, a career-focused course that helps prepare you for the markets in which you may work. In conjunction with this course, your career and academic advisor will provide information and guidance regarding your career goals.

Electives (18-21 credits)

You will complete your degree with electives of your choice. You can take literary translation, translation technology courses, pursue further interpretation course work, build your confidence in public speaking, or take general courses from other programs to build on your expertise.

Recommended electives:

- Translation Technology (2 credits)
- Advanced Translation Technology (2 credits)
- Intermediate Interpretation Simultaneous B-A (2 credits)
- Advanced Interpretation Simultaneous B-A (2 credits)
- Advanced Interpretation II Simultaneous B-A (2 credits)

Advanced Entry

We offer a 30-credit, two-semester Translation and Interpretation program to students who have substantial prior course work in translation and interpretation as well as professional experience in the field; visit How to Apply for more information.

Course work:

- Advanced Translation I (4 credits)
- Advanced Interpretation I-Consecutive B-A (2 credits)
- Advanced Interpretation I-Consecutive A-B (2 credits)
- Translation and Interpretation as a Profession (2 credits)
- Advanced Translation II (4 credits)
- Advanced Interpretation II-Consecutive B-A (2 credits)
- Advanced Interpretation II-Consecutive A-B (2 credits)
- Translation and Interpretation as a Profession (1-2 credits)
- Electives (10-11 credits)

Master of Arts Conference Interpretation

Start Date	Credits	Practicum	Language Competency
August	60	Required	Required

Conference Interpretation Sample Course Schedule
Fall Start, Full Time, Four Semesters

Semester	Course	Credits
Fall 1	Introduction to Translation (B-A, A-B)	8
Fall 1	Introduction to Interpretation (B-A, A-B)	4
Fall 1	Translation Technology	2
Fall 1	Electives	2
Spring 1	Intermediate Translation (B-A, A-B)	4
Spring 1	Intermediate Interpretation-Consecutive (B-A, A-B)	4
Spring 1	Intermediate Interpretation-Simultaneous (B-A, A-B)	4
Spring 1	Advanced Translation Technology	2
Spring 1	Electives	2
Fall 2	Advanced Interpretation I-Consecutive (B-A, A-B)	4
Fall 2	Advanced Interpretation I-Simultaneous (B-A, A-B)	4

Fall 2	Practicum in Interpretation	2
Fall 2	Electives	4
Spring 2	Advanced Interpretation II-Consecutive (B-A, A-B)	4
Spring 2	Advanced Interpretation II-Simultaneous (B-A, A-B)	4
Spring 2	Practicum in Interpretation	2
Spring 2	Translation and Interpretation as a Profession	2
Spring 2	Electives	2

Core Course Work

Translation

During your first year, you will explore translation skills, to build both your language awareness and terminology in your A and B languages.

Interpretation

Work in and out of both your A and B languages in consecutive and simultaneous environments. Explore a variety of genres and fields, including politics, economics, science, and technology. Learn to work in interpretation booths and gain experience with various technologies used for interpretation in today's markets.

Tools and Technology

The translation market is constantly adapting to new technologies. Gain experience and familiarity with these technologies and consider the ways in which they will facilitate and affect your professional practice.

Theory

Explore the latest theories in translation research so you are familiar with the current work being done in the field and consider the impact this has on your own translation work.

Professional Skills

Participate in Translation and Interpretation as a Profession, a career-focused course that helps prepare you for the markets in which you may work. In conjunction with this course, your career advisor will provide information and guidance regarding your career goals.

Electives (14-15 credits)

You will complete your degree with electives of your choice. You can explore the Mindfulness for Interpreters course, pursue further translation course work, build your confidence in public speaking, or take general courses from other programs to build on your expertise.

Recommended electives:

- Translation Technology (2 credits)

Practicum (4 credits total: 2 credits per semester)

Gain real-world experience by completing a two-semester interpretation practicum in which you will provide simultaneous and consecutive interpretation services in public venues, including conferences and even some of the Institute's multilingual interdisciplinary courses.

Three Language Additional Requirements

If you are also pursuing a C language, the following courses are also required:

- Introduction to Translation Written/Sight C-English (2 credits)
- Introduction to Interpretation C-English (2 credits)
- Intermediate Translation Written/Sight C-English (2 credits)
- Intermediate Interpretation-Consecutive C-English (2 credits)
- Intermediate Interpretation-Simultaneous C-English (2 credits)
- Advanced Interpretation I-Simultaneous C-English (2 credits)
- Advanced Interpretation I-Consecutive C-English (2 credits)
- Advanced Interpretation II-Simultaneous C-English (2 credits)
- Advanced Interpretation II-Consecutive C-English (2 credits)

Advanced Entry

We offer a 30-credit, two-semester Conference Interpretation program to students who have substantial prior course work in translation and interpretation as well as professional experience in the field; visit How to Apply for more information.

