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SIT Graduate Institute:

MA in International Education - Low-Residency Singapore Program

Joyce Ting

A capstone paper submitted in partial fulfillment of the requirements for a Master of

Arts in International Education at SIT Graduate Institute in Brattleboro, Vermont, U.S.A.

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Advisor: Dr. Raymond Young

MA IN IE LOW-RESIDENCY SINGAPORE PROGRAM

SIT Graduate Institute
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MA IN IE LOW-RESIDENCY SINGAPORE PROGRAM

Table of Contents

MA IN IE LOW-RESIDENCY SINGAPORE PROGRAM

Abstract

The Master's of Arts (MA) in International Education (IE) Low-Residency Singapore Program is a new graduate program designed for SIT Graduate Institute. It is created to value-add to the current program offerings of SIT Graduate Institute. The MA in IE Low-Residency Singapore Program is a two year long program, and is delivered via a unique combination of online coursework and low-residency periods in Singapore. The program is designed to allow current working professionals to keep their current job in the field of International Education while pursuing a higher degree. Participants will study in Singapore for two weeks in the first year, and one week in the second. They will also be able to enroll in electives offered through SIT Study Abroad, as well as other graduate field courses. The online coursework piece will also provide an elevated level of flexibility, so that students can design the program around their active schedules.

The MA in IE Low-Residency Singapore Program with mirror the current MA in IE Low-Residency program offered by SIT Graduate Institute, in terms of coursework and other academic requirements. It will also provide extra attention to specific topics and issues most relevant to the Asian International Education scene, better preparing participants to work in the region and with the region. The targeted audience for this new program will be those interested, or already involved in developing the skills and knowledge needed to advance professionally in International Education, especially in Asia.

Introduction

Background

The organization that eventually led to the founding of SIT, the Experiment in International Living (The Experiment), was established in 1932. It was inspired by a "simple idea - to improve understanding across cultures and nations by sending US students abroad to expand their worldviews". Donald B. Watt, the founder of the Experiment, "believed that instead of seeing themselves and their foreign peers as belonging to separate "categories," these young Americans could "walk across differences," build friendships, and lead the way to mutual understanding and respect between cultures and countries".

In the early 1960s, the first director of the Peace Corps, Sargeant Shriver, who happened to be an alumnus of the Experiment, called on the organization to organize trainings for outgoing Peace Corps Volunteers These training activities led to the establishment of the School for International Training (SIT), in 1964. In 1971, SIT awarded its first master's degree for the Program in Intercultural Management (PIM) in 1971, while "other language training programs for students from Africa and Latin America led to the founding of a Master of Arts in Teaching English to Speakers of Other Languages (TESOL) program" (SIT Graduate Institute, 2017a).

Today, this history and the original vision lives on at SIT in Brattleboro, Vermont, Washington DC through SIT Graduate Institute, as well as "in more than 30 countries worldwide with SIT Study Abroad". SIT Graduate Institute currently offer Master's degree and certificate programs in TESOL, Sustainable Development, International Education, and Conflict

Transformation and Peacebuilding. These programs have a few delivery methods, such as on-campus full time programs, online with low-residency, and hybrid models, to cater to the needs of different student profiles (SIT Graduate Institute, 2017a).

SIT Graduate Institute programs are all "based on an experiential learning model and a commitment to social justice and intercultural communication." (SIT Graduate Institute, 2017a). This greatly affects the type of students drawn to SIT, most whom are socially conscious and passionate about making a difference in the world.

Rationale

The Graduate Admissions Office at SIT Graduate Institute is constantly exploring new ways to recruit high quality candidates to our International Education programs. As the Graduate Admissions Officer for the MA in International Education, I have observed a considerable interest in developing a new program based in Asia, during discussions with the current Admissions staff and the International Education faculty members. Through various research papers discussing a possible location, as well as and concluded that a MA in International Education (low-residency) Singapore program could be developed to fill in the gaps in the current IE portfolio at SIT Graduate Institute.

The following proposal will be for the MA in International Education (low-residency) Singapore program. The program will be designed to specifically reach a new target population – the growing group of working professionals in the field of International Education in Asia. The program will be largely based on the current MA in International Education (online with low residency) program model, but additional features such as a focus in policies in Asia, the unique

challenges of the region, as well as new field studies options will be introduced. The low-residency portion of the program will be based in Singapore, and will be designed to take advantage of the multicultural setting of the island nation, as well as its world class education system.

