



# Middlebury Institute *of* International Studies at Monterey

**Academic Catalog**  
**July 1, 2025-June 30, 2026**

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

**Middlebury Institute of International Studies**  
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**Monterey, CA 93940**  
**831-647-4166**

[www.middlebury.edu/institute](http://www.middlebury.edu/institute)

*This catalog is updated annually, based on the academic year of July 1–June 30. This catalog contains information on In Person programs. For information on Online programs please refer to the Middlebury Institute Online Catalog*

## TABLE OF CONTENTS

<b>PROFILE</b>	<b>5</b>
History	5
Facilities	5
Library	6
Faculty	6
Enrollment	6
International Characteristics	6
Alumni	6
Accreditation	6
<b>ADMISSION</b>	<b>8</b>
Admission Procedures and Application Process	8
Application Checklist	8
Admission Requirements	8
Prior Experience	15
Documents	15
International Student Information	16
Ability-to-Benefit	16
<b>ACADEMIC PROGRAMS</b>	<b>17</b>
Translation, Interpretation and Language Education programs	19
<b>REGISTRATION</b>	<b>23</b>
Change of Degree Program After Enrollment	23
Admission to a Second Graduate Degree Program	23
Registration Process	23
Enrollment Status	23
Tuition and Payment	24
Administrative Withdrawal	33
Student's Right to Cancel	33
Course Load and Overload	34
Special Admission and Registration Procedures for Non-Degree Students	34
Adding and Dropping Courses	35
Auditing Courses	35
Repeating Courses	36
<b>INSTRUCTION</b>	<b>37</b>
Course Location	37
Assessment and Grading	37
Attendance	37
Course Syllabus	37
Student Grading of Other Students' Work	37
External Study and Study Abroad	37

Internships	38
Community Hours	38
<b>ACADEMIC STATUS AND STUDENT RECORDS</b>	<b>39</b>
Grades and Credits	39
Disputed Academic Evaluation Procedures	40
Pass/No Pass (P/NP) Option	40
Pass/Fail (P/F) Option	41
Incomplete Grades	41
Assignment of “In Progress”	42
Academic Standing	42
Financial Aid Probation	42
Financial Aid Disqualification	42
Appeal Procedure	43
Academic Probation	43
Dismissal	43
Leave of Absence	44
Time Limit for Completion of Degree Requirement (Currency Requirement)	45
Petition to Waive a Regulation, Policy, or Academic Requirement	45
Challenge Examinations	45
Graduation	45
Graduation with High Academic Achievement	46
Withdrawal from the Middlebury Institute	46
Readmission to the Middlebury Institute	46
Student Records and Confidentiality (FERPA)	46
Grade Reports	51
Transcripts	51
Transfer of Academic Credit from Other Institutions	51
Notice Concerning Transferability of Credits and Credentials Earned at our Institution	52
<b>STUDENT SERVICES AND STUDENT RIGHTS AND OBLIGATIONS</b>	<b>53</b>
Student services offered	53
Student Responsibility	53
General Conduct Policy	53
Student Grievance Procedures	54
Non-Discrimination and Anti-Harassment Policies:	54
Health Insurance Requirement	55
Housing Information	55
<b>FINANCING YOUR EDUCATION</b>	<b>57</b>
Eligibility For Financial Aid	57
How To Apply For Financial Aid	57
How We Determine Financial Aid Eligibility	59
Types Of Aid Awarded By The Office Of Student Financial Services	59

External Scholarships	61
Student Tuition Recovery Fund	61
Higher Education Act Disclosures	62
<b>CAREERS</b>	<b>63</b>
Career Advising	63
Standard Occupational Classification	63
<b>CAMPUS DIRECTORY</b>	<b>69</b>
<b>STUDENT LIFE INFORMATION</b>	<b>71</b>
<b>APPENDIX A – FACULTY</b>	<b>73</b>
<b>APPENDIX B – COURSE DESCRIPTIONS</b>	<b>81</b>
<b>APPENDIX C – DEGREE REQUIREMENTS</b>	<b>136</b>

## **PROFILE**

### **History**

The Middlebury Institute of International 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.

Middlebury Institute Online (MIO) is a unit of the Middlebury Institute that was established in the Fall of 2023. Prior to its formation, the Institute delivered online programs under the same academic structure as its in-person programs. The formation of Middlebury Institute Online allowed for an administrative infrastructure geared toward online learning and teaching, including a year-round academic calendar, new tuition pricing, and programs designed for working professionals. All the programs offered by Middlebury Institute Online are fully asynchronous, and courses are delivered over seven-week sessions. Students take one course at a time and can complete up to 18.0 credits per year as part-time students. The asynchronous design allows students to complete coursework flexibly around their busy schedules. MIO works in partnership with an online program management company, to market and advertise its programs and to recruit and support students throughout their enrollment. More information can be found in the MIIS MIO Catalogue.

### **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 100,000 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 consortial 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 50% 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 Commission of Higher Education (NECHE) (formerly known as 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](http://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](http://www.bppe.ca.gov)  
E-mail: [bppe@dca.ca.gov](mailto: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](http://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\$750 to secure their enrollment.

Apply online at [go.miis.edu/onlineapplication](http://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
- Résumé or curriculum vitae
- Personal scholarship statements

\$65 application fee (nonrefundable)

Undergraduate transcripts

One letter of recommendation (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.

#### **Résumé or Curriculum Vitae**

Your résumé 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](mailto: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](mailto:enroll@middlebury.edu).

Middlebury Institute of International 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.

#### GRE or GMAT

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](mailto:enroll@middlebury.edu).

*Table: Preferred minimum TOEFL and IELTS scores by program*

<b>Program</b>	<b>TOEFL preferred minimum (overall)</b>	<b>IELTS preferred minimum (overall)</b>
Online IEM	100	7
EPM	80	6.5
GGP	80	6.5
IPD	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
Online TESOL	100	7
T; TI; CI	100	7
Joint TI/TLM	100	7
IDE	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, NPTS,GGP, IDE, 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 determine 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.
  - 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.
  - 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.
  - 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](#).
- 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:
  - Requires at least intermediate-high level of proficiency in a second language.
  - 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.
  - If your second language is English, you will need to submit TOEFL or IELTS scores.
  - 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*

<b>Program</b>	<b>Curriculum Requirement</b>	<b>Admissions Language Assessment</b>
MPA	4 credits of LS or ICC  Non-native speakers of English take 8 credits of EAPP unless waived	Admission suspended in SP 24 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  Non-native speakers of English take 8 credits of EAPP unless waived	Space available for an additional 23 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
MA Global Governance & Policy (GGP)	4 credits LS or ICC  Non-native speakers of English take 8 credits of EAPP unless waived	New FA 25  Space available for an additional 23 credits of LS, ICC or other electives
MAIT	4 credits LS or ICC  Non-native speakers of English take 8 credits of EAPP unless waived	Admission suspended SP 25  Space available for an additional 17 credits of LS, ICC or other electives
MAIPD/MAIT	8 credits of LS and/or ICC	Admission suspended SP 25  Space available for an additional 25 credits of LS, ICC or other electives
MPA/MAIT	8 credits of LS and/or ICC	Admission suspended SP 25  Space available for an additional 19 credits of LS, ICC or other electives
MPA/MAIPD	8 credits of LS and/or ICC	Admission suspended SP 25

		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  Non-native speakers of English take 8 credits of EAPP unless waived	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 Threat Intelligence	LS requirement for non-native speakers of English-8 credits	New as of FA 25
MA TESOL	no requirement	
MA TFL	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)	Admission suspended as of SP 25  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	LS courses must be 300 level or higher

	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)	
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	
MA Interpretation for Diplomats and Executives (IDE)	no requirement	New as of FA 25
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: <a href="#">Language and Skills Test</a>  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 of International 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 I-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)  
Global Governance & Policy (GGP) (new for Fall 2025)  
International Policy & Development (IPD)  
International Trade (IT) (admissions discontinued as of Spring 2025)  
Interpretation for Diplomats & Executives (IDE) (new for Fall 2025)  
Master of Public Administration in Social Change (MPA) (admissions discontinued as of Spring 2025)  
Nonproliferation and Terrorism Studies (NPTS)  
Teaching English to Speakers of Other Languages (TESOL) (admissions discontinued as of Fall 2024)  
Now a fully online program in Middlebury Institute Online)  
Teaching of Foreign Languages (TFL) (admissions discontinued as of Fall 2024)  
Threat Intelligence (TIN) (new for Fall 2025)  
Translation (T)  
Translation and Interpretation (TI)  
Translation and Localization Management (TLM)

### **In Person Joint Master's Degree Programs**

Joint MA in International Policy & Development/ MA in International Trade (IPD/ IT) (admissions discontinued as of Spring 2025)  
Joint MPA/ MA in International Education Management (MPA/IEM) (admissions discontinued as of Fall 2024)  
Joint MPA/ MA International Trade (MPA/IT) (admissions discontinued as of Spring 2025)  
Joint MPA/ MA International Policy & Development (MPA/ IPD) (admissions discontinued as of Spring 2025)  
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 (BA/MANPTS)

### **Online Master's Degree Programs (information may be found in the Middlebury Institute Online Catalog)**

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  
MA in Organizational Leadership

### **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.

### Global Governance and Policy (GGP)

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

### International Policy and Development (IPD)

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

### Master of Public Administration (MPA) (admission suspended as of SP 25)

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

### International Trade and Economic Diplomacy (ITED) (admission suspended as of SP 25)

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) (admission suspended as of SP 25)

- 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](#).

#### MA in Threat Intelligence (TIN) (new for FA 25)

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

#### TESOL; Teaching Foreign Language (TFL) (admission suspended as of spring 2025)

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.middlebury.edu/institute/academics/degree-programs/online-tesol/curriculum>

#### Translation (T); Translation and Interpretation (TI); 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

- 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
- 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.

### Interpretation for Diplomats and Executives (IDE) new FA 25

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

### 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:
  - 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

### 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) (admission suspended SP 24)
- [Joint BA/MA in Nonproliferation and Terrorism Studies](#) (BAMANPTS)
- [Joint BA/Master of Public Administration](#) (BAMPA) (admission suspended SP 24)

### 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) (admission suspended as of SP 25)
- [Joint MPA/MA in International Policy and Development](#) (MPA/IPD) (admission suspended as of SP 25)

- [Joint MPA/MA in International Education Management](#) (MPA/IEM) (admission suspended as of SP 24)
- [Joint MPA/MA in International Trade](#) (MPA/ITED) (admission suspended as of SP 25)
- [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](#).

### 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 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 Office 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. 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.

#### **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 International Student and Scholar Services Office at the Middlebury Institute.

### Summer and Winter Sessions

During the regular summer session, 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 their coursework until they have paid their balance for that semester in full, or developed a payment plan approved by the Office of Student Financial Services. If the Office of Student Financial Services 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 20<sup>th</sup> business day of classes. If such payments are not possible by 20<sup>th</sup> business day of classes, the student must provide the Office of Student Financial Services 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 20<sup>th</sup> 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 Office of Student Financial Services 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 and Fee Costs

The information below covers our 2025-2026 academic year (summer 2025, fall 2025, and spring 2026).

The following information is for our in-person programs.



Remote, synchronous students studying in our traditional in-person programs pay the same tuition as in-person students and have the same access to scholarships.

The tuition costs are below (unless noted in the program-specific tuition section).

<u>Academic Year</u>	<u>Per Credit</u>	<u>Semester (full-time)</u>	<u>Year (two semesters: full-time)</u>
2025-26	\$2,078	\$24,935	\$49,870

- Tuition rates are subject to change in future academic years.
- Part-time students pay the per-credit rate.
- Full-time students (12 or more credits) pay the semester/year comprehensive tuition.

### **Advanced-Entry Tuition**

Advanced-Entry for **Nonproliferation and Terrorism Students** and Advanced-Entry for **Environmental and Policy Management** who are required to take more than 32 credits:

- You will be given a personalized degree map based on your professional and academic background.
- If your degree map requires more than 32 credits, you will pay the advanced-entry full-time rate below. Otherwise, you will pay the regular tuition rate above.
- 2025-26 academic year: the advanced-entry full-time rate for these programs is \$26,714 per semester (\$53,428 per year)

### **Online Programs: \$850/Credit**

For the academic year 2025-26 students in our [online, asynchronous programs](#) pay \$850/credit.