Course work:

- Advanced Interpretation I-Consecutive B-A (2 credits)
- Advanced Interpretation I-Consecutive A-B (2 credits)
- Advanced Interpretation Simultaneous B-A (2 credits)
- Advanced Interpretation Simultaneous A-B (2 credits)
- Advanced Interpretation II-Consecutive B-A (2 credits)
- Advanced Interpretation II-Consecutive A-B (2 credits)
- Advanced Interpretation II Simultaneous B-A (2 credits)
- Advanced Interpretation II Simultaneous A-B (2 credits)

- Translation and Interpretation as a Profession (1-2 credits)
- Practicum in Interpretation (4 credits total: 2 credits per semester)
- Electives (8-9 credits)

Master of Arts Translation and Localization Management

The MA in Translation and Localization Management is a four-semester, 60-credit program. There is a two-semester, 32-credit advanced-entry option (online or in-person) for eligible students.

Degree	Credits	Duration	Practicum	Second Language	Program Chair
TLM	60	4 semesters	Required	Required	Max Troyer
Advanced Entry TLM (in-person)	32	2 semesters	Optional	Optional	Max Troyer
Advanced Entry TLM (online)	32	2 years	Optional	Optional	Max Troyer

Leaming Goals

- Project Management: Managing translation and localization workflows, developing processes and procedures, prioritizing tasks, recruiting, hiring and managing resources, and implementing computer-assisted translation (CAT) tools, crowdsourcing and machine translation solutions.
- Business Management: Proficiency in a variety of key business areas such as globalization, accounting, marketing, organizational behavior, market economics, international business strategy, and data analysis.
- Localization: Expertise in using software that enables the internationalization and localization of software, video games, websites, content management systems, print-based desktop publishing formats, and audio-visual formats such as subtitles and dubbing.
- Translation: Written translation into the native language, editing and revision of translations, and work with a variety of translation and glossary management tools.
- Communication: Ability to speak the language of everyone involved in the translation process, such as clients, translators, project managers, engineers, designers, etc., the ability to evangelize and share best localization practices, and the soft skills necessary to work in a team distributed throughout the world.

Requirements

- Core coursework (24 credits)
- Language Requirement (16 credits)
- Localization or Translation Practicum (4 credits)
- Electives (16 credits)

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[Degree Map/Sample Course Schedule](#)

Core Course Work

24 credits

Learn what it takes to make smart business and data-driven localization decisions, how to design custom solutions and workflows, how to harness the tools we use to localize and the tools used to create content, and finally, how to efficiently manage translation and localization projects to help businesses and organizations go global.

All core courses are 2 credits each:

- Translation Technology
- Localization Project Management
- Website Localization
- Intro to Translation (for students taking language studies courses)
- Advanced Translation Technology
- Multilingual Desktop Publishing
- Designing for Internationalization and Culture
- Advanced Localization Project Management
- Terminology Management
- Software Internationalization and Localization
- International Marketing for Localizers
- [Advancing Your Localization Career](#)
- Audio-Visual Localization

Language Requirement

16 credits

Translation Courses

If you are fulfilling the language requirement through translation courses, you are required to take 4 credits of translation courses each semester (16 credits in total). At least 2 credits each semester must be in the B-A language pair for a total of 8 B-A credits. The remaining 8 translation credits can be in B-A or A-B, at the discretion of the Language Program Head. This provides students with the flexibility to take either 4 credits of B-A, or 2 credits of B-A and 2 credits of A-B per semester. Please note that some languages only offer translation courses in 4 credit units so these students will need to take 4 B-A each semester.

- Introduction to Translation Written/Sight B-A (2 or 4 credits, if taken as 2 credits then A-Bas 2 credits also required)
- Intermediate Translation Written/Sight B-A (2 or **4** credits, if taken as 2 credits then A-B as 2 credits also required)
- Advanced Translation I B-A (2 or **4** credits, if taken as 2 credits then A-B as 2 credits also required)
- Advanced Translation II B-A (2 or 4 credits, if taken as 2 credits then A-B as 2 credits also required)

You will earn the translation specialization after completing these 16 credits. You may also take [intercultural competence](#) or [language studies](#) courses as electives.