The new program will add to, and further diversify, the existing portfolio of International Education programs at SIT Graduate Institute. The new target population should help increase enrollment for the institution, and create more motivation to further internationalize the academic curriculum. The shift in demographics for this program should also help to change up conversations in the classroom, as it will be less US-centric, and incorporate more diverse voices and perspectives.

Theoretical Foundation

The program design will largely be based on the experiential learning theory and individual learning styles as discussed by Alice and David Kolb in "The Kolb Learning Style Inventory1(2005)". Jack Mezirow's Transformative Learning Theory (1997) on adult learning will also inform the program design.The curriculum of the new program will draw inspiration from the experiential learning theory (ELT). Students will be led through the experiential learning cycle (figure below), while classroom and course activities will be designed to implement transformative learning, while catering to the different learning style

Concrete
Experience

Testing Implications
of Concepts in
New Situations

Observation and
Reflections

Formation of Abstract
Concepts and
Generalization
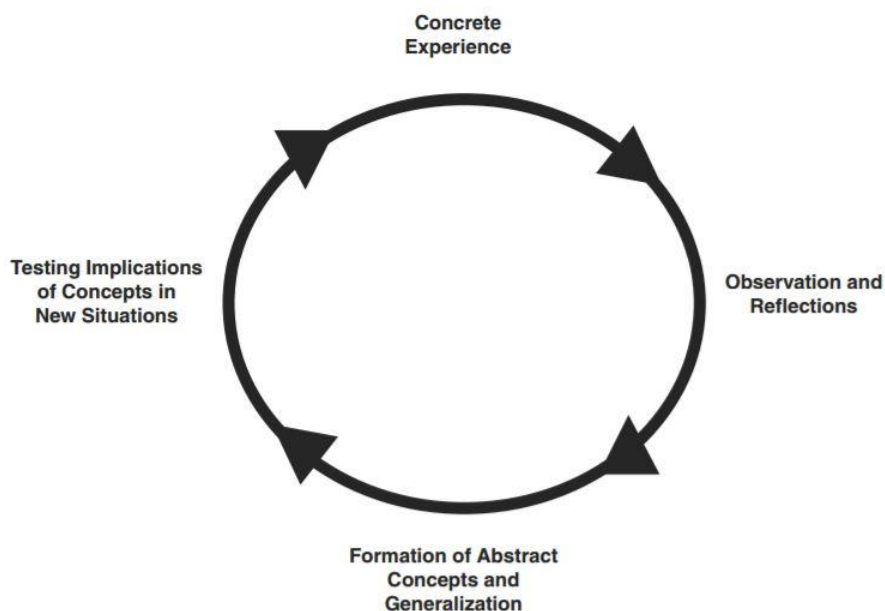
Figure 1. The experiential learning cycle

Experiential Learning Theory: Theory to Practice

The experiential learning theory (ELT) draws from the work of a long list of scholars who "gave experience a central role in their theories of human learning and development" (Kolb, 2005, p. 2). These scholars include John Dewey, Kurt Lewin, Jean Piaget, William James, Carl Jung, Paulo Freire, Carl Rogers. The ELT is based on 6 propositions, and we will examine them below, as well as discuss how each point can be related to the new program design for the MA in International Education Singapore Program.

1. "Learning is best conceived as a process, not in terms of outcomes" is the first proposition (Kolb, 2005, p. 2). This suggests that "to improve learning in higher education, the primary focus should be on engaging students in a process that best enhances their learning". This would be "a process that includes feedback on the

effectiveness of their learning efforts." As such, it is crucial in the program design phase

to incorporate a mechanism to facilitate an ongoing conversation between the student and

an academic advisor allocated to them from the beginning. This will give the student a

consistent way to reflect on their learning journey, and gather feedback on what they are

doing well, or what requires improvement. As opposed to the traditional idea that you

gather content to build up a final product, this should be an ongoing process of building,

reflecting critically, de-constructing and re-building notions and concepts as necessary.