For more information on online program tuition, visit our [online programs' tuition page](#).

### **Estimated Living Expenses**

#### **2025–26 Academic Year**

<b>Estimated Living Expenses</b>	<b>Per Semester</b>	<b>Per Year</b>
<hr/>		

Books and Supplies	\$100	\$200
Housing	\$7,709	\$15,418
Food	\$3,015	\$6,030
Local Transportation	\$617	\$1,234
Personal Expenses	\$900	\$1,800
Health Insurance*	-	-

\*Students are required to have health insurance during the entirety of their program. Visit [our health insurance guide](#) for more health insurance options and resources.

Students in our online, asynchronous programs should review the estimated living expenses on our [online students' tuition and fees page](#).

## Personal Expenses

This student budget does not include all of the expenses you may have, such as credit card or other consumer debt and living expenses for a spouse and/or dependents. The category of personal expenses includes clothing, laundry, household supplies, and entertainment. You should prepare a personal budget to anticipate your total financial needs.

### **Full-Time vs. Part-Time**

- For billing purposes, full-time and part-time statuses only apply to in-person program students (including remote, synchronous students in normally in-person programs). Online, asynchronous students can ignore this distinction when it comes to tuition.
- Students taking 12 or more credits will be charged the [full-time comprehensive fee](#).

- Students who take 11 or fewer credits per semester will be charged at the per credit rate (\$2078/credit).
- Courses taken in the January term are billed as part of spring.
- If you move to part-time, your scholarships and grants will be prorated.
- To be eligible for federal aid as an in-person program student, you need to be enrolled in the following number of credits
  - 6 or more credits in the fall
  - 6 or more credits in the spring
  - 3 or more credits in the summer
  - 6 credits in any semester for online students
- Please be sure to contact your academic advisor if you are considering taking courses part-time.
- Please note that if you take more than 16 credits in any semester, you **may** have to pay for overload credits in your final semester. [Learn more about overload credits.](#)

### **Student Fees**

Both in-person program and online, asynchronous program students are charged student fees.

IN-person students are only charged student fees during the fall and spring semesters (Jterm is considered part of spring). In-person students are not charged any student fees during the summer semester.

Online students are charged student fees every semester; fall, spring and summer.

### **Student Resources Fee**

This fee is used to provide a number of resources, services, and activities for students, including the following:

- [Professional Development Funding](#)
- [Business cards](#)
- New student orientation and welcome week activities and programming
- Workshops on topics related to stress management, mindfulness, time management, team building, and more
- [Mlcommunity](#), our digital community platform
- Student life activities and programming including health and wellness education, free fitness and yoga classes, support for in-person and online community building, and engagement programming
- Funding to help support master's program-specific events, resources, and more.
- Veteran support services
- Community building
- [Student Emergency Funding](#)
- [Community initiatives and club funding](#)

The student resources fee for the 2025-26 academic year:

If you're taking five or more credits, the student activity fee is **\$100** per semester.

If you are taking one to four credits, there is no student resources fee.

### **Student Health & Wellness Fee**

This fee is used to cover the costs associated with the [TimelyCare](#) service, a wide variety of other health and wellbeing resources and programming, and staffing for care management and health education.

The Student Health & Wellness Fee is \$150 per semester for in-person students, and \$100 per semester for online students.

### **Total Program Costs**

<b>Program</b>	<b># of Credits</b>	<b>Total Program Cost</b>
Joint BA/MA in International Education Management	90	\$ 145,455
Joint BA/MA in Environmental Policy and Management	90	\$ 145,455
Joint BA/MA in Nonproliferation & Terrorism Studies	90	\$ 145,455
Financial Crime Management	16	\$ 24,935
Nonproliferation Studies	20	\$ 41,560
Terrorism Studies	20	\$ 41,560
Environmental Policy and Management	60	\$ 99,740
International Policy and Development	42	\$ 70,650

International Trade	42	\$	70,650
Joint MA in International Policy and Development / MA in International Trade	60	\$	99,740
Joint Master of Public Administration /MA in International Education Management	60	\$	99,740
Joint Master of Public Administration /MA in International Policy and Development	60	\$	99,740
Nonproliferation & Terrorism Studies	60	\$	99,740
Environmental Policy and Management	48	\$	74,805
Nonproliferation & Terrorism Studies	48	\$	74,805
Environmental Policy and Management	36	\$	53,428
Nonproliferation & Terrorism Studies	36	\$	53,428
International Policy and Development	36	\$	53,428
Environmental Policy and Management	48	\$	74,805
Joint MA in International Policy and Development / MA in International Trade	60	\$	99,740

Joint Master of Public Administration/ MA in International Trade	60	\$	99,740
Nonproliferation & Terrorism Studies	48	\$	74,805
Environmental Policy and Management	32	\$	49,870
International Policy and Development	32	\$	49,870
Nonproliferation & Terrorism Studies	32	\$	49,870
International Education Management	36	\$	30,600
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
Language Program Administration	16	\$	24,935
Conference Interpretation	60	\$	99,740

Conference Interpretation	44	\$	74,805
Translation	60	\$	99,740
Translation & Interpretation	60	\$	99,740
Translation & Interpretation	48	\$	74,805
Translation & Localization Management	60	\$	99,740
Translation & Localization Management	45	\$	74,805
Conference Interpretation	30	\$	49,870
Translation	32	\$	49,870
Translation & Interpretation	32	\$	49,870
Translation & Localization Management	32	\$	49,870
Translation & Localization Management	32	\$	27,200
Teaching English to Speakers of Other Languages	30	\$	25,500
Teaching English to Speakers of Other Languages	n/a	\$	28,108

Joint MA in Translation / MA in Translation & Localization Management	82	\$	149,610
Joint MA in Conference Interpretation / MA in Translation & Localization Management	82	\$	149,610
Joint MA in Translation & Interpretation / MA in Translation & Localization Management	82	\$	149,610
Master of Public Administration in Sustainability	30	\$	25,500
Master of Science in Cybersecurity	36	\$	30,600
Localization Project Management	30	\$	25,500
Interpretation for Diplomats and Executives	60	\$	99,740
Global Governance and Policy	42	\$	70,650
Global Governance and Policy	32	\$49,870	
Threat Intelligence	36	\$	74,805
Organizational Leadership	30	\$	25,500



### **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 15, 2025 for the Fall 2025 semester, and on or before February 6, 2026 for the Spring 2026 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**

Non-degree students may register for up to eight (8) credits per semester without formal application to a degree program with approval from the course instructor(s) and the Associate Dean of Academic Operations. Non-degree students attending MIIS as part of a Middlebury College or Language Schools degree program, as well as students attending MIIS via an exchange agreement, are not included in the eight (8) credit per semester maximum. International students in the U.S. in an F-1 or J-1 visa status pursuing a non-degree program must be enrolled full time and may not drop below 12 credits without authorization from the International Student and Scholar Services (ISSS).

#### **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 program must reapply through the Admissions Office at least one month in advance of the semester in which the change is to become effective. To allow sufficient time to obtain an immigration status that allows for full-time, in-person enrollment, international students should apply for admission to the program no later than the start of the semester before the anticipated change. 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.

### Admission Provisions for Non-Native Speakers of English

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

#### Add/Drop Period

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.

#### Adding Courses

All additions to a student's schedule must be made in Banner 9 before the published add deadline.

Courses may be added through the 10th business day of the academic term, or by the 10th day, with instructor approval, 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.

#### Dropping Courses

A student who wishes to drop course must do so in Banner 9 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 and Scholars Services Office (ISSS).

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 20<sup>th</sup> business day of the regular academic term. No course(s) may be dropped after the 20<sup>th</sup> business day of a regular term (10<sup>th</sup> 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.

### **Repeating Courses**

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. Students can only receive Federal Financial Aid to repeat a course if they failed that course, or did not receive a passing grade in a required course.

## **INSTRUCTION**

### **Course Location**

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

### **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 Institute expects that students enrolled in In Person programs attend class regularly throughout the term, missing only those days noted as breaks or observed holidays on the Academic Calendar. Missing classes outside of breaks or observed holidays may impact course grades, degree progression, and/or immigration status. In cases where an extended absence may be necessary (i.e. for health-related matters or personal emergency), it is the student's responsibility to first request and receive approval from the professor and/or program chair. Final approval for any extended absence is granted only by the Associate Dean of Academic Operations or designee.

### **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.

### **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 Associate Dean of Academic Operations 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.

## ACADEMIC STATUS AND STUDENT RECORDS

### 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. Credit is not awarded for stand-alone internships. 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 established 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: APSIC is currently being reorganized. It is anticipated that a subcommittee of Faculty Senate may replace this role sometime during the 2025-2026 AY]

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 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 credit is awarded and there is no impact on the student's grade point average.

#### Pass/Fail (P/F) Option

In certain courses, 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 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 of record. When a student receives a “Pass” in a “Pass/Fail” course, credit is awarded, 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, credit is not awarded for the “F” grade and the quality points are used in the GPA hours total to calculate the GPA, thus negatively affecting the GPA. (Example: A student with an F in 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 of 3.75.)

#### 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 resolving 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 completion deadline should be as early as possible and may under no circumstances exceed the last day of classes of the following semester unless an extension is approved by the associate dean of academic operations due to extenuating circumstances. Incomplete grades issued in JTerm must be resolved by the end of the fall semester. Submission of a final grade to resolve the Incomplete is due to the Records Office by the grade deadline of the semester in which the grade is due.)
- 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: International students with a grade of Incomplete (I) in their final semester should consult with International Student and Scholar Services (ISSS) regarding the implications for their immigration status. F-1 or J-1 students cannot request a SEVIS program extension based on an “I” grade. They also cannot legally remain in the U.S. beyond their F-1 or J-1 grace period (60 or 30 days after their SEVIS program end date) to complete the Incomplete.

### 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, practicum, 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 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 (SAP)** 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 ***not*** 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 the Associate Dean of Academic Operations. 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 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 if s/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 associate 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 Banner 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 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 joint BA/MA degree who have a record of high academic achievement are honored according to the following categories.

- *Graduation Cum Laude*: Grade Point Average of 3.50 - 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 3.90 - 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 by completing a withdrawal petition form.. International students must inform International Student and Scholar Services (ISSS) of their intended withdrawal date. 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.

If a student withdraws with a disciplinary matter, sanction, or appeal pending, the withdrawal will be considered a resignation from MIIS, and the student will have given up the opportunity to return to any MIIS program. The student’s official status at MIIS will reflect the point in the process at which they withdrew, and the nature of the finding and sanction, as appropriate. Examples include but are not limited to "Withdrawal with a Disciplinary Matter Pending," "Withdrawal with a Disciplinary Sanction Pending," and "Withdrawal with a Disciplinary Appeal Pending."

In extraordinary circumstances, the appropriate supervisory authority may, after appropriate consultation, review of the case, and in consideration of MIIS’ best interests, grant permission for a student to withdraw from MIIS when a disciplinary matter is pending. If the student is readmitted to MIIS, the disciplinary matter must be resolved either before the student's return, or immediately upon the student's return (as determined by MIIS).

### **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) ensures students can have access to education records maintained by Middlebury and defines conditions under which those records may be disclosed to others.

## **1. Definitions**

a. "Students." "Students" are defined as those individuals who have applied for admission to Middlebury, were admitted, and are or have been enrolled in classes for credit in a Middlebury program. FERPA does not apply to records of applicants for admission who are denied acceptance or, if accepted, do not enroll in classes for credit. In addition, rights are not given by FERPA to students enrolled in one component of Middlebury who seek to be admitted in another component (e.g., a student who is enrolled in the undergraduate College, but is denied admission to one of the graduate programs, has education records at the College but not the graduate program).

b. "Education Records." "Education records" are those records, in hard copy or digital form, that are directly related to a student and that are maintained by Middlebury or by an official who serves Middlebury in an administrative, supervisory, academic, research, support staff or other position.