Language Studies

If you are fulfilling the language requirement through language studies courses you will take a minimum of 8 credits of [language studies](#) courses at the 300-level or higher. For the other 8 credits needed to satisfy the language requirement (16 credits total), you have the flexibility to take more language studies courses, [intercultural competence](#) courses, linguistics courses, and/or translation courses (if you pass the Language and Skills Test). If you are not taking translation courses and do not have any training in translation, you also need to take the course Principles of Translation in your first semester.

Please note that you may simultaneously pursue the [Language Studies for Professional Purposes specialization](#) through your language requirement credits.

Practicum

4 credits total: 2 credits per semester for 2 semesters

Gain real-world experience by completing a practicum, in which you either complete a substantial individual translation project, operate [Globe Multilingual Services](#) (a student-driven translation agency within the Institute), complete a paid or volunteer localization-related internship, or contribute to a research/special project such as the [ROAR podcast](#).

Electives

16 credits

You will complete your degree with additional Localization courses and electives of your choice from any degree program. Popular electives include Data-Driven Localization, which will prepare you to make strategic, management-level decisions. Translation specialization students may choose to take additional translation courses including studying a third language.

Professional Development

Advancing Your Localization Career

Prepare for the markets in which you may work through this career-focused course. In conjunction with this course, your career advisor will provide one-on-one coaching regarding your career goals.

Internships

Many students spend their summers at organizations and companies at the top of the localization field. These [professional opportunities](#) often lead to [full-time work](#) upon graduation.

Degree Map/Sample Course Schedule

Fall Start, Full Time, Four Semesters

Semester	Course	Credits
Fall I	Translation or Language Studies	4
Fall 1	Translation Technology	2
Fall 1	Localization Project Management	2
Fall I	Website Localization	2
Fall I	Designing for Internationalization and Culture	2
Fall I	Electives (General)	4
Spring 1	Translation or Language Studies	4
Spring 1	Advanced Translation Technology	2
Spring 1	Advanced Localization Project Management	2
Spring 1	Multilingual Desktop Publishing	2
Spring 1	Software Internationalization and Localization	2
Spring 1	Principles of Translation (if taking language studies courses)	0 or 2
Spring 1	Electives (General)	4
Fall 2	Translation or Language Studies/Intercultural Competence	4
Fall 2	Terminology Management	2

Fall 2	International Marketing for Localizers	2
Fall 2	Localization or Translation Practicum	2
Fall 2	Electives (General)	2
Spring 2	Translation or Language Studies/Intercultural Competence	4
Spring 2	Audio-Visual Localization	2
Spring 2	Advancing Your Localization Career	2
Spring 2	Localization or Translation Practicum	2
Spring 2	Electives (General)	6 or4
	TOTAL	**60**

Advanced Entry

We offer an online or in-person, 32-credit, two-semester program for students who meet our advanced entry requirements:

- In-person advanced entry: see below for language requirements and degree map.
- Online advanced entry. visit the online TLM curriculum page.

Language Requirement for In-Person Advanced Entry (8 Credits)

You may satisfy the language requirement with 8 credits of courses in Translation, Language Studies, and/or Intercultural Competence (ICC).

Translation

- Review the general TLM information for taking translation courses.
- Specific advanced entry information: after taking 4 credits of translation courses, you may complete your language requirement with 4 credits of translation, language studies, or ICC courses.

Language Studies

- Review the general TLM information for taking language studies courses.
- Specific advanced entry information:
    - o after taking 4 credits of language studies courses, you may complete your language requirement with translation, language studies, or ICC courses
    - o you may transfer up to 4 credits from completing 300-level courses at the Middlebury Summer Language Schools.

Intercultural Competence

- Learn to manage global and cross-cultural teams, address issues of power and identity, and improve communications through intercultural competence coursework.
- Minimum TOEFL or IELTS scores of 105 and 7.5 overall respectively are required for non-native English speakers.
- After taking 2 credits ofICC courses, you may complete your language requirement with translation, language studies, or ICC courses.

Degree Map/Sample Schedule (In-Person Advanced Entry)

Fall Start, Full Time, Two Semesters

Semester	Course	Credits
Fall	Translation or Language Studies or Intercultural Competence (ICC)	4
Fall	Localization Project Management	2
Fall	Translation Technology	2
Fall	Website Localization	2
Fall	Program Management	2
Fall	Terminology Management	2
Fall	Quality and Supplier Management (Buyer)	2
Fall	**Principles** of Translation (if taking language studies or ICC courses)	0 or 2

Spring	Translation or Language Studies or Intercultural Competence	4
Spring	Advanced Translation Technology	2
Spring	Advanced Localization Project Management	2
Spring	Multilingual Desktop Publishing	2
Spring	Audio-Visual Localization	2
Spring	Electives	4 or 2
	TOTAL	**32**

Joint Master of Arts Translation/Translation and Localization Management

The joint T/TLM, TI/TLM, and CI/TLM master's degrees are three-year, 82-credit programs.