2. The second preposition is that "all learning is relearning" (Kolb, 2005, p. 2). This

continues with the previous point about de-constructing and re-building notions and

concepts. Learning should be "facilitated by a process that draws out the students' beliefs

and ideas about a topic so that they can be examined, tested, and integrated with new,

more refined ideas". As new ideas are introduced in the classroom, students should be

challenged to examine it alongside their previously held ideas on the topic. One such way

to do so is through a personal reflection paper, which will have the student re-visiting

what they know, or what they think they know about the topic, and challenging it with the

new content. This could lead to the blending of the two sets of information, or a complete

re-haul of previously held notions.

3. The third preposition says that "learning requires the resolution of conflicts between

dialectically opposed modes of adaptation to the world" (Kolb, 2005, p. 2). It suggests

that "conflict, differences, and disagreement are what drive the learning process" and that

in that process, "one is called upon to move back and forth between opposing modes of

reflection and action and feeling and thinking". The learning process is not a one-way

road, and should be multi-directional and multi-dimensional. The multi-dimensional

learning process has the student moving through the stages of observation, feeling,

thinking, critical reflection, and re-doing, as they go through well-designed classroom

activities with helpful prompts leading them through that cycle. The program design

should also allow for multi-directional interaction, such as that amongst the students,

between the professor and student, and internal reflection. These back and forth

interactions will bring together different viewpoints and ideas that could lead to

disagreement, which can lead to discussion when given the space and encouragement to.

4. The fourth preposition suggest that "learning is a holistic process of adaptation to the

world" (Kolb, 2005, p. 2), which means that "it is not just the result of cognition but

involves the integrated functioning of the total person—thinking, feeling, perceiving, and

behaving". This is important to keep in mind during the program design phase, as

learning happens in so many ways, oftentimes outside of the traditional classroom

interaction of the professor delivering content to the students. Program design elements

should include creative group discussions, interactive classroom activities that lead

students to feel, think and perceive the content in a much more personal way, and

connection to the cultural and physical environment they are in.

5. The ELT also suggests that "learning results from synergetic transactions between the

person and the environment" (Kolb, 2005, p. 2). This talks about the process of

"assimilating new experiences into existing concepts and accommodating existing

concepts to new experience". When put through a new experience, there is always

interaction between the new experience and existing ideas, which derives new learning.

Incorporating this into program design for the Singapore program might involve

thoughtful excursions that lead students to explore the cultural environment in Singapore,

or classroom activities that push students beyond their comfort zone and causes them to

challenge their own ideas.

6. The final proposition suggests that "Learning is the process of creating knowledge"

    (Kolb, 2005, p. 2). ELT proposes that "a constructivist theory of learning whereby social

    knowledge is created and recreated in the personal knowledge of the learner". This

    contrasts with the "transmission" model on which much of the current educational

    practice is based, "where pre-existing fixed ideas are transmitted to the learner". While

    designing the different aspects of a new program, it is key to keep in mind that

    knowledge is alive, organic and constantly being created. There should be space for

    students to come together collaboratively to create knowledge. Some examples of ways

    to do this could include focus group discussions, student presentations, and student

    facilitated group activities.

Jack Mezirow defines transformative learning as the "process of effecting change in a frame of

reference" (Mezirow, 1997).. Adults have developed "frames of references that define their life

world" over the years. These could be "associations, concepts, values, feelings, conditioned

responses" that form "structures of assumptions" through which adults understand their

experiences. An approach to adult learning is to bring about transformation to these frames of

references, which can be done through various methods, that will be discussed below. These can

be incorporated into classroom activities and be woven into the curriculum of the MA in

International Education Low-Residency Singapore program.

1. Discourse, defined here as "dialogue devoted to assessing reasons presented in support of competing interpretations, by critically examining evidence, arguments, and alternative points of view" (Mezirow, 1997), allows students to learn together through discussion. Different perspectives, ideas, evidences, and real-life experiences contribute to greater shared knowledge, allowing for analysis of different sources, and lead students to a common understanding. Discourse should be incorporated throughout the curriculum, taking form in classroom discussions, online forum dialogues, group work and projects.