"Education records" do not include:

i. Records of personnel that are in the sole possession of the maker, e.g., a faculty member's grade book, or a dean's advising notes, or a temporary substitute. Shared information within an office or unit will be considered an "education record" subject to FERPA.

ii. Records relating to individuals who are employed by Middlebury that are made and maintained in the normal course of business and relate exclusively to individuals in their capacity as employees, and are not available for any other purpose.

iii. 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).

iv. Records that contain only information relating to a person after that person is no longer a student at Middlebury (e.g., information gathered on the accomplishments of alumni).

v. Records created and maintained by the Middlebury College Department of Public Safety or the Middlebury Institute's Campus Security Department for law enforcement purposes.

vi. Attorney-client privileged records, such as communications for the purpose of seeking or receiving legal advice on behalf of Middlebury.

vii. Any other records excluded from the definition of Education Records in FERPA.

c. "Directory Information." Middlebury 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 Middlebury)

Campus address (if applicable)

E-mail address

Photograph

Dates of attendance and graduation

Class standing, e.g., first-year student, sophomore, junior, or senior

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 on-line Middlebury directories.

Students may opt out of any or all elements of "directory information" identified above, by contacting the Registrar (Vermont) or Records Office (California).

## **2. General Principles**

a. Confidentiality. FERPA provides that education records and personally identifiable information about a student may not be disclosed without the student's written consent unless disclosure is permitted by certain exceptions under FERPA.

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.

b. Access. 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 Middlebury has failed to comply with FERPA.

c. Administering Office. The Office of the Registrar is responsible for the administration of this policy for all Middlebury programs other than the Institute. The Records Office is responsible for the administration of this 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 appropriate Office.

## **3. Confidentiality**

FERPA generally prohibits the release of confidential personally identifiable student data from education records, with limited exceptions that include "directory information" (see below), without the student's written, signed consent.

Personally identifiable student data, other than "directory information" for students who have not restricted its release, are confidential. Examples of confidential information include, but are not limited to, social security number, date of birth, ethnicity, gender, country of citizenship, class schedules (including meeting times and locations), grades, grade point averages, and parents' or guardians' names and addresses.



FERPA provides certain exceptions for the release of personally identifiable education record information without the student's written consent. These exceptions include:

**Directory Information.** "Directory information," as defined in section 1.c. above, may be made available to the public if the student has not restricted its release.

Middlebury will honor requests to withhold any one or more elements of "directory information."

Students should consider very carefully the consequences of any decision to withhold all "directory information." When a student instructs Middlebury not to release any "directory information," any future requests for such information from persons or organizations outside Middlebury will be refused, unless a legal exception applies, or unless the student subsequently revokes the restriction.

Requests for non-disclosure must be submitted in writing to the Office of the Registrar at Middlebury College or the Record Office at the Middlebury Institute. Forms for making such requests may be obtained from the appropriate Office.

**Legitimate Educational Interest.** Personally identifiable education record information may be disclosed without the student's written consent to a Middlebury official with a legitimate educational interest in the record. A Middlebury official is a person employed by Middlebury in an administrative, supervisory, academic or research, support staff, or other position (including public safety and health staff at the College and Campus Security staff at the Institute); a person or company with whom Middlebury 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 school official in performing his or her tasks. An employee has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

**Other Exceptions.** Education record information may be disclosed without the student's written consent in various instances, including:

- a) To the student;
- b) If it is "directory information" and the student has not restricted its release;
- c) If properly subpoenaed pursuant to a judicial, legislative, or administrative proceeding, in which case Middlebury 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;
- d) 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;
- e) In connection with audits or evaluation of federal or state supported educational programs requiring disclosure of information;
- f) To effect collection of past due financial obligations to Middlebury;
- g) 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;

- h) To the Veterans Administration to determine compliance with educational assistance;
- i) In connection with a health or safety emergency as determined by Middlebury;
- j) In certain circumstances to parents of financially-dependent students, at Middlebury's discretion;
- k) To officials of another school or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled provided the disclosure is for purposes related to the student's enrollment or transfer.

#### **4. Access**

A student has the right to inspect and review his or her education records within 45 days of submitting a written request to Middlebury for such access.

Middlebury College students wishing to review their records should submit to the Office of the Registrar a written notice to that effect. Registrar staff will notify the student of a convenient time for the review. Students at the Institute 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 certain records, including:

- 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.
- Records that fall into one or more exclusion from the definition of "education records."

#### **5. 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.

A request for amendment of a student's education record should be submitted in writing by the student. 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 Middlebury decides not to amend a record as requested, Middlebury 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 correctly 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 factual and accurate nature of the information in the student's education records and the student's right to verify that information.

If Middlebury 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.

## **6. Complaints**

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

### Grade Reports

Students can access final grades online through Banner approximately one week after the faculty grade deadline.

### 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 a student has attended at Middlebury and all transcripts are sent in their entirety. Additional information in regard to academic transcripts can be found [online](#).

### Transfer of Academic Credit from Other Institutions

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 Associate Dean of Academic Operations 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 program 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.

#### Notice Concerning Transferability of Credits and Credentials Earned at our Institution

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 SERVICES OFFERED**

- Preserve and Enhance Student Engagement
- Cultivate and Maintain a Healthy, Safe and Inclusive Environment
- Establishes, Promotes and Supports Student Leadership and Governance
- Promote Health and Wellness
- Residential Life Support
- Off-Campus Housing Support
- Improve Student Success
- Manages Student Advocacy Council
- Offers discounts and assorted gear to enhance your life in the Monterey area
- Enforces student conduct policies
- Creates and enforces student life policies
- Offers many services to support Veterans
- Responsible for New Student Onboarding and Orientation
- Community Building Initiatives

## **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**

#### **Respect for Persons**

All students, as members of the MIIS community, are expected to respect the dignity, freedom, and rights of others.

MIIS 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. MIIS 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.

### **Communicating with Honesty and Integrity**

We expect students to manifest integrity and honesty in all decisions and actions. Therefore, providing information to any member of the Institute staff or faculty that an individual knows or reasonably should know is false or misleading is prohibited.

### **Respect for MIIS' Educational Function**

Any disruption of MIIS's educational function is prohibited.

### **Respect for the Authority of Officials**

MIIS 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, and library staff; Campus Security officers and their equivalents; 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 MIIS. 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 MIIS officials will subject a student to disciplinary sanctions. Students are expected to identify themselves by showing their MIIS student identification card upon request of MIIS officials.

### **Respect for Property**

MIIS' 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 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](http://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 insurance.

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 insurance 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.

### **HOUSING INFORMATION**

As a student at the Middlebury Institute, you have choices when it comes to your housing. All students are responsible for finding and securing their own housing. Your housing needs will depend on the length of your program and your personal living preferences. The Middlebury Institute does not offer any housing placement services. Ultimately, it is your responsibility to secure your own housing.

## **Munras Student Housing**

In Fall 2021, the Middlebury Institute opened our [student housing at 787 Munras Avenue](#) in the heart of Monterey, just a 10-minute walk from campus. 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. Living in Munras is ideal if you want to connect with other Institute students and enjoy the convenience of a single housing payment direct to the Institute. [Housing is awarded by application](#) each semester.

## **Off-Campus Housing Support**

### **Drop Into a Housing Huddle**

If you're an admitted or enrolled student, you're invited to join a Housing Huddles - a casual conversation to introduce the housing search process, offer advice and guidance, and answer any housing questions you may have. The first 20-30 minutes will be spent reviewing housing resources to support off-campus housing such as the digital housing guide and MIcommunity housing group, and the remaining time will be open for your questions. Housing Huddles focus on off-campus housing only. Please visit our website for dates and times and information on how to attend a housing huddle.

We also offer a housing guide for tips on securing housing, estimating costs, and understanding your lease agreement. Please visit our [website](#) for more housing resources.

## Issues with Landlords

If you encounter a problem with your landlord, please contact the Office of Student Services. Although the Institute cannot legally get involved with tenant/landlord disputes, we are happy to assist you by providing resources to help solve the problem. Please email [student.services@middlebury.edu](mailto:student.services@middlebury.edu) or call 831-647-4128.

### Resources and Referral Information:

- Student Services has previously referred students with landlord/tenant issues to [clinics offered by the Monterey College of Law](#) or call for an appointment @ 831-582-3600. They also have a Monterey County Bar Association Lawyer Referral Service @ 831-582-5400, that offers 30-minute consultations at a reasonable rate.



## **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](http://studentaid.gov). Be sure to include the Middlebury Institute of International 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.studentaid.gov](http://www.studentaid.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.studentaid.gov](http://www.studentaid.gov) to complete the entrance interview and quiz. Your federal loan will not be disbursed until you have completed this interview.
6. Funds Arrive
  - 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 each 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.

## Loans

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.

### Higher Education Act Disclosures

On July 31 2008, Congress completed reauthorization of the Higher Education Act (HEA) by passing the Higher Education Opportunity Act and the President signed the bill into law on August 14, 2008. A web page has been created to fulfill the Institute’s compliance with the disclosure requirements to provide specified information to all students, parents, counselors, researchers, and legislators to make informed decisions about postsecondary education at the Institute. This web page provides a single access point to the disclosure requirements and links to pages that contain the required information. For more information or for paper copies of any of the disclosures listed below, please contact the Institute Office of Student Financial Services at (831) 647-4119, or via email at [miisfinaid@middlebury.edu](mailto:miisfinaid@middlebury.edu) .

You can view all of the Higher Education Act Disclosures on our website at <https://www.middlebury.edu/institute/admissions/financial-aid/disclosures>

## **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 access to a team of advisors to support their success. CACS prepares students to navigate their lifelong career path beyond 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 of International 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.

- 11-2000 Advertising, Marketing, Promotions, Public Relations, and Sales Managers
- 41-3011 Account Executives, Advertising
- 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 Planners, 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
<b>General Information</b>	831-647-4100	<a href="mailto:miis@middlebury.edu">miis@middlebury.edu</a>
<b>Admissions Office</b>	831-647-4123	<a href="mailto:miisadmissions@middlebury.edu">miisadmissions@middlebury.edu</a>
<b>Institute Board of Advisors</b>	831-647-3513	<a href="mailto:VPMIIS@middlebury.edu">VPMIIS@middlebury.edu</a>
<b>Safety/Security</b>	831-647-4153	<a href="mailto:security@miis.edu">security@miis.edu</a>
<b><u>Academic Programs</u></b>		
<b>Vice President for Academic Affairs and Dean of the Institute</b>	831-647-3513	<a href="mailto:VPMIIS@middlebury.edu">VPMIIS@middlebury.edu</a>
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<b>Communications</b> Julia Ferrante, Associate Vice President of Public Affairs	802-443-5000	<a href="mailto:jferrante@middlebury.edu">jferrante@middlebury.edu</a>
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<b>Information Technology Services</b>	831-647-6656	<a href="mailto:helpdesk@miis.edu">helpdesk@miis.edu</a>
<b>Library</b> Ann Flower, Director	831-647-4135	<a href="mailto:library@middlebury.edu">library@middlebury.edu</a>
<b>Vice President for Academic Affairs and Dean of the Institute</b> Jeff Dayton-Johnson, VPAA	831-647-4102	<a href="mailto:VPMIIS@middlebury.edu">VPMIIS@middlebury.edu</a>
<b>Registrar - Records Office</b> Kerrin Hoff, Registrar	831-647-4121	<a href="mailto:records@middlebury.edu">records@middlebury.edu</a>
<b>Student Recruiting</b> Muchadei Zvoma, Director of Marketing	831-647-6571	<a href="mailto:miisadmissions@middlebury.edu">miisadmissions@middlebury.edu</a>
<b>Student Services and Housing</b> Ashley Arrocha, Associate Dean of Student Services	831-647-4128	<a href="mailto:student.services@middlebury.edu">student.services@middlebury.edu</a>
<b>International Visa Status</b>		<a href="mailto:isss@middlebury.edu">isss@middlebury.edu</a>

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 22 or after – departure day of December 14, 2025)
    - Fall 2025 (August 22, 2025 - December 14, 2025)
      - \$6,984 single room assignment
      - \$5,790 double room assignment
      - \$5,263 triple room assignment
    - Spring 2026 (January 23, 2026 - Sunday, May 24, 2026).
      - \$6,984 single room assignment
      - \$5,790 double room assignment
      - \$5,263 triple room assignment
    - 9-Month (August 22, 2025 - May 24, 2026)
      - \$16,241 single room assignment
      - \$13,464 double room assignment
      - \$12,239 triple room assignment
- 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.mii.edu/studentpolicies](http://go.mii.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](mailto: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 Tecnológico Autónomo de México
- BA, International Relations, Universidad Nacional Autónoma de México.