Start Term	Credits	Practicum	Program Chairs
Fall	82	Required	Julie Johnson, Max Troyer

Explore the curriculum for each joint degree by clicking on the links below:

- Translation/Translation and Localization Management (T/TLM)
- Translation and Interpretation/Translation and Localization Management (TI/TLM)
- Conference Interpretation/Translation and Localization Management (CI/TLM)

Translation/Translation and Localization Management

Sample Course Schedule

Semester	Course	Credits
Fall I	Introduction to Translation (A-B, B-A)	8

Fall I	Introduction to Interpretation (B-A, A-B)	4
Fall I	Translation Technology	2
Fall 1	Localization Project Management	2
Spring 1	Intermediate Translation (B-A, A-B)	8
Spring 1	Advanced Translation Technology	2
Spring I	Advanced Localization Project Management	2
Spring I	Electives	2
Fall 2	Advanced Translation I (A-B, B-A)	8
Fall 2	Translation Practicum	2
Fall 2	Website Localization	2
Fall 2	Electives	2
Spring 2	Advanced Translation II (A-B, B-A)	6
Spring 2	Translation and Interpretation as a Profession	2
Spring 2	Translation Practicum	2
Spring 2	Multilingual Desktop Publishing	2
Spring 2	Electives	2

Fall 3	Terminology Management	2
Fall 3	Designing for Internationalization	2
Fall 3	International Marketing for Localizers	2
Fall 3	Localization Practicum	2
Fall 3	Electives	4
Spring 3	Advancing Your Localization Career	2
Spring 3	Audio-Visual Localization	2
Spring 3	Software Internationalization and Localization	2
Spring 3	Localization Practicum	2
Spring 3	Electives	4

Core Coursework

Translation

Learn to provide high-quality translation and independently edit and revise pieces using the latest in translation technologies. You will be introduced to a variety of genres and fields, including politics, economics, science, and technology.

Interpretation

During your first semester, you can try interpretation courses to see if your skills and interests are compatible with those of interpreters.

Tools and Technology

Learn what it takes to make smart business and data-driven localization decisions, how to design custom solutions and workflows, how to harness the tools we use to localize and the tools used to create content, and finally, how to efficiently manage translation and localization projects to help businesses and organizations go global.

Theory

Explore the latest theories in translation research so that you are familiar with the current work being done in the field, benefit from insights into your own professional work, and have the foundations to make your own scholarly contributions.

Professional Development

Participate in Translation and Interpretation as a Profession and Localization as a Profession, career-focused courses that help prepare you for the markets in which you may work. In conjunction with these courses, your advisors will provide information and guidance regarding your career goals.

Electives

You will complete your degree with electives of your choice. You can take literary translation, pursue further interpretation coursework, learn more about project management, or take general courses from other programs to customize your expertise.

You may also complete an optional Directed Study: Thesis (4 credits: 2 credits per semester).

Practicum

Translation Practicum

Gain real-world experience by completing a two-semester translation practicum, **in** which you experiment with your individual translator styles and explore the complexities of working with others on large-scale projects.

Localization Practicum

Gain real-world experience by completing a practicum, in which you either complete a substantial individual translation project, operate Globe Multilingual Services (a student-driven translation agency within the Institute), complete a paid or volunteer localization-related internship, or contribute to a research/special project such as the ROAR podcast.

Three-Language Additional Requirements

If you are also pursuing a C language, the following courses are also required:

- Introduction to Translation Written/Sight C-English (2-4 credits)
- Intermediate Translation C-English (2-4 credits)
- Advanced Translation I C-English (2-4 credits)
- Advanced Translation II C-English (2-4 credits)

Joint Master of Arts Translation & Interpretation/Translation and Localization Management

Sample Course Schedule

Semester	Course	Credits

Fall I	Introduction to Translation (B-A, A-B)	8
Fall I	Introduction to Interpretation (B-A, A-B)	4
Fall 1	Translation Technology	2
Fall 1	Localization Project Management	2
Spring 1	Intermediate Translation (B-A, A-B)	6
Spring I	Intermediate Interpretation - Consecutive (B-A, A-B)	4
Spring I	Advanced Translation Technology	2
Spring I	Advanced Localization Project Management	2
Fall 2	Advanced Translation I	4
Fall 2	Advanced Interpretation I - Consecutive (B-A, A-B)	4
Fall 2	Website Localization	2
Fall 2	Electives	4
Spring 2	Advanced Translation II	4
Spring 2	Advanced Interpretation II - Consecutive (B-A, A-B)	4
Spring 2	Multilingual Desktop Publishing	2
Spring 2	Electives	4