1. Self-reflection and awareness is highly important in adult learning, as everyone brings into the classroom their own established perspectives and beliefs. It is important to lead students to examine their own "frames of references", and develop strong self-awareness of their own world and sense of self (Mezirow, 1997). The program start should include activities that will lead to these self-revelations, giving students the language to articulate their own culture, ways of life, and core beliefs. Self-awareness and reflection also takes practice, so there should be a constant emphasis on it, and regular classroom activities that allow students to reflect on themselves and their journey thus far.

2. Another way that frames of reference gets transformed, is when there is critical reflection of assumptions (Mezirow, 1997). As students hone their ability to reflect and be more self-aware of their own biases and assumptions, they can be led to reflect critically on the

how and why of it. Regular reflection papers, group sharing in safe classrooms, are

activities that can encourage that. Critical reflection challenges students to look within

themselves, and understand better why they think or act the way they do. In that process,

they may also develop ways to correct or improve what they notice as problematic.

3. Mezirow suggests that "new information is only a resource in the adult learning process",

and that the new information needs to be "incorporated by the learner into an already

well-developed symbolic frame of reference, an active process involving thought,

feelings, and disposition" in order to be meaningful (Mezirow, 1997). This means that

one-way instruction does not get internalized by adults, as they need to understand the

content being thought in their personal contexts. Activities such as case studies, or role

play encouraging group problem solving using the new information might help achieve

this goal. Students should be given a level of autonomy to incorporate the new content

into a setting of their choosing, such as giving them the choice of assignment topics, and

areas to explore in research.

4. Finally, adult learning should foster self-direction. The educator should focus on

"creating an environment in which learners become increasingly adept at learning from

each other and at helping each other learn in problem-solving groups" (Mezirow, 1997).

In this context, the educator should function as a "facilitator" or "provocateur", instead of

an "authority on subject matter". The facilitator can assist in bringing the group together

to co-create a space that is respectful, welcoming to diversity, civil, safe and

collaborative. The facilitator could model "the critically reflective role expected of

learners", and increase self-direction by transferring leadership when appropriate, and positioning him or herself as a co-learner (Mezirow, 1997).

Needs Assessment

The needs assessment for the MA in International Education (IE) Low-Residency Singapore Program will be broken down to four different sections. The first section will be an analysis of the current MA in International Education programs offered by SIT Graduate Institute, and the gaps that can be filled. Secondly, we will conduct a competitor analysis on other similar programs in the market. Thirdly, we will examine the stakeholders involved, identify how they will be involved, and what we need to keep in mind about them during the development of the new program. Finally, we will conclude the needs assessment with an analysis of the new program's alignment with SIT as an institution, and the suite of programs it already offers.

MA in International Education Program Analysis

There are three programs within the International Education program portfolio at SIT Graduate Institute. They are designed to cater to different target populations and address their unique needs. There is some cross-over between these three different programs, often due to career situation changes or simply an evolution of their goals.

The first program is the MA in International Education on-campus program. This program has students on-campus in Vermont for a full nine months, as they complete the bulk of their coursework through classes, field study, group work, all of which are conducted with the

experiential learning model. The students then embark on a six month, full time (or one year, part time) practicum where they get to put their theory into practice and draw learning from practical work in the field of their choice. During this time, they complete their reflective practice phase, which culminates in a portfolio of research and reflective papers, as well as a final capstone, which is presented at the week-long capstone seminar on-campus in Vermont. This program caters to the largest target population, as prospective students tend to come from all walks of life, with varying extents of experience in the field, as well as a mix of life situations. However, students do have to be able to take the nine months off work and relocate to Vermont. It seems to speak the most to students who have just completed their undergraduate degree, are in the initial stages of their career looking for a career boost, or a mid-life career change.

The second program offered is the MA in International Education online, with low-residency program. The program content is the same as the on-campus model discussed above, but differs in program structure. The program begins in the summer, where students spend two weeks on campus in Vermont completing about 6 credits worth of coursework. Following that, students spend the rest of the first year in their International Education (IE) related jobs, and complete a series of coursework online. The online coursework is conducted through readings, electronic postings, electronic group work, papers, projects etc. In their second year, students have the option to attend field courses in various countries around the world. They also complete the rest of their coursework requirements, including electives, through a one week residency in Vermont, and online. During this time, they are still in their IE related jobs, and working on their reflective practice phase. Finally, they return to campus for a week-long capstone seminar, and present

their final capstone to graduate. This program is built with the needs of working professionals in mind. It caters mostly to students who are already working in the field of International Education, do not want to or cannot leave their current job nor relocate, but would like to further their education and gain a career boost.