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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

### **Julio Barragan**

MA in Nonproliferation and Terrorism Studies, Middlebury Institute of International Studies  
BA in Political Science and Russian, University of California, Los Angeles

### **Mark Bishop**

- MSc in Chemistry, University of California, Irvine
- BA in Chemistry, University of California, Santa Barbara

### **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

### **Marcel Bregman**

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

### **Chris Calwell**

- MA, Energy & Resources, University of California, Berkeley
- BA, Environmental Studies, Trinity University

### **Daniel Chatham**

- 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,

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- MSc in High Energy Physics, Carleton University (Canada)

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- Advanced Diploma Architecture (National University of San Juan, Argentina)

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- BA in Training and Education, National University of Ireland, Galway

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

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- BS in Cellular Biology, University of Washington

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- B.A. (Honors-Economics), University of Rajasthan, Jaipur, 1997.

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

**Jeffrey Langholz**

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

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- JD, Monterey College of Law
- Teaching Certificate, Monterey Institute of International Studies
- MA Conference Interpretation, Monterey Institute of International Studies
- MBA International Management, Monterey Institute of International Studies
- BA International Relations, Monterey Institute of International Studies

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- BA, International Politics, Peking University, China.

**Megan McKenna**

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- MS in Evolutional Biology, San Diego State University
- BA in Biology and Environmental Studies, Witten\berg University

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- MA in International Environmental Policy, Monterey Institute of International Studies
- BA in International Relations, Business and Spanish, University of San Diego

**George Moore**

- PhD in Nuclear Engineering, University of California, Berkeley
- MS in Nuclear Engineering, University of California, Berkeley
- BS, United States Naval Academy

**Philip Murphy**

- Ph.D, University of Pittsburgh
- MA, East Tennessee State University
- BS, Appalachian State University

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- MA Political Science, University of Pennsylvania
- BA International Studies, University of Alabama

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- BA, History and Political Science, University of San Diego

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- BA, Political Science, Southern Illinois University

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- M.A. International Policy, Monterey Institute of International Studies
- Sophia University (上智大学)
- B.A. International Relations, Seton Hall University

**Katherine Punteney**

- 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

**Robert Rogowsky**

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

**Moyara Ruehsen**

- 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)

**Daniella Russo****Jason Scorse**

- Ph.D. Agricultural and Natural Resource Economics UC-Berkeley
- M.S. UC-Berkeley
- M.S. UC-Santa Cruz
- B.A. UC-Santa Cruz

**Jay Shapiro**

- JD, Case Western Reserve University School of Law
- BA in Political Science and English, Middlebury College

**Robert Shaw**

- MA in International Studies, University of South Carolina
- BA, Journalism and Foreign Service, Baylor University
- Certificate in Nonproliferation Studies, Monterey Institute of International Studies

**Allison Stanger**

- PhD in Political Science, Harvard University
- MA in Regional Studies-Soviet Union, Harvard
- Graduate Diploma in Economics, London School of Economics
- BS in Actuarial Science/ Mathematics, Ball State University

**Jonelle Still**

- Joint MA in International Policy & Development/ International Trade & Economic Diplomacy, Middlebury Institute of International Studies

**Harry Teng, MATLM**

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- BA, Physics/ Philosophy, Middlebury College

**Natalie Webb**

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- MBA, Meredith College
- BS in Computer Science, North Carolina State University

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- BS in Civil Engineering, United States Military Academy, West Point

**David Wick**

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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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- B.A. in Anthropology (emphasis: linguistic anthropology), Minor in 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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**Maria Butcher – English for Academic Professional Purposes**

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#### **George Hensen**

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- BA. Instituto Nacional Superior del Profesorado: University of Entre Rios, Argentina
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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 2025**

#### **2025 MIIS Course Descriptions**

For MIIS Catalog

#### **GGPD 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.

#### **GGPD 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.

#### **GGPD 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 inform 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 of International 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.

**GGPD 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.

**GGPD 8540 International 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 these 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.

**GGPD 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

### **GGPD 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.

### **GGPD 8606 SEM: 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.

### **GGPD 8607 Qualitative Data Analytics 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.

### **GGPD 8628 Immigration, 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.

**GGPD 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.

**GGPD 8648 SEM: Global Governance & Intl Organizations**

**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.

**GGPD 8650 Trade Policy & Global Finance**

**3 credits**

This is a survey course focusing on the politics of substantive issues in international trade and global finance. This course examines how domestic and international politics influence the economic relations between states. It will address the major policy debates in the field of trade (cross-border flow of goods and services), investment (cross-border flow and location of production) and finance (the flow of capital and exchange rate policy). The first part of the course focuses on international trade and provides students with an understanding of international trade theories, rules, institutions, and the major policy issues facing the global trading system. You will learn what trade policies are, how they are used by the United States and other countries, and how their use is shaping global market competition and global supply chain. The second part of the course focuses on the politics of global finance, which deals with international macroeconomic topics such as the balance of trade and balance of payments, determination of exchange rates, and international macroeconomic policies. The Third part of the course will review how trade and finance are

integrated in today's global economy and the impact of trade policy on global finance (stock exchange, bond, government debt and exchange rate), and vice versa.

The aim of this course is to provide knowledge and analytical skills for those who plan to go into government service, international organizations, businesses involved in the global economy, nongovernmental organizations with international foci, and consulting firms analyzing trade and financial policy issues.

There are no prerequisites for this class, although having some familiarity with basic trade and (macro)economic theory can be useful (but it is not required as we go over the necessary theories over the semester).

<b>GGPD 8697</b>	<b>Practicum</b>	<b>6 credits</b>
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<b>GGPD 8698</b>	<b>Directed Study</b>	<b>1 to 12 credits</b>
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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.

<b>GIPD 8698</b>	<b>Directed Study</b>	<b>1 to 12 credits</b>
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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.

<b>EPNG 8503</b>	<b>Research Strategies for Env Policy</b>	<b>2 credits</b>
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This course introduces students to the design and implementation of research, with an emphasis on applied research into contemporary social and ecological issues that 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.

<b>EPNG 8506</b>	<b>Public Policy &amp; the Environment</b>	<b>2 credits</b>
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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.

<b>EPNG 8510</b>	<b>Intro to Proposal Writing</b>	<b>1 credit</b>
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Every year, billions of dollars are awarded for grants and contracts to support environmental initiatives. A well-structured and persuasive proposal is the starting point for securing resources from government agencies, nonprofit organizations, and private foundations. In this workshop, you will understand the proposal writing process and how to structure a

proposal for clarity, develop an evidence-based and compelling proposal idea, appreciate the common proposal writing mistakes to avoid, and design a draft proposal for a live opportunity, such as the Packard Foundation's Global Climate Initiative.

**EPNG 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 8542 Env & 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 8580 Data in Environmental Decision-Making**

**2 credits**

Data literacy—the ability to understand, interpret, communicate, and critically evaluate data—is an essential skill to ensure environmental policies are informed, transparent, and effective. As technology advances, new data products and analytical tools continue to emerge, making it increasingly important to develop the capacity to translate data into actionable insights. Translating data relies on cross-sector communication between scientists, stakeholders, and environmental managers. This course is designed to build broad data literacy and equip students with the foundational skills needed to interpret, evaluate, and apply data in support of environmental decision-making. The course outcomes are a balance between building core data literacy, developing analytical skills, and connecting those to real-world environmental policy applications. Through hands-on activities and applied case studies, students will explore real-world challenges in climate change, natural resource management, sustainable development, and ocean governance. balance between building core data literacy, developing analytical skills, and connecting those to real-world environmental policy applications. By the end of the course, students will gain the confidence and practical experience needed to engage in meaningful dialogue with scientists, policymakers, and community stakeholders to support evidence-based environmental action.

**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 modern 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 8623 Harnessing Innov for SDGs Part II**

**2 credits**

This workshop is the sequel to **Harnessing Innovation to Achieve the SDGs (Part I)**, which introduced students to the role of entrepreneurial thinking and innovation ecosystems in tackling sustainability challenges.

While Part I focused on the **design and launch** of sustainable innovations—be they technological, policy-based, or financial—**Part II shifts focus to what happens after the launch:** How do innovations scale? Why do some achieve broad adoption while others stall, despite early promise?

Scaling is not simply a matter of replication. It requires a **robust interplay between policy, capital, stakeholder alignment, and timing**. It also requires adaptation to evolving market, social, and regulatory conditions. This workshop investigates that critical juncture—**where pilot becomes policy, where startup becomes system**, and where early wins either grow into transformative change or fade away.

### **Course Focus**

Using two global case studies—**plastic pollution** and **ocean health**—this course examines the enabling (and disabling) conditions for scaling innovation. Through real-world examples, students will explore:

- **What makes a sustainable innovation scalable?**
- **Which policies, incentive structures, and stakeholder coalitions support scale?**
- **What threats or bottlenecks commonly arise—and how do innovators pivot?**
- **How can tools from Silicon Valley’s innovation playbook—lean launch, agile adaptation, iteration—be applied in sustainability contexts?**

### **Learning Outcomes**

By the end of the workshop, students will be able to:

- Analyze both **successful and failed attempts** to scale sustainability innovations in the public and private sectors.
- Identify **policy levers** that support or hinder scaling, including regulatory frameworks, subsidies, procurement strategies, and standards.
- Apply **entrepreneurial tools** such as risk mapping, scaling frameworks, and systems thinking to assess innovation maturity.
- Develop a strategic roadmap to support **replication, adaptation, and scaling** of an existing or proposed innovation.

### **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 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 IPM students interested in ocean and coastal issues, as well as members of the MARINE network and the larger Monterey community.

**ENPG 8671 Intl Renewable Energy Science & Policy****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 9675 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.

### **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.)

This course requires approval from the instructor to enroll. To request enrollment in the appropriate course/section:

- Graduate students (IPMG and TIAG), follow the process described in the link below.

<https://www.middlebury.edu/international-student-and-scholar-services/students/student-employment-information/curricular/apply#for-middlebury-institute-of-international-studies-at-monterey-st>

- Middlebury College undergraduates (for IPMG-M), complete the steps described in this link.

<https://www.middlebury.edu/careers-internships/i-want-to/find-fund-internships/summer-in-ternships-credit>

International Student & Scholar Services (ISSS) will authorize Curricular Practical Training (CPT) for fieldwork/internships in the U.S. for international students in F-1 status who are registered in the course and qualify for CPT.

**IPMG 8698 Directed Study****1 to 12 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.

**IPSS 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 internships 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 regular feedback on the major steps of the field project. 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 on their field project to their colleagues at their host organizations. The video recording of that presentation will be then reviewed by the MIIS faculty who will invite students for Q&A and also provide additional feedback to students to improve the quality of their final deliverable(s).

**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.

**Optional:** Students are also highly encouraged to blog about their reflections on their internship experiences and comment on each others' blogs throughout the internship assignment to maximize their learning.

**NPTI 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.

#### **NPTI 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.

#### **NPTI 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.

#### **NPTI 8508 Threat Intel Foundations**

**2 credits**

This class provides a comprehensive introduction to the field of threat intelligence. Students will explore the core methods, tools, and sources used to identify and analyze threats across various domains, including physical security, geopolitical risks, and emerging challenges to gain a foundational understanding of how threat intelligence informs decision-making and risk mitigation strategies. The course examines key topics such as open-source intelligence, human intelligence, social media monitoring, and ethical considerations in intelligence work. Additionally, students will explore the wide range of careers available in threat intelligence, spanning government agencies, private organizations, and non-profit sectors.