Fall 3	Terminology Management	2
Fall 3	Designing for Internationalization	2
Fall 3	International Marketing for Localizers	2
Fall 3	Interpretation Practicum	2
Fall 3	Electives	4
Spring 3	Translation and Interpretation as a Profession	2
Spring 3	Advancing Your Localization Career	2
Spring 3	Audio-Visual Localization	2
Spring 3	Interpretation Practicum	2
Spring 3	Translation Practicum *or* Localization Practicum	2
Spring 3	Electives	2

Core Coursework

Translation

Learn to provide high-quality translation and independently edit and revise pieces using the latest in translation technologies. You will be introduced to a variety of genres and fields, including politics, economics, science, and technology.

Interpretation

Learn to interpret in both consecutive and simultaneous modes across a variety of genres and fields. You will also learn to work in interpretation booths and gain experience with various technologies used for interpretation in today's markets.

Tools and Technology

Learn what it takes to make smart business and data-driven localization decisions, how to design custom solutions and workflows, how to harness the tools we use to localize and the tools used to create content, and finally, how to efficiently manage translation and localization projects to help businesses and organizations go global.

Theory

Explore the latest theories in translation research so that you are familiar with the current work being done in the field, benefit from insights into your own professional work, and have the foundations to make your own scholarly contributions.

Professional Development

Gain real-world experience by participating in the student-run Fall Forum, where you will use your interpretation skills with a live audience.

Participate in Translation and Interpretation as a Profession and Localization as a Profession, career-focused courses that help prepare you for the markets in which you may work. In conjunction with these courses, your career advisors will provide information and guidance regarding your career goals.

Electives

You will complete your degree with electives of your choice. You can take literary translation and translation technology courses, pursue further interpretation coursework, build your confidence in public speaking, or take general courses from other programs to customize your expertise.

Recommended electives:

- Intermediate Interpretation - Simultaneous B-A (2 credits)
- Intermediate Interpretation - Simultaneous A-B (2 credits)
- Advanced Interpretation I - Simultaneous B-A (2 credits)
- Advanced Interpretation I - Simultaneous A-B (2 credits)
- Advanced Interpretation II - Simultaneous B-A (2 credits)
- Advanced Interpretation II - Simultaneous A-B (2 credits)
- Interpretation Practicum (2 credits; recommended if taking simultaneous A-B courses)

Practicum

Translation Practicum

Gain real-world experience by completing a two-semester translation practicum, in which you experiment with your individual translator styles and explore the complexities of working with others on large-scale projects.

Localization Practicum

Gain real-world experience by completing a practicum, in which you either complete a substantial individual translation project, operate Globe Multilingual Services (a student-driven translation agency within the Institute), complete a paid or volunteer localization-related internship, or contribute to a research/special project such as the ROAR podcast.

Interpretation Practicum (recommended if you are taking simultaneous A-B courses)

Gain real-world experience by completing a two-semester interpretation practicum, in which you will provide simultaneous and consecutive interpretation services in public venues, including conferences, community clinics, and some of the Institute's multilingual interdisciplinary courses.

Joint Master of Arts Conference Interpretation/Translation and Localization Management

Sample Course Schedule

Semester	Course	Credits
Fall I	Introduction to Translation (B-A, A-B)	8
Fall I	Introduction to Interpretation (B-A, A-B)	4
Fall I	Translation Technology	2
Fall I	Localization Project Management	2
Spring 1	Intermediate Translation (B-A, A-B)	4
Spring 1	Intermediate Interpretation - Consecutive (B-A, A-B)	4
Spring 1	Intermediate Interpretation - Simultaneous (B-A, A-B)	4
Spring 1	Advanced Translation Technology	2
Spring I	Advanced Localization Project Management	2
Fall 2	Advanced Interpretation I - Consecutive (B-A, A-B)	4
Fall 2	Advanced Interpretation I - Simultaneous (B-A, A-B)	4
Fall 2	Interpretation Practicum	2

Fall 2	Website Localization	2
Fall 2	Electives	2
Spring 2	Translation and Interpretation as a Profession	2
Spring 2	Advanced Interpretation II - Consecutive (B-A, A-B)	4
Spring 2	Advanced Interpretation II - Simultaneous (B-A, A-B)	4
Spring 2	Interpretation Practicum	2
Spring 2	Multilingual Desktop Publishing	2
Fall 3	Terminology Management	2
Fall 3	Designing for Internationalization	2
Fall 3	International Marketing for Localizers	2
Fall 3	Translation Practicum *or* Localization Practicum	2
Fall 3	Electives	6
Spring 3	Advancing Your Localization Career	2
Spring 3	Audio-Visual Localization	2
Spring 3	Translation Practicum *or* Localization Practicum	2
Spring 3	Electives	2

Core Coursework

Translation

During your first year, you will explore translation skills to build both your language awareness and terminology in your A and B languages.