The third program offered is the Graduate Certificate in International Education. This is essentially the first year of the online with low-residency program presented above. Students receive a graduate certificate, and not a Master's degree. It is a program mostly catered to students who already hold a graduate degree in a different field, but find themselves needing that extra education in International Education, mostly due to the nature of their careers.

While these three programs have good content, and have served a wonderful group of current students and alumni, it is not as far-reaching as it can be, and there are clear gaps that should and can be addressed.

The identified gaps are as follows:

- The programs are all based in the United States and do not offer location variety or flexibility.

- The current political climate in the United States might result in alternative locations outside of the United States to be perceived as safer, and more appealing.

- Due to the program location, each classroom and cohort has a majority of American students with a small representation of international students. This means that the classroom conversations do not have as much diversity as desired.

- The programs do not reach international students and Americans students based in the fastest growing Higher Education and Study Abroad scene – Asia. After all, "53% of all students studying abroad today are from Asia". International student mobility in the area is also high and growing, creating the need for more International Education professionals in the area (ICEF Monitor, 2015).

- The programs do not take full advantage of the resources SIT has all around the world through SIT Study Abroad, a different wing of the same organization.

Many of these gaps can be addressed with the introduction of a new location for the MA in International Education. The new program should address the needs of the following target populations:

- Prospective students who may find travelling to Vermont, USA too time consuming or cost prohibitive.

- Prospective students who would like to further their studies in a location outside of the United States.

- International Education professionals based in Asia, who need an international program that provides a focus on the International Education scene in Asia.

- Participants that find the process of obtaining a United States visa complicated and prohibitive.

Competitor Analysis

It is crucial to learn about current offerings in the field of International Education that might be similar to this new program in question. The MA in International Education or its equivalent is offered full time at a few institutions around the country. George Washington University, based in Washington DC, also offers a MA in International Education (George

Washington University, 2017). Middlebury Institute of International Studies at Monterrey, based in California, offers a MA in International Education Management (Middlebury Institute of International Studies at Monterey, 2017), while Lesley University, based in Massachusetts, offers a MA in International Higher Education and Intercultural Relations (Lesley University, 2017). Kent State University in Ohio, offers both a Master's and Doctoral program in Higher Education Administration program (Kent State University, 2017), while American University in Washington DC offers a MA in International Training and Education (American University, 2017).

While that offers a lot of competition for SIT's MA in International Education in general, they do serve a different population since that target population is willing and able to leave their current jobs and commit to a certain duration of full-time classes. More direct competitors for the proposed MA in International Education Low-Residency Singapore program would be similar programs that are also offered online with low-residency requirements. We will take a deeper dive into the two competing programs of identified competing institutions, Drexel University and Loyola University Chicago.

Drexel University has their main campus in Philadelphia, Pennsylvania. They offer a Master's in Global and International Education degree program through Drexel University Online, which can be completed largely online, with optional summer study abroad options, such as Vietnam (Drexel University Online, 2017a). The program is organized into "four 10-week quarters per year (as opposed to the traditional two semester system)", which allow participants to take more courses in a shorter time period (Drexel University Online, 2017b). Participants take a total of 45

credits, at the tuition cost of US$921 per credit (Drexel University Online, 2017c), which comes

to a total of $41, 445 (Drexel University Online, 2017b). The highlights of this program are the

flexibility of taking more classes each year (thus completing the program in shorter time frame)

and affordable tuition, in comparison with other similar programs. The down sides of this

program are that the program is offered by Drexel University Online, a department that only

manages online programs for Drexel University. Many employers are wary and doubtful of

degrees that are conducted entirely online, and the program not being housed on the regular

Drexel University website might be a red flag for some.