**NPTI 8513 Cyber Warfare****2 credits**

This course examines the intersection of cybersecurity and international relations. Students will explore how nation-states, non-state actors, and criminal organizations weaponize the cyber domain to achieve political, economic, and strategic objectives. Building from foundational technical concepts, the course provides an in-depth exploration of the societal, political, and international ramifications of cyber operations.

Key topics include the challenges of attribution in cyberspace, the application of international law to cyber operations, escalation dynamics between cyber and conventional warfare, and the role of deterrence in the digital domain.

The course will examine how traditional concepts of sovereignty, neutrality, and proportionality apply in cyberspace, and explore emerging frameworks for cyber diplomacy and conflict resolution.

Major case studies include Stuxnet, election interference campaigns, and critical infrastructure attacks.

No prior cybersecurity experience is required, although a basic understanding of international relations is helpful. This course is a prerequisite to Cybercrime (offered in spring '26).

**NPTI 8516 NPT Simulation****4 credits**

This course is a simulation of the third NPT Preparatory Committee (PrepCom) meeting, which will be held in New York from April 28-May 9, 2025. The focus of the next PrepCom is hard to anticipate, but it is apt to be especially contentious as it is charged to present recommendations to the next NPT Review Conference scheduled for 2026, including with respect to nuclear disarmament, nonproliferation, and peaceful uses of nuclear energy, as well as 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; Iran's nuclear intentions; 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.

**NPTI 8518 Open Source 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.

**NPTI 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.

### **NPTI 8523 Python**

**2 credits**

In this course, students will learn the fundamentals of Python with a focus on data analysis.

Python is a free, open-source programming language that is widely used by programmers and data scientists. This course will cover how to use Python for

- 1) data cleaning and manipulation,
- 2) basic text analysis,
- 3) data visualization,
- 4) time series analysis, and
- 5) web scraping.

Students will become familiar with Python packages including pandas, NumPy, and Beautiful Soup. This course will help students develop a basic fluency in using Python for data analysis.

### **NPTI 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.

### **NPTI 8538 Geographic Risk Modeling**

**1 credit**

This workshop explores the complexities of geographic risk assessment, with a focus on financial crime (money laundering, corruption, sanctions evasion, terrorism financing and proliferation financing), but with the opportunity to apply the skills to other areas of interest. The first day will be spent critically evaluating existing risk indices and scrutinizing the quality of possible source data. On the second day students will pair up to develop their own models, spending time on selection of variables and weighting of variables, and fine-tuning models to enhance accuracy and reliability. On the third and final day, students will complete their final reports and then consider how they might develop a similar risk model for other areas of risk such as organized crime or conflict. This hands-on exercise will provide insights into how suspicious activity is identified and risks mitigated.

**NPTI 8543 Crypto & Blockchain Analytics 4 credits**

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 of blockchain 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

**NPTI 8533 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.

**NPTI 8559 Science & Tech 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.

**NPTI 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 of NBCR weapons
- Profiles of key countries and their NBCR programs and policies
- Deterrence vis-à-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

**NPTI 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.

**NPTI 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.

**NPTI 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, PVE), 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. Finally, the course is experiential by design and students will be expected to work in a group format to provide a deliverable to a client in the CVE/PVE field. This year's class will have the State of New York's Division of Homeland Security and Emergency Services (DHSES) as its client. DHSES has a long-track record of hiring MIIS grads.

**NPTI 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.

**NPTI 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 an 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: Germany 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.

**NPTI 8662 NPTS 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 of NPTS 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.

**NPTI 8698 Directed Study**

**1 to 12 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.

**ARLA 8211 Arab Foreign Policy & Intl Relations**

**4 credits**

Welcome to ARLA 8211 A, Arab Foreign Policy and International Relations. This course examines Arab foreign policy and the intersecting roles of Arab, American, and European policies affecting political, economic, and security issues in the MENA region during the post-World War II era. ARLA 8211A provides theoretical tools for research and analysis. We will scrutinize how policy decisions of all three players have simultaneously shaped and responded to issues such as terrorism, arms trafficking, nuclear proliferation, control of oil resources, environmental crises, and the support of authoritarian regimes. Our observations will aim to uncover alliances and common objectives, as well as discord and disjunction between Arab, American, and European interests.

**ARLA 8332 Understanding Arabs/ Muslims**

**4 credits**

Ahlan wa sahan! This course offers students a focused exploration of key issues that have affected the Arab society in recent history through the present day. Using case studies from specific countries as well as a variety of authentic materials, students will gain understanding through research, discussion, analysis, class activities, and projects. The class will be conducted in Arabic, and student projects will be completed in Modern Standard Arabic. Students will be required to complete a variety of short exercises, unit quizzes and writing assignments as well as a final audiovisual presentation.

**CHLA 8232 Contemporary Chinese Language/ Culture**

**3 or 4 credits**

This course aims to enhance your overall language skills on a variety of daily topics in authentic context, with a focus on raising intercultural awareness. It seeks to strengthen your language performance with emphasis on listening, speaking, reading and writing.

Relevant cultural topics and perspectives in Chinese-speaking societies 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 8232A 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 cultural topics, oral presentations, grammar exercises, etc.

### **CHLA 8330 Silk Road: East & West**

**3 or 4 credits**

This course contains materials that cover from Han dynasty to Xi's Belt and Road initiative, and its applications to geopolitics, world history, and cultural and trade exchanges. Authentic materials include Hexi Corridor documentary, online articles, book chapters, and guest speaker's lecture. It aims to open door for learners of Chinese to classical Chinese with insights from proverbs, idiomatic expressions from the insights of re-interpretation of Chinese Dream in Silk Road history and Belt and Road initiative. 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 TAs from Stage 2 of learning (late September through November), during this period of time, students are reviewing materials covered during the first few weeks and start to make relevance and develop their research interests, to further and conduct research reading in Chinese.

Final deliverable for the course are a wrap-up research analysis paper of 12 to 15 pages (depending on your level, discuss with the instructor) or its equivalence of the content in the format of digital media integration), and a 20 min final presentation will be delivered in class, and a 5-7 min mini-version final presentation, if chosen by the class, on November 14th will be delivered in Irvine Auditorium, open to MIIS community. A key research topic is developed and concluded after the first 8 weeks, and further develop an individualization research project related to your major, using insights from Silk Road: East and West. 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 outline reports in late October, 15 min final presentation, and 5 min Mini-Monterey Model presentation, if chosen by the class. The goal is to exchange views and acquired knowledge pertinent to selected topics and gain feedback from fellow classmates.

### **CHLA 8430 Silk Road: East & West**

**3 or 4 credits**

This course contains materials that cover from Han dynasty to Xi's Belt and Road initiative, and its applications to geopolitics, world history, and cultural and trade exchanges. Authentic materials include Hexi Corridor documentary, online articles, book chapters, and guest speaker's lecture. It aims to open door for learners of Chinese to classical Chinese with insights from proverbs, idiomatic expressions from the insights of re-interpretation of Chinese Dream in Silk Road history and Belt and Road initiative. There is an individualization research component to this class. In addition to the class hours, students are also keeping

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### **CHLA 8461 Material Dev for Teaching Chinese**

**2 or 4 credits**

This course starts from the theory of foreign language curriculum framework and textbook compilation framework in the 21st century, deeply understands the principles and examples of curriculum design that focuses on understanding, and explores the relationship between acquisition outcomes and Chinese teaching. We will also share examples of textbook reviews and "Life" series of challenge tasks (compilation of real context materials) to deeply understand and design the principles and content of textbook compilation based on second language or foreign language.

At the end of the course, students should have the following abilities:

- Have a preliminary understanding of the main topics in the field of textbook compilation and curriculum design that focuses on understanding
- Have a further understanding of the relationship between various aspects of Chinese textbooks and second language acquisition
- Effectively design teaching plans based on the understanding of external and internal factors that affect language acquisition in different projects

### **EAPP 8330 Debate & 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 Debated & 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 8223 Cultural & Linguistic Groups in Franco World 4 credits**

Did you know that there are over 300 million French speakers across all five continents, according to the Organization Internationale de la Francophonie? As such, proficiency in this language is vital for leading an impactful policy-driven career that's international in scope. In this course, you will deepen your understanding of the wealth of varieties of the French language as well as French-speaking cultures across the globe 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, identify the characteristics and socio-historical evolution of various forms of contemporary French, and explain connections among cultural products, practices, and perspectives in Francophone communities. You will demonstrate your learning by completing real-world performance tasks such as interpreting multimodal authentic texts and giving an informational presentation about the role French will play in your career.

**FRLA 8313 US/EU/Russia/ China Franco World 4 credits**

Welcome to FRLA 8313, U.S., E.U, France and Africa. In this course, we will investigate the historic and contemporary roles, attitudes and policies of the U.S., France and European Union toward the African continent in the context of colonization and post-colonization,

international relations, economic initiatives and the play for global dominance. In equal measure, we will examine the historic/contemporary responses and political movements of the African Union nations as they establish their sovereignty and claim their rightful place as an emerging global power. FRLA 8284A provides theoretical tools for research and analysis. We will scrutinize how policy decisions of all four players have simultaneously shaped and responded to six key topics outlined in the class. Our observations will aim to uncover alliances and common objectives as well as discord /disjunction between the French, E.U., American, and African Union nations.

**FRLA 8413 Post-Colonial Africa/ Intl Devp**

**4 credits**

In this course, we will investigate the historic and contemporary roles, attitudes, and policies of three predominant power groups: the U.S., France/European Union, and China (where relevant) toward the African continent in the context of colonization and post-colonization, international relations, economic initiatives, and the play for global dominance. In equal measure, we will examine the historic and contemporary responses and political movements of African Union nations as they establish their sovereignty and claim their rightful place as an emerging global power.

FRLA 8413 provides theoretical tools for research and analysis. We will scrutinize how policy decisions of the identified power groups have simultaneously shaped and responded to the five topics outlined in the Class (Post-colonialism, Africa and Capitalism, Pan-Africanism and the Global South, Political activism, Migration). Our observations will aim to uncover alliances and common objectives as well as discord /disjunction between the French/E.U., American, Chinese, and African Union nations.

**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 8521 Conflict Transformation Principles & Practices**

**2 or 4 credits**

This interdisciplinary course will provide an overview of [key conflict transformation principles and practices](#) , through an intercultural lens. Students will conceptualize conflict and conflict transformation at macro, meso, micro, and me-cro scales through discussions, exercises, and experiential activities. The course will explore the role of culture, language, ideologies, and practices in conflict across scales. Students will begin by exploring their conflict styles, positionalities, and commitments. They will practice relevant methods for examining conflicts, including noticing/observation, curious vs. persuasive questions, interviews, conflict analysis and mapping, case study analysis, and identifying points of intervention. Ultimately, students will create a portfolio of their CT knowledge, skills, and dispositions.

**ICCO 8598 ICC Directed Study**

**1 to 4 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.

**JALA 8241 Navigating Japan I****4 credits**

This course has two major goals: One is to develop functional Japanese language skills which can be used in a number of settings one would encounter in everyday life of Japan. The other is to familiarize students with unique features of Japanese society and culture recognized in the same settings selected for the study of language skills. Students will be exposed to a variety of written and video materials as input and given opportunities for creative language production such as pair/group dialogues, speech, discussion, message writings, and presentations. Some basic structures and kanji /kanji compound will be focused and studied in class.

**JALA 8349 Current News in Japan****3 or 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.

**LSLA 8298, 8398, 8498, 8598 Directed Study for Language credits****1 to 4**

Approved proposal form required.

**RULA 8227 Joy of Speaking Russian****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 8358 Russian Events & Traditions****4 credits**

This course is designed for students who have already studied the basic Russian Grammar and demonstrate intermediate and high- intermediate level skills in speaking, listening, reading and writing (minimum OPI 1.5-1.9).

The course is focused on developing Russian conversation, activating listening and speaking skills, and practicing solving two problems at the same time: what to say and how to do it correctly.

Over the course, students will work to develop their narrative, descriptive, and reasoning skills in all tense frames. During class and homework, they will practice using words, phrases, and expressions that characterize coherence and consistency in both written and oral speech.