Interpretation

Work in and out of both your A and B languages in consecutive and simultaneous environments. Explore a variety of genres and fields, including politics, economics, science, and technology. Learn to work in interpretation booths and gain experience with various technologies used for interpretation in today's markets.

Tools and Technology

Learn what it takes to make smart business and data-driven localization decisions, how to design custom solutions and workflows, how to harness the tools we use to localize and the tools used to create content, and finally, how to efficiently manage translation and localization projects to help businesses and organizations go global.

Theory

Explore the latest theories in translation research so that you are familiar with the current work being done in the field, benefit from insights into your own professional work, and have the foundations to make your own scholarly contributions.

Professional Development

Gain real-world experience by participating in the student-run Fall Forum, where you will use your interpretation skills with a live audience.

Participate in Translation and Interpretation as a Profession and Localization as a Profession, career-focused courses that help prepare you for the markets in which you may work. In conjunction with these courses, your career advisors will provide information and guidance regarding your career goals.

Electives

You will complete your degree with electives of your choice. You can explore the Mindfulness for Interpreters course, pursue further translation coursework, build your confidence in public speaking, or take general courses from other programs to customize your expertise.

Practicum

Translation Practicum

Gain real-world experience by completing a two-semester translation practicum, in which you experiment with your individual translator styles and explore the complexities of working with others on large-scale projects.

Localization Practicum

Gain real-world experience by completing a practicum, in which you either complete a substantial individual translation project, operate Globe Multilingual Services (a student-driven translation agency within the Institute), complete a paid or volunteer localization-related internship, or contribute to a research/special project such as the ROAR podcast.

Interpretation Practicum

Gain real-world experience by completing a two-semester interpretation practicum, in which you will provide simultaneous and consecutive interpretation services in public venues, including conferences, community clinics, and some of the Institute's multilingual interdisciplinary courses.

Three-Language Additional Requirements

If you are also pursuing a C language, the following courses are also required:

- Introduction to Translation C-English (2 credits)
- Introduction to Interpretation C-English (2 credits)
- Intermediate Translation C-English (2 credits)
- Intermediate Interpretation-Consecutive C-English (2 credits)
- Intermediate Interpretation-Simultaneous C-English (2 credits)
- Advanced Interpretation I-Simultaneous C-English (2 credits)
- Advanced Interpretation I-Consecutive C-English (2 credits)
- Advanced Interpretation II-Simultaneous C-English (2 credits)
- Advanced Interpretation II-Consecutive C-English (2 credits)

MPA-MAIEM - 60 Credit Updated 3/1/22				
MPA CORE REQUIREMENTS (15 credits)	**Credits**	**Academic·Req**	**Semester/ Year**	**Notes**
DPPG 8500 Policy & Data Analytics	3	MPA Core		Fall/Spring
DPPG 8519 Organizational Development and Leadership	3	MPACore		Fall and Spring
DPPG 8530 Budget & Finance: Public & Nonprofit Orgs	3	MPACore		Fall
DPPG 8644 Program Evaluation	3	MPA Core		Fall

	Credits	Academic Req	Semester/Year	Notes
DPPG 8508 Power, Social Change & Orgs	3	MPA and IEM Core		**IEM** = Fall, MPA= Fall
-OR- IEMG 8525 Social Issues, Justice, and Change in Education				
MPA Core Total	**15**			

IEM CORE REQUIREMENTS (18 credits)	Credits	Academic Req	Semester/Year	Notes
IEMG 8500 Principles & Practices of International Education	3	IEM Core		Fall and Spring
IEMG 8505 International Education Program Design	3	IEM Core		Fall
IEMG 8520 International Education Marketing and Recruiting	3	IEM Core		Fall
IEMG 8506 International Education Assessment	3	IEM Core		Fall
IEMG 8649 International Education Project	3	IEM Core		Fall or Spring (ideally right before Practicum)
IEMG 8600 International Education Policy (Spring 2022)	3	IEM Core		Spring