The next, and probably most directly competing program to the MA in International Education

Low-Residency Singapore program, is the MEd in International Higher Education offered by

Loyola University Chicago (Loyola University Chicago, 2017c). It is a two year "blended"

program, largely delivered online, but offers two classes that are offered in-person, at a variety of

locales around the world. The "International Higher Education" class is offered for one week in

the first year, either in Beijing or Ho Chi Minh City. The "Educating Students Abroad: Lessons

from Rome in Cultural Immersion" is a two-week course offered in year two of the program, in

Rome (Loyola University Chicago, 2017a). The classes amount to a total of 36 semester hours

(Loyola University Chicago, 2017b), and tuition is $949 per credit. Assuming a semester hour is

equivalent to a credit hour, the total tuition cost for the MEd in International Higher Education

will be $34,164. This does not include a host of other expenses such as technology costs, student

development fee, and the cost of the international programs (Loyola University Chicago, 2017d).

Loyola University Chicago would like to recruit students who are "deeply committed to social justice whose diverse backgrounds and previous work experiences—as well as future career objectives—will enrich the learning environment.", a student profile sought after by SIT as well (Loyola University Chicago, 2017c). Like SIT, Loyola University Chicago's program aims to train its students to "demonstrate an understanding of social justice and the application of social justice concerns in the domain of higher education, particularly in regard to student development, the advancement of intercultural understanding and with respect to education abroad programs" (Loyola University Chicago, 2017a). Based on the courses offered, though, it seems that their program focuses more on policy and statistics ((Loyola University Chicago, 2017b), while SIT's program would be more rooted in experiential learning, and intercultural understanding. Like SIT, Loyola's program requires students to complete an internship component. However, unlike SIT, they require students to take on a new internship that needs to be approved by the instructors, and does not mention allowing students to use their current jobs as their internship (Loyola University Chicago, 2017a).. The biggest plus point for the Loyola University Chicago program is the cost of tuition, and being able to visit two different locales during the two-year program. The downsides include the need to find an additional internship (beyond current job), and needing to find funding for two separate international trips and thus being unable to complete the program staying in one continent. That said, Loyola University Chicago's MEd in International Higher Education is a very strong contender in the field.

With these competing programs in mind, it is important to maintain the parts of SIT programs that give us an edge over others. For example, allowing participants to use their current jobs as

their practicum, and making it possible for participants to complete their programs entirely in

Asia (thus lowering additional costs).

Stakeholder Needs Assessment

Every new program should be designed with the needs of the stakeholders involved in

mind. For the proposed MA in International Education (online, with low-residency) Singapore

program, there are multiple stakeholders involved, and we should be considering the needs of

each of them.

The stakeholders that will be directly impacted by the creation of this program are the

prospective students, and SIT Graduate Institute. At the basic level, the new program should

address the educational and professional needs of the prospective students identified above. It

should also increase enrollment for SIT Graduate Institute, and be a sustainable program that

aligns with the values and mission of the school. The next layer of consideration will be the

different departments within SIT Graduate Institute, such as the admissions office, faculty, and

student affairs. They will need to come together to contribute to the building of the program, so

this delves into human resource allocation, and the capacity of each department. All these

departments report to the SIT president, who reports to the board of trustees, so there should be

consideration to the larger organization goals as well.

The stakeholders affected indirectly would be the International Education community in

Singapore and Asia, the parents of the prospective students, SIT alumni, SIT current students and

in-country higher education partners. The program should prove to the parents that it is safe,

worth the investment, and that it will benefit their child's career growth and professional

development. Since the low-residency portion of the program is based in Singapore, it is wise to

create partnerships with local higher education institutions that can help provide classroom and

activity space, safe accommodation and enriching exchanges. Two partners that could be

immensely helpful are the National University of Singapore (NUS), and Yale-NUS. Participants

to the MA in International Education (IE) Low-Residency Singapore program could stay in the

NUS' large and well-equipped campus, and have their classes and activities right on campus.

Yale-NUS is already a partner of SIT Study Abroad, and it makes sense to connect with this

partner for knowledge sharing and exchange.