A number of actual socio-political and cultural topics will be offered for conversation, focusing on current issues of the modern world and Russia in particular. Successive reading and listening assignments, as well as speaking practice, will allow students to better understand complex written and oral texts, comment on and discuss the issues raised in them.

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

#### **RULA 8441 Russia: War & Peace**

**4 credits**

This graduate-level course examines the fundamental interdependence of war and peace in Russian national consciousness. Students will investigate the deep historical roots of Russian war psychology from the Napoleonic Wars through World War II to current war in Ukraine, analyzing how sacred narratives of sacrifice, spiritual superiority, and defensive mission create a worldview where conflict exists on a continuous spectrum rather than in distinct states of war and peace. The course challenges Western binary thinking by revealing how Russians understand military action, information warfare, and diplomatic engagement as integrated tools within a holistic approach to power projection and national survival.

Students will develop strategic empathy skills—the ability to understand adversary mindsets without moral agreement—through intensive analysis of Russian-language primary sources including literature, journalism, film, and sociological studies. All course materials are in Russian, and class discussions are conducted primarily in Russian to enhance students' language proficiency while engaging with complex theoretical concepts. Readings include works Russian and Soviet writers, contemporary polling data from Levada Center, journalistic investigations of military conflicts and their victims, and official documents expressing Russian strategic culture. This immersive Russian-language environment enables students to develop both analytical capabilities and linguistic fluency essential for careers in international security, diplomacy, and Russian studies.

The course methodology emphasizes pattern-break analysis to understand how Russian decision-making changes during crises. By mastering strategic empathy techniques while strengthening Russian language skills, graduates of the course will be prepared to analyze Russian behavior with sophisticated understanding of cultural, historical, and psychological factors that drive policy decisions in Moscow, providing essential expertise for navigating an increasingly complex international security environment.

#### **RULA 8520 Individual Research Project**

**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 8216 Latin America and its People 3 or 4 credits**

This course will facilitate interpretive, interpersonal, and presentational skills development in Spanish at the intermediate level. Students will work on projects and materials related to the past and present of Latin America, beyond geopolitical borders.

**SPLA 8243, 8321, 8421 Spanish in the Community 4 credits**

This course allows learner 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.

**SPLA 8342, 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 of NGOs, Human Trafficking, and the effects of COVID19 on the American continent.

**SPLA 8445 Citizen Security & Human DEvp 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 Education & Devp for Global Leadership 4 credits**

With the expansion of globalization and neoliberalism, increasing attention is given to global educational systems as the fundamental instrument for ensuring entry into the international market and labor competitiveness, while also facing internal and external challenges. The course provides an overview of the main theoretical, practical, and policy aspects affecting educational systems today from the perspective of leadership, sustainability, equity, and social justice.

**EDUC 8598 Directed Study 1 to 4 credits**

Complete Dir. Study Proposal form, obtain signatures & submit to Jason Martel

**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 8598 Directed Study****1 to 4 credits**

Complete Dir. Study Proposal form, obtain signatures & submit to Jason Martel

**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, a, 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 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, perform 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 8522 Localization Essentials: Machine Trans/ Post Edit** **2 credits**

This course introduces students both to automated technologies important to linguists and linguistic skills important to successful translation automation. Through hands-on exercises, students will learn to integrate AI, machine translation, and post-editing into the translation workflow where appropriate. Students will also learn linguistic roles in source preparation, data preparation, machine translation customization, quality evaluation, and more to add value to machine translation and AI projects beyond post-editing.

**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 Middlebury 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 8607 Translation Practicum: Foundations in AI****2 credits**

The Translation Practicum at the Middlebury Institute of International Studies (MIIS) is a professional development course designed to provide students with hands-on experience in real-world translation environments. This practicum bridges the gap between academic training and industry practice by allowing students to apply their translation and editing skills to authentic projects. The practicum emphasizes client communication, adherence to deadlines, quality assurance, and use of industry-standard tools and fosters collaboration, attention to detail, and professionalism, preparing students for successful careers in the language services industry. This course allows students to choose a translation project of at

least 5000 words in their field of interest and it teaches students the foundations of AI in translation, such as:

### **Working with AI Translation Tools**

- Hands-on with Google Translate, DeepL, ChatGPT
- Compare AI translations to human versions
- Common issues and how to spot them

### **Evaluating Translation Quality**

- BLEU, METEOR, TER scores
- Human-centered evaluation methods
- Group project: rating and improving AI translations

### **Limitations and Challenges**

- Language pairs with poor support
- Rare dialects, code-switching, idioms
- Longform and creative translation issues

### **Translation in Multimodal AI**

- Speech-to-text, real-time voice translation
- Subtitles, dubbing, and accessibility
- Tools: Whisper, YouTube auto-captioning, Zoom's live translation

### **TIAG 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.)

This course requires approval from the instructor to enroll. To request enrollment in the appropriate course/section:

- Graduate students (IPMG and TIAG), follow the process described in the link below.

<https://www.middlebury.edu/institute/offices-services/international-student-scholar/student/employment/cpt>

International Student & Scholar Services (ISSS) will authorize Curricular Practical Training (CPT) for fieldwork/internships in the U.S. for international students in F-1 status who are registered in the course and qualify for CPT.

**TIAG 8698 Directed Study 1 to 4 credits**

Forward Prof. approval, course info, and student info to the Records Office

**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) of record.

**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) of record.

**TICH 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.

**TICH 8512 Intro Written Translation to 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) of record.

**TICH 8513 Intro Sight Translation to English 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 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 8514 Intro Sight Translation to Chinese**

**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 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 Adv Translation I to 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) of record. Students will, however, be expected to take at least one midterm exam and one final exam.

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

**TICH 8632 Adv Translation I to 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)

of record. 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 Consec to 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 8636 Adv Interp I Consec to 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 Interp I Simul to 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 8638 Adv Interp I Simul to 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 Interp to 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 Interp to 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) of record.

**TIFR 8511 Intro to Trans to 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 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 midterm exam and one final exam.

**TIFR 8512 Intro to Trans to French**

**2 credits**

Introduces students to the basic theory and practice of written translation from English into French. It complements the foundational course in the principles of 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 resources will also be introduced. 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 and general political economy. 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.

**TIFR 8513 Intro to Sight Trans to English**

**2 credits**

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 to Sight Trans to French**

**2 credits**

From English into French

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 MIIS 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 8631 Adv Trans I to 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) of record. 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 8632 Adv Trans I to French**

**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) of record. 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 Trans I Consec to 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 Trans I Consec to 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 Trans I Sight to 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 Trans I Simul to 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.

#### **TIJA 8501 Intro to Interp to 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) of record.

#### **TIJA 8502 Intro to Interp to 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) of record.

#### **TIJA 8511 Intro to Written Trans 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 to Written Trans to 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 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 8513 Intro Sight Trans to English 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 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 8514 Intro Sight Trans to Japaneses 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 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 Trans I to 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) of record. 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 Trans I to 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) of record. 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 Interp I Consec to 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 Interp I Consec 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.

**TIJA 8637 Adv Interp I Simul to 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 Interp I Simul 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.

**TIRU 8631 Adv Trans I to 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) of record. 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 8632 Adv Trans I to 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) of record. 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 Interp I Consec to 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 Interp I Consec to 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 Interp I Simul to 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 8638 Adv Interp I Simul to 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 Interp to 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) of record.

**TISP 8502 Intro to Interp to 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.

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) of record.

**TISP 8511 Intro Written Trans 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.

**TISP 8512 Intro Written Trans 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 Sight Trans to English**

**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 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.

**TISP 8514 Intro Sight Trans to Spanish**

**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 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.

**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 Trans I to 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) of record. 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 Trans I to 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) of record. 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 Interp I Consec to 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 8632 Adv Interp I Consec to 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.

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 8637 Adv Interp I Simul to 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 8638 Adv Interp I Simul to 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.

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.

### **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. Learning 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, and its day-to-day application in a typical localization environment. While the emphasis is primarily on applied terminology and glossary management and best practices, students will also learn about the relevant aspects of linguistics, terminography, and classification that form the theoretical basis for terminology management. Students will explore representative aspects of research, and typical methods for extracting, recording, validating, distributing/sharing, and maintaining terminology data, as well as the usage of (computer-based) tools 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 compete 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 8620 Software I18n and Localization**

**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 A/V 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 have

their own localization challenges. Students will study the games localization process, and how it fits in and often overlaps with software development and localization. Students will gain hands on experience localizing mobile and console games through using Xcode, Android Studio, Unity and Unreal. Upon successfully completing this course, students will be able to confidently discuss games localization from the point of view of a translator, project manager or programmer.

### **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 Lang 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 8657 Business Writing**

**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 8660 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**

In this course we will strive to cover the fundamentals of money management and tracking that would be good for students to have as they prepare to enter the profession as LPMs or PgMs on the client or vendor side. Using fictionalized companies and transactions to illustrate concepts, we will lay a foundation in accounting with basic accounting principles and financial accounting, then build on that foundation to cover managerial accounting topics such as meeting financial goals, monitoring financial and managerial KPIs, profitability, purchasing cycle, revenue and cost accounting, forecasting, budgeting, and finally reporting and financial stakeholder management.

### **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:**

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:**

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.

### **TRLM 8698 Directed Study**

**1 to 4 credits**

Forward Prof. approval, course info, and student info to the Records Office.

## **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.

### **DEGREE PROGRAMS**

#### **MA in Environmental Policy & Management**

Our Master of Arts in Environmental Policy and Management prepares you for a rewarding career building climate-resilient, sustainable, and equitable societies. Our model merges graduate coursework with professional experience. The core curriculum provides you with the key social and natural science fundamentals to understand the drivers of environmental change, and how to craft impactful policy solutions.

This is a STEM-designated, four-semester degree.

#### **Study In Person**

##### **60 credit degree**

##### **Core Coursework (20 credits)**

Public Policy & the Environment (2 credits)

Research Strategies for Environmental Policy (2 credits)

Environmental and Natural Resource Management (4 credits)

Governing the Global Commons (4 credits)

Environmental Leadership (4 credits)

Applied Conservation Science & Policy (4 credits)

##### **Language and Intercultural Competence (4 or 8 credits)**

Non-native speakers of English must complete 8 credits of English for Academic and Professional Purposes (EAPP) coursework unless waived. Others must complete 4 credits of Intercultural Competence (ICC) coursework. If student pursues the Language Studies for Professional Purposes (LSPP) specialization, this will replace the requirement for ICC coursework.

##### **Professional Service Semester Practicum (PSS) (6 credits)**

##### **EPM Electives (15 credits)**

##### **Other electives (11 to 15 credits depending on EAPP requirement)**

#### **Accelerated Entry MA in Environmental Policy & Management**

Students with prior relevant master's degrees may qualify for an accelerated 3 semester 48 credit program. Degree plans are curated and typically comprised of core requirements (with some option to waive for prior education), Practicum, Language and/or ICC and electives

#### **Advanced Entry MA in Environmental Policy & Management**

Students with prior relevant master's degrees, and 7 to 10 years of significant relevant professional experience may qualify for an advanced entry 2 semester 32-26 credit program. Degree plans are curated based on prior educational coursework and professional experience.



### **MA in Global Governance and Policy**

Our Master of Arts in Global Governance and Policy (GGP) gives you the knowledge and skills in policy and program design, implementation, and analysis to govern sustainable development initiatives locally and globally. You will gain real-world experience before you graduate, culminating in a semester-long practicum. Launch a career leading transformative initiatives to address global challenges like economic development, human rights, peace and security, sustainability, and international trade.

#### **Study In Person**

#### **42 Credit Program**

##### **Core Coursework (9 credits)**

- Approve Policy course (3 credits)
- Approved Implementation course (3 credits)
- Approved Methods course (3 credits)

##### **Language Studies (LS) or Intercultural Competence (ICC) (4 or 8)**

Non-native speakers of English must complete 8 credits of English for Academic and Professional Purposes (EAPP) coursework unless waived. Others complete 4 credits of LS or ICC coursework.