	Credits		Semester/Year	
-OR- IEMG 8530 Comparative International Education (Fall 2022 or later)				
IEM Core Total	**18**			
IEM ELECTIVES (6 credits) see list below	**Credits**		**Semester/Year**	
	3	IEM Elective		any
	3	IEM Elective		any
IEM Electives Total	6			
FREE ELECTIVES (7 credits)	**Credits**		**Semester/Year**	
	3	Free Elective(s)		
	4			
Free Electives Total	7			
LANGUAGE STUDIES/ ICC (8 credits)	**Credits**		**Semester/Year**	
	4	Language/ICC		Fall
	4	Language/ICC		Spring

		Language/ICC		
	4			Fall
Language/ICC Total	**8**			

Practicum (6 credits)	**Credits**		**Semester/ Year**	
IEMG 8560 International Education Management Practicum	6	Practicum		Spring or Fall
Joint Degree Total	**60**			

Approved IEM Elective Courses from Other Departments **Note that course titles and credits may change slightly semester by semester**				
Any IEMG course not applied to Core above, OR:				
DPPG 8516 Org Development & Leadership	3			
DPPG 8530 Budget & Finance: Public and Nonprofit Orgs	3			
DPPG 8566 RschMethods4Prog& ProposalDevp	3			
DPPG 8607 Sem: Qualitative Analysis	3			
DPPG 8641 Plan & Advocate 4 Pub Policy				
DPPG 8644 Seminar: Program Evaluation	3			

		Language/ ICC		
	4			Fall
EDUC 8500 Principles and Practices of Language Teaching I	4			
EDUC 8520 Principles and Practices of Language Teaching II	4			
EDUC 8535 Service Learning: International and Domestic Community Partnerships				
EDUC 8545 Lang Teach for Social Justice				
EDUC 8660 Introduction to Language Program Administration				
EDUC 8661 Language Teacher Supervision				
EDUC 8662 Language Teacher Education				
IPSS 8532 QuantitativDataAnlysis W/Excel	1			
IPSS 8533 AppldQualData-Collectn/Anlysis				

MAITED-MPA - 60 Credit Updated 3/1/22				
ITEDCORE REQUIREMENTS **(15 credits)**	**Credits**	**Academic Req**	**Semester/ Year**	**Notes**
DPPG 8500 Policy & Data Analytics	3	ITED Core - Data/Analytics (Shared with MPA)		Fall/Spring
ITDG 8515 Trade Policy & Institutions	3	ITED Core - Trade Policy		Fall
ITDG 8530 Trade Econ & Applied Analysis	3	ITED Core - Economics		Spring
ITDG 8540 Trade Law/Dispute Resolution	3	ITED Core - Law		Fall
ITDG 8686 Economic Negotiation	3	ITED Core- Negotiation		Spring
ITED Core Total	**15**			
MPACORE REQUIREMENTS **(12 credits)**	**Credits**	**Academic Req**	**Semester/ Year**	**Notes**
DPPG 8519 Organizational Development & Leadership	3	MPA Core - Org Mgmt		Fall/Spring
DPPG 8644 Program Evaluation	3	MPA Core - Program Eva!		Fall

DPPG 8530 Budget & Finance: Public & Nonprofit Orgs	3	MPA Core - Finance		Fall
DPPG 8508 Power, Social Change & Orgs	3	MPA Core - Social Change at Scale		Fall
MPA Core Total	12			
LANGUAGE STUDIES/ ICC (8 Credits)	**Credits**		**Semester/ Year**	
Language or ICC	4	Language/ICC		
	4	Language/ICC		
		Language/ICC		
Language/ICC Total	8			
ELECTIVES (19 credits)	**Credits**		**Semester/ Year**	
	4	Elective		
	3	Elective		
	4	Elective		
	3	Elective		
	3	Elective		
	2	Elective		

Electives Total	**19**			

Practicum (6 credits)	**Credits**		**Semester/ Year**	
IPSS, Independent Practicum, Other TBD	6	Practicum		
Joint Degree Total	**60**			

MAITED-MAIPD-60 Credit **Updated 3/1/22**				
MA-ITED CORE REQUIREMENTS (15 credits)	**Credits**	**Academic Req**	**Semester/ Year**	**Notes**
DPPG 8500 Policy & Data Analytics	3	ITED Core - Data Analytics (Shared with IPD)		Fall/Spring
ITDG 8515 Trade Policy & Institutions	3	ITED Core - Trade Policy		Fall