##### **Practicum (6 credits)**

##### **Electives (19 to 23)**

### **Advanced Entry MA in Global Governance and Policy**

Students may qualify for an advanced entry program of two semesters (32 to 36 credits) based on institutional partnership arrangements.

### **MA in International Policy and Development**

Our Master of Arts in International Policy and Development (IPD) is specifically designed to give you real-world experience before you graduate, culminating in a semester long practicum working for an organization like the United Nations, the U.S. State Department, or a range of NGOs and private companies. Launch a career in development leveraging expertise in conflict transformation, migration, economics, data analysis, and program management.

#### **Study In Person**

#### **42 Credit Program**

##### **Core Coursework (9 credits)**

- Approve Policy course (3 credits)
- Approved Implementation course (3 credits)
- Approved Methods course (3 credits)

##### **Language Studies (LS) or Intercultural Competence (ICC) (4 or 8)**

Non-native speakers of English must complete 8 credits of English for Academic and Professional Purposes (EAPP) coursework unless waived. Others complete 4 credits of LS or ICC coursework.

##### **Practicum (6 credits)**

##### **Electives (19 to 23)**

### **Advanced Entry MA in Global Governance and Policy**

Students may qualify for an advanced entry program of two semesters (32 to 36 credits) based on institutional partnership arrangements.

### **MA in Nonproliferation and Terrorism Studies**

Our Master of Arts in Nonproliferation and Terrorism Studies (NPTS) gives you specialized knowledge and skills that will distinguish you from other graduates. Gain professional experience through real-world projects with this STEM-designated, four-semester degree. Advance your career in global security through a unique focus on addressing the challenges posed by domestic and international terrorism, weapons of mass destruction (WMD), and financial crime.

### **Study In Person**

#### **60 credit program**

##### **Core coursework (20 to 22 credits)**

- International Security & Research Analysis (2 credits)
- Intro to WMD Nonproliferation (4 credits)
- Intro to Terrorism Studies (4 credits)
- Global Politics (4 credits)
- Science & Tech for NPTS (4 credits)
- Methods coursework (2 to 4 credits)

##### **Research Seminars on Nonproliferation and/or Terrorism topics (8 credits)**

##### **Additional Seminars, Advanced courses and Workshops on Nonproliferation and/or Terrorism topics (8 credits)**

##### **Language Studies (12 credits)**

##### **Electives (10 to 12 credits)**

### **Accelerated Entry MA in Nonproliferation and Terrorism Studies**

Students with prior relevant master's degrees may qualify for an accelerated 3 semester 48 credit program. Degree plans are curated and typically comprised of core requirements (with some option to waive for prior education), Language Studies, and electives

### **Advanced Entry MA in Nonproliferation and Terrorism Studies**

Students with prior relevant master's degrees, and 7 to 10 years of significant relevant professional experience may qualify for an advanced entry 2 semester 32-26 credit program. Degree plans are curated based on prior educational coursework and professional experience.

### **MA in Threat Intelligence**

Our Master of Arts in Threat Intelligence gives you the latest knowledge and tools to effectively address cybercrime and espionage, sanctions evasion, money laundering, corruption, and other financial crimes. Gain professional experience through real-world projects with this STEM-designated degree that can be completed in 12 months. Advance your career in global security detecting, deterring, and preventing cyber, financial, and strategic threats.

### **Study In Person**

#### **36 credit program**

##### **Core courses (11 credits)**

Threat Intelligence Foundations (2 credits)  
 Cyber Warfare (2 credits)  
 Intro to Intelligence (4 credits)  
 Policy & Data Analytics (4 credits)

**Approved Skills coursework (6 credits)**

**Approved Methods coursework (7 credits)**

**Approved Electives (12 credits)**

**Language Studies (8 credits)**

Non-native speakers of English must complete 8 credits of English for Academic and Professional Purposes (EAPP) coursework unless waived. This reduces total number of elective credits.

**MA in Translation**

Our translation and interpretation master's degrees prepare you for exciting careers as freelance or in-house language professionals at organizations like the United Nations, the U.S. State Department, the Stanford Healthcare network, and a range of NGOs and private companies around the world. Launch your career in the \$70 billion language services industry with a master's from one of the world's leading graduate schools for translation and interpretation.

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. 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.

**Study In Person**

**60 credit program**

**Core courses (38 to 43 credits)**

Foundations in Translation	1 credit
Localization Essentials for Translators: Tech Tools	2 credits
Intro to Translation-Written, B>A, A>B	4 credits
Intro Sight Translation, B>A, A>B	1 to 2 credits
Intermediate Translation Written/ Sight, B>A, A>B	8 credits
Loc Essentials for Translators: Quality Mgmt Fundamentals	2 credits
Loc Essentials for Translators: MT & MTPE	2 credits
Adv Trans I, B>A, A>B	6 to 8 credits
Loc Essent. For Translators: Project Mgmt	2 credits
Loc Essent. For Translators: Content Type Localization	2 credits
Adv Trans II, A>B, B>A	6 to 8 credits
Translation & Interpretation as a Profession	2 credits

**Translation Practicum (4 credits)**

**Electives (12 to 18 credits)**

**MA in Translation and Interpretation**

Our translation and interpretation master's degrees prepare you for exciting careers as freelance or in-house language professionals at organizations like the United Nations, the U.S. State Department, the Stanford Healthcare network, and a range of NGOs and private companies around the world. Launch your

career in the \$70 billion language services industry with a master's from one of the world's leading graduate schools for translation and 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. 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. 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.

## Study In Person

### 60 credit program (48 to 54 credits)

Foundations in Translation	1 credit
Foundations in Interpretation	1 credit
Intro Translation Written, A>B, B>A	4 credits
Intro Sight Trans, A>B	2 credits
Intro Interpretation, B>A, A>B	4 credits
Localization Essentials: Tech Tools	2 credits
Intermediate Trans Written Sight, A>B, B>A	6 to 8 credits
Interm Interp-Consec, B>A, A>B	4 credits
Interm Interp-Simul, B>A	2 credits
Interm Interp-Simul, A>B	0 to 2 credits
Adv Trans I	4 credits
Adv Interp I-Consec, B>A, A>B	4 credits
Adv Interp I-Simul, B>A	2 credits
Adv Interp I-Simul, A>B	0 to 2 credits
Adv Trans II	4 credits
Adv Interp II-Consec, B>A, A>B	4 credits
Adv Interp II-Simul, B>A	2 credits
Adv Interp II-Simul, A>B	0 to 2 credits

### Practicum (2 credits)

### Electives (4 to 10 credits)

### MA in Conference Interpretation

Our translation and interpretation master's degrees prepare you for exciting careers as freelance or in-house language professionals at organizations like the United Nations, the U.S. State Department, the Stanford Healthcare network, and a range of NGOs and private companies around the world. Launch your career in the \$70 billion language services industry with a master's from one of the world's leading graduate schools for translation and 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. During your first year, you will also explore translation skills, to build both your language awareness and terminology in your A and B languages.

## Study In Person

## **60 credit program**

### **Core Coursework (36 to 44 credits)**

Foundations in Translation	1 credit
Foundations in Interpretation	1 credit
Intro Translation Written, A>B, B>A	4 credits
Intro Sight Trans, A>B	2 credits
Intro Interpretation, B>A, A>B	4 credits
Localization Essentials: Tech Tools	2 credits
Intermediate Trans Written Sight, B>A	2 credits
Interm Trans Written Sight, A>B	0 to 2 credits
Interm Interp-Consec, B>A, A>B	4 credits
Interm Interp-Simul, B>A	2 credits
Interm Interp-Simul, A>B	0 to 2 credits
Adv Interp I-Consec, B>A, A>B	4 credits
Adv Interp I-Simul, B>A	2 credits
Adv Interp I-Simul, A>B	0 to 2 credits
Adv Interp II-Consec, B>A, A>B	4 credits
Adv Interp II-Simul, B>A	2 credits
Adv Interp II-Simul, A>B	0 to 2 credits

### **Practicum (4 credits)**

### **Electives (12 to 20 credits)**

### **Advanced Entry in MAT, MATI and MACI**

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. Students may qualify by:

Prior MA in Translation and Interpretation

Or, two full years of relevant professional experience in the field of translation and interpretation

AND, must pass exams for first year courses showing competency level acceptable to enroll directly in second year courses

### **MA in Interpretation for Diplomats and Executives**

Our MA in Interpretation for Diplomats and Executives (IDE) will accelerate and expand your career opportunities. You will receive exceptional training in your target languages and international affairs, grounded in experiential learning. This program is only available to applicants fully or majority funded by their employers.

### **Study In Person in Monterey and Middlebury Language Schools**

## **60 credit program**

### **Core courses**

### **Interpretation (33 to 42 credits)**

Foundations in Interpretation (1 credit)
Introduction to Interpretation (B>A, A>B) (4 credits)
Intermediate Interpretation—Consecutive (B>A, A>B) (4 credits)
Intermediate Interpretation —Simultaneous (B>A, A>B) (4 credits)
Advanced Interpretation I—Consecutive (B>A, A>B) (4 credits)

Advanced Interpretation I—Simultaneous (B>A, A>B) (4 credits)  
Interpretation practicum A (2 credits)  
Advanced Interpretation II—Consecutive (B>A, A>B) (4 credits)  
Advanced Interpretation II—Simultaneous (B>A, A>B) (4 credits)  
Interpretation practicum B (2 credits)  
Foundations in Translation (1 credit)  
Introduction to Sight Translation (A>B, B>A) (4 credits)  
Intermediate Sight Translation (A>B, B>A) (4 credits)

### **B Language (8 to 16 credits)**

You will have opportunities to improve your B language during the academic year (concurrent with other curricular requirements) and during intensive summer programs at the Middlebury Language Schools.

You will be advised individually on which opportunities you are recommended or required to pursue.

Summer school language courses: before your program start (8 credits) and/or after semester one (8 credits)  
Directed Study/Tutoring B language (2 credits)  
Language class B language (4 credits)

### **Electives (2 to 14 credits)**

You may use electives to take career-relevant courses from the following programs:

Environmental Policy and Management  
Intercultural Competence  
International Policy and Development  
Global Governance and Policy  
Nonproliferation and Terrorism Studies  
Threat Intelligence

### **MA in Translation Localization Management**

Our Master of Arts in Translation and Localization Management (TLM) degree prepares you for a career working at the intersection of language, culture, business, AI, and technology. Our graduates work around the world in a range of roles, including as localization program managers and language leads at tech firms like Netflix, Google, and Salesforce, and as project managers at leading translation companies. Gain your competitive edge in the \$70 billion language services industry—launch your career through the first and leading Translation and Localization Management master's program in the U.S.

### **Study In Person**

#### **60 credit program**

##### **Core Coursework**

All core courses are 2 credits each (unless otherwise noted):

Translation Technology  
Advanced Translation Technology  
Localization Project Management  
Advanced Localization Project Management  
Software Internationalization and Localization  
Media and Audiovisual Localization  
International Marketing for Localizers  
Tech Pubs/Support Localization  
Quality Management Fundamentals  
Localization Vendor Management

Financial Side of Localization  
Data-Driven Localization  
Programming for Internationalization and Culturalization  
Business Writing for Localization (1 credit)  
Advancing Your Localization Career  
DEI in Localization  
Foundations in Translation (1 credit)

### **Language Requirement (16 credits)**

**Translation option:** students complete 8 credits of translation coursework in B>A courses. Remaining 8 credits may be completed with additional B>A courses, A>B courses, translation, linguistics, language studies, or Intercultural Competence (ICC) coursework.

**Language Studies option:** students complete 8 credits of Language Studies (LS) coursework at the 300-level or higher. Remaining 8 credits may be fulfilled with additional LS coursework at 300-level or higher, with ICC coursework, linguistics, or translation coursework.

### **Practicum (4 credits)**

### **Electives (16 credits)**

### **Advanced Entry MA in Translation Localization Management**

You may be eligible to complete the degree in only two semesters through advanced entry, if you meet the following requirements:

Two or more years of work experience in a full-time localization role requiring some elements of project management or team management such as a language lead, language manager, project coordinator/manager, or account manager)

Experience using at least one desktop CAT tool or TMS (e.g., Trados Studio, memoQ, or WorldServer), or,

Experience managing typical localization workflows, like website, brochure, software, and/or subtitle localization

### **Study In Person**

### **32 credit program**

#### **Core courses (curated per student) (up to 24 credits)**

Translation Technology  
Localization Project Management  
Media & Audio Visual Localization  
Program Management  
Financial Side of Localization  
DEI in Localization  
Advanced Translation Technology  
Software Internationalization & Localization  
International Marketing for Localizers  
Quality Management Fundamentals  
Quality Supplier Management  
Localization Vendor Management

### **Language Requirement (8 credits)**

Translation option: 4 credits of Translation coursework, with additional 4 credits of Translation, Language Studies, or ICC coursework

Language Studies option: 4 credits of Language Studies coursework at 300-level or higher, with additional 4 credits of Language Studies, Translation or ICC coursework

### **Electives (2 credits)**

#### **Accelerated Entry MA in Translation and Localization Management**

Students may be eligible to complete the degree in only three semesters through accelerated entry, if they meet the following requirements:

Localization undergraduate major or minor, master's degree, successful completion of a professional program, or other significant coursework including at least a project management and translation technology course.

Grades in all localization courses must be a B (or equivalent) or better.

Experience using at least one CAT/TMS tool (e.g., Trados Studio, memoQ, XTM, or Phrase TMS).

Understanding of localization project management and typical localization workflows, such as website, brochure, software/games, and/or subtitle localization.

Successful completion of two TLM prerequisite bootcamp courses.

### **Study In Person**

#### **48 credit program**

Students follow a three semester program typically taking core courses, language, practicum and electives. Degrees are curated based on prior educational experience.

### **JOINT DEGREES**

#### **MA in Translation and Interpretation/ MA in Translation and Localization Management**

The language services environment is increasingly supported by integrated systems and artificial intelligence. Our joint programs will mold you into a digitally fluent translator and/or interpreter with subject matter expertise, which you will gain through electives in environmental policy, trade, nonproliferation, counterterrorism, threat financing, education management, international development, social change, and other key content areas.

You will gain real-world experience through your practicums. You may take on a large-scale translation project, operate a student-driven translation agency, intern with a language services department or company, contribute to a research project, and/or interpret for high-profile events.

You will have more time to work on your near-native or “B” language, making your translation and interpretation coursework more manageable and increasing your chances of qualifying for advanced courses that will further your versatility in the market.

Earn two master's degrees in three years from one of the world's leading translation, interpretation, and localization programs. Choose a joint master's degree:

Translation/Translation and Localization Management (T/TLM)



Translation and Interpretation/Translation and Localization Management (TI/TLM)  
Conference Interpretation/Translation and Localization Management (CI/TLM)

### **Study In Person**

82 credit programs

#### **MA Translation/ MA in Translation and Localization Management**

##### **82 credit program**

###### **Core requirements (58 credits)**

Intro to Translation, A>B, B>A	8 credits
Intro to Interpretation	4 credits
Translation Technology	2 credits
Localization Project Management	2 credits
Intermediate Translation, A>B, B>A	8 credits
Advanced Translation Technology	2 credits
Advanced Localization Project Mgmt	2 credits
Advanced Translation I, A>B, B>A	8 credits
Website Localization	2 credits
Advanced Translation II, A>B, B>A	6 credits
Translation & Interpretation as Profession	2 credits
Multilingual Desktop Publishing	2 credits
Terminology Management	2 credits
Designing for Internationalization	2 credits
Intl Marketing for Localizers	2 credits
Advancing the Localization Career	2 credits
Audio Visual Localization	2 credits
Software Internationalization & Localization	2 credits

###### **Practicum requirements (8 credits)**

Translation Practicum	4 credits
Localization Practicum	4 credits

###### **Electives (14 credits)**

#### **MA in Translation and Interpretation/ MA in Translation and Localization Management**

##### **82 credit program**

###### **In Person**

###### **Core coursework (64 credits)**

Intro to Translation, A>B, B>A	8 credits
Intro to Interpretation	4 credits
Translation Technology	2 credits
Localization Project Management	2 credits
Intermediate Translation, A>B, B>A	6 credits
Intermediate Interp-Consecutive, A>B, B>A	4 credits
Advanced Translation Technology	2 credits
Advanced Localization Project Mgmt	2 credits
Advanced Translation I	4 credits
Advanced Interp I-Consec, B>A, A>B	4 credits
Website Localization	2 credits
Advanced Translation II	4 credits
Adv Interp II-Consec, B>A, A>B	4 credits

Translation & Interpretation as Profession	2 credits
Multilingual Desktop Publishing	2 credits
Terminology Management	2 credits
Designing for Internationalization	2 credits
Intl Marketing for Localizers	2 credits
Advancing the Localization Career	2 credits
Audio Visual Localization	2 credits
Software Internationalization & Localization	2 credits

#### **Practicum requirements (6 credits)**

Interpretation Practicum	4 credits
Localization Practicum	2 credits

#### **Electives (12 credits)**

### **MA in Conference Interpretation/ MA in Translation and Localization Management 82 Credit program**

#### **Study In Person**

#### **Core coursework (64 credits)**

Intro to Translation, A>B, B>A	8 credits
Intro to Interpretation	4 credits
Translation Technology	2 credits
Localization Project Management	2 credits
Intermediate Translation, A>B, B>A	4 credits
Intermediate Interp-Consecutive, A>B, B>A	4 credits
Intermed Interp-simultaneous, A>B, B>A	4 credits
Advanced Translation Technology	2 credits
Advanced Localization Project Mgmt	2 credits
Advanced Interp I-Consec, B>A, A>B	4 credits
Adv Interp I-Simul, B>A, A>B	4 credits
Website Localization	2 credits
Adv Interp II-Consec, B>A, A>B	4 credits
Adv Interp II-Simul, B>A, A>B	4 credits
Translation & Interpretation as Profession	2 credits
Multilingual Desktop Publishing	2 credits
Terminology Management	2 credits
Designing for Internationalization	2 credits
Intl Marketing for Localizers	2 credits
Advancing the Localization Career	2 credits
Audio Visual Localization	2 credits

#### **Practicum requirements (8 credits)**

Interpretation Practicum	4 credits
Translation or Localization Practicum	4 credits

#### **Electives (10 credits)**

### **Joint Bachelor of Arts/ Master of Arts Degrees**

The Joint BA/MA degrees are transfer programs designed for students who want to combine international policy with a specific area of career-oriented study. Our program integrates immersive learning, collaboration across a diverse student body, practical hands-on experience, and small classes to encourage

faculty mentorship. You may take courses in person at our Monterey, California campus. Ideal candidates have already accumulated the equivalent of two years of undergraduate course work and must transfer 60 credits from an accredited college or university. These include military veterans and people who have an interest in global security or sustainability.

## **BA in International Policy/ MA in Environmental Policy & Management**

### **Requirements**

150 credits, 60 undergraduate lower division transferred in, remaining completed at the Institute.

#### 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)

## **BA in International Policy/ MA in Nonproliferation and Terrorism Studies**

Earn two degrees in three years as you prepare for a career in global security countering the threats posed by terrorism, weapons of mass destruction (WMD), and financial crime.

Our joint BA in International Policy and MA in Nonproliferation and Terrorism Studies (Joint BA/MANPTS) is a transfer program that gives you specialized knowledge and skills that will distinguish you from other graduates. You'll be prepared to work at international organizations; government agencies, including the intelligence community (IC), think tanks, and NGOs; and a range of private-sector employers, including the nearby Silicon Valley tech industry.

**Program Requirements, 150 credits** (60 lower division undergraduate credits transferred in, remaining completed at the Institute.

### **Study In Person**

[Transfer credits](#) (60 credits)

[Core Course Work](#)

- Applied Social Science Research Methods (2 or 4 credits)
  - International Security Research and Analysis (2 credits)
  - 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:
  - International Trade: Theory and Practice
  - Development Economics
  - 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

## **GRADUATE CERTIFICATES AND SPECIALIZATIONS**

The Middlebury Institute offers career-oriented specializations and certificates for professionals and graduate students who want to explore a new field, gain additional expertise, or move up in a career. Please note that while scholarships are available for our certificate programs, U.S. federal aid is only available for degree-seeking students.

### **Certificates**

Certificates are for nondegree students and many provide continuing education credits. Some admission requirements may apply, so be sure to check specific programs for details.

### **Specializations**

Specializations are designed for students who are currently enrolled in an Institute degree program and want a more focused course of study.

### **Financial Crime Management (last class entering Fall 2025)**

**Available as Stand Alone Certificate or Specialization for current MA students**

There's a growing need today for professionals who can skillfully prevent, detect, and investigate illicit financial activities. The Financial Crime Management program gives you the skills and confidence to pursue a career in the fields of private sector compliance and investigations, government intelligence, training and research with multilateral organizations, and anti-corruption compliance for NGOs.

The Institute's Financial Crime Management Certificate can be taken as a specialization for students currently enrolled in an Institute degree program or as a stand-alone certificate for nondegree students. Individuals interested in the stand-alone certificate should have a graduate degree or several years of relevant work experience in areas such as law, law enforcement, intelligence, banking, or data analytics.

### **Study In Person**

#### **Requirements, 16 credits**

##### **Core Coursework (7 credits)**

Financial Crime Typologies (4 credits)

Legal Aspects of Financial Crime (3 credits)

##### **Approved electives (11 credits)**

### **Nonproliferation Studies**

**Available as Stand Alone Certificate or Specialization for current MA students**

The Nonproliferation Studies Certificate program includes courses, seminars, and workshops taught by faculty from the Institute's Nonproliferation and Terrorism Studies program and experts at the James Martin Center for Nonproliferation Studies.

Study with experts to gain professional training in the control, reduction, and elimination of weapons of mass destruction—including nuclear, biological, chemical, and radiological weapons.

### **Study in Person**

#### **Requirements- 16 credits**

##### **Core coursework (8 credits)**

Intro to WMD Nonproliferation (4 credits)

Science & Tech for NPTS (4 credits)

##### **Approved Electives (8 credits)**

#### **Terrorism Studies**

##### **Available as Stand Alone Certificate or Specialization for current MA students**

The Institute's Terrorism Studies Certificate requires a total of 16 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).

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**

#### **Requirements 16 credits**

##### **Core Requirement (4 credits)**

Intro to Terrorism

##### **Approved Electives (12 credits)**

#### **Threat Intelligence**

##### **Available as a Specialization to current MA students**

Threat intelligence is the detection, deterrence, and prevention of a broad range of threats that can impact a state or organization's operations, assets, and overall security. Threat intelligence involves gathering, analyzing, and applying information about various physical, geopolitical, economic, and social threats using a wide range of qualitative and quantitative methods.

### **Study In Person**

#### **Requirements 16 credits**

##### **Core Requirements (11 credits)**

Threat Intelligence Foundations (2 credits)

Cyber Warfare (2 credits)

Intro to Intelligence (4 credits)

Policy & Data Analytics (3 credits)

##### **Approved Electives (5 credits)**

## **Intercultural Competence**

### **Available as a Specialization to current MA students**

Intercultural communication is essential for professionals seeking domestic and international careers. Throughout all of our programs, we emphasize intercultural competence—facilitating students’ cultivation of dispositions that contribute to effective communication between individuals and groups of diverse linguistic and cultural backgrounds.

The Intercultural Competence (ICC) specialization helps develop 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.

## **Study In Person**

### **Requirements- 10 credits**

#### **Core coursework, pick one of the following (2 credits)**

- Intro to Intercultural Competence
- Power and Identities in Intercultural Contexts
- Communication in Multicultural Settings

#### **Approved Electives (8 credits)**

## **Language Studies for Professional Purposes**

### **Available as a Specialization to current MA students**

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.

Specializations offered in the following languages: Arabic, Chinese (Mandarin), English, French, Japanese, Russian, and Spanish.

### **Requirements:**

Students must complete 12 credits in one language offered at the 300-level or higher. Additionally, students complete three of the four projects discussed below:

- 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.
- 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.
- 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 résumé, 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.

- 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.