	Credits	Academic Req	Semester/Year	Notes
ITDG 8530 Trade Econ & Applied Analysis	3	ITED Core - Economics (Shared with IPD)		Spring
ITDG 8540 Trade Law/Dispute Resolution	3	ITED Core - Law		Fall
ITDG 8686 Economic Negotiation	3	ITED Core - Negotiation		Spring
ITED Core Total	**15**			
MA-IPDCORE REQUIREMENTS (6 credits)	**Credits**	**Academic Req**	**Semester/Year**	**Notes**
Research Methods Courses Include: (Choose One)	**3**	**Research Methods / Qualitative Data Analysis (Basket)**		
DPPG 8607 Qualitative Data Analysis				Fall
DPPG 8673 Advanced Data Analysis				Spring
DPPG 8642 Taking Measure of Unmeasurable				Spring
DPPG 8565 Intro to Network Analysis				Fall/Spring
DPPG 8566 Research Methods for Program and				

Proposal Development				Fall (2024?)
DPPG 8644 SEM: Program Evaluation				Fall
Development or Policy Courses Include: (Choose One)	3	**Development or Policy (Basket)**		
DPPG 8506 Int'l Politics & Development				Spring
DPPG 8529 Dev Theory & Practice				Fall
IEMG 8533 Education & Development				Fall - online asynchronous - Fall B
IEMG 8600 International Education Policy				Spring

IPD Core Total	6			
LANGUAGE STUDIES/ ICC **(8 Credits)**	**Credits**		**Semester/ Year**	
Language or ICC	4	Language/ICC		
	4	Language/ICC		
		Language/ICC		

	Credits		Semester/Year	
Language/ICC Total	8			
ELECTIVES (25 credits)	**Credits**		**Semester/Year**	
	4	Elective		
	3	Elective		
	4	Elective		
	4	Elective		
	3	Elective		
	4	Elective		
	3			
Electives Total	**25**			
Practicum (6 credits)	**Credits**		**Semester/Year**	
IPSS, Independent Practicum, OtherTBD	6	Practicum		
Joint Degree Total	**60**			

MPA-IPD - 60 Credit Updated 3/31/22				
MPACORE REQUIREMENTS (12 credits)	**Credits**	**Academic Req**	**Semester/ Year**	**Notes**
DPPG 8519 Organizational Development & Leadership	3	MPA Core - Org Mgmt		Fall/Spring
DPPG 8644 Program Evaluation	3	MPA Core - Program Eval		
DPPG 8530 Budget & Finance: Public & Nonprofit Orgs	3	MPA Core - Finance		Fall
DPPG 8508 Power, Social Change & Orgs	3	MPA Core - SCAS		Fall
MPACore Total	**12**			
MAIPDCORE REQUIREMENTS 12 credits)	**Credits**	**Academic Req**	**Semester/ Year**	**Notes**
DPPG 8500 Policy & Data Analytics	3	IPD Core - Data Analytics (Shared with MPA)		Fall/Spring

Economics Courses Include: (Choose One)	3	**Economics (Basket)**		
DPPG 8569 Economics of Inequality OR				Fall
ITDG 8521 International Finance OR				Spring
IEPG 8542 Envirn & Natural Resource Econ (4 credit)				Fall
Research Methods Courses Include: (Choose one)	3	**Research Methods/ Qualitative Data Analysis (Basket)**		
DPPG 8607 Qualitative Data Analysis OR				
DPPG 8673 Advanced Data Analysis OR				
DPPG 8642 Taking Measure of Unmeasurable				Spring
DPPG 8565 Intro to Network Analysis				
DPPG 8566 Research Methods for Program and Proposal Development				
Development or Policy Courses Include: (Choose One)	3	**Development or Policy (Basket)**		
DPPG 8506 Int'l Politics & Development				Spring

DPPG 8529 Dev Theory & Practice				Fall
IEMG 8533 Education & Development				Fall - online asynchronous - Fall B
IEMG 8600 International Education Policy				Spring
IPD Core Total	**12**			
LANGUAGE STUDIES/ ICC **(8 Credits)**	**Credits**		**Semester/ Year**	
ICC	4	Language/ICC		
	4	Language/ICC		
		Language/ICC		
Language Total	**8**			
ELECTIVES (22 credits)	**Credits**		**Semester/ Year**	
	4	Elective		
	3	Elective		
	3	Elective		
	4	Elective		

	4	Elective		
	4	Elective		
		Elective		
Elective Subtotal	**22**			
Practicum (6 credits)	**Credits**		**Semester/ Year**	
IPSS, Independent Practicum, OtherTBD	6	Practicum		
Total	**60**			