To get a better picture of the needs of the stakeholders mentioned, surveys, and focus group

discussions should be held. A survey could be sent out to prospective students of this new

program, such as Higher Education professionals in Asia, to gauge their interest in the proposed

program (see Appendix A). Focus group discussions should be held among all staff members

who will be affected by the creation of the new program, to discuss what is practical and who

could be allocated to work on which aspect of the program. It is important that if workloads are

increasing for certain personnel due to the creation of the new program, that their current

workload be reviewed, and re-distributed if required. During these discussions, each major

aspect of the program, such as recruitment, financial aid, health and safety, curriculum planning

should be addressed.

Proposed Program

The proposed new program is an online MA in International Education, with low-

residency requirements in Singapore. The program is designed to be in Singapore, a major hub in

Asia, both in terms of ease of transportation to, as well as being a leader in education for the region. The target population for this new program would be working professionals in the International Education (IE) field in Asia (both locals and expatriates), foreign students in the region, English teachers in the region who are looking to move into administrative roles, as well as American students who would like to do their graduate program outside of the United States. The working professionals in International Education in Asia could be administrators and program managers in higher education, or even secondary and primary education. They could be focusing on different aspects of IE, such as international recruitment, enrollment, international student and scholar services, student affairs, study abroad, curriculum design and implementation.

There is also a large number of English teachers in Asia, a good majority of which are originally from English speaking countries such as the United States, United Kingdom, Australia, Canada, New Zealand. In a Forbes article from 2012, the count of native English speakers teaching English in China alone is about 100,000 (Clark, D, 2012). This number has likely risen greatly since 2012, and the same pattern follows for countries such as Japan, South Korea and Taiwan. Organizations such as the Japan Exchange and Teaching program (JET) takes in about 1,100 American teachers each year, and these teachers work in positions such such as Assistant Language Teachers (ALTs) and Coordinators for International Relations (CIRs) (JET Program, 2016). Many of these teachers spend a few years teaching to gain experience in the education field, but later hope to transition into administrative positions such as study abroad coordinators, international program coordinators, international student advisors. This group would be the prime population for the MA in International Education. Organizations such as JET already are

in partnership with SIT Graduate Institute, and teachers who come to SIT after JET receives a

scholarship towards their tuition costs (SIT Graduate Institute, 2017b). Taking advantage of such

partnerships and creating new partnerships with similar organizations in Asia would be important

in the recruitment of this new target population. The new program should be designed in a way

that allows for more focus on the Asian International Education scene, and touch on topics like

the various educational policies in the region, as well as the unique educational obstacles that

Asia struggles with. The program should also tap on existing resources such as the International

Education cohorts in the Vermont campus, other MA in International Education (low-residency)

groups as well, as well as SIT Study Abroad. There could be more partnerships with SIT Study

Abroad, for example, allowing students to do a field study by shadowing in-country coordinators

in the various study abroad sites to better understand the challenges of running a study abroad

program in that country or setting.

Finally, the new program would advance SIT Graduate Institute's mission to nurture students to

do "interculturally effective leaders, professionals, and citizens". The new program will also add

to SIT's "worldwide network of individuals and organizations committed to responsible global

citizenship" (SIT Graduate Institute, 2017a).

Goals and Objectives

SIT Graduate Institute's seeks to "equips students with theoretical knowledge, field

experience, and professional skills" through programs grounded in the experiential learning

model. All programs have an underlying theme of intercultural communication, and a

MA IN IE LOW-RESIDENCY SINGAPORE PROGRAM

commitment to social justice. The design of this new MA in International Education Singapore

program will hold true to those things. There will be three main focuses - theoretical knowledge

acquisition, accumulating field experience, and professional know-how in the field of

International Education. The content of the program will also show a strong commitment to

intercultural communication and social justice, creating higher awareness in students regarding

these issues, as well as building up their competencies in these areas.

To ensure that this new program is designed in the same vein as existing Master's degree

programs, it is important to take an in-depth look at the current program goals and objectives

listed in SIT Graduate Institute's course catalog. SIT Graduate Institute uses the term "program

competencies", which is defined as outcomes of the learning process. The competencies can be

found in three main domains:

1. Knowledge (Cognitive): Theories, concepts, and models the student can discuss

2. Skills (Behavioral): What the student can do

3. Attitudinal (Affective): The awareness of personal values, attitudes, and attributes, and

   how they connect the individual to their larger environments

Within these domains, students can and should develop various competencies, growing in all

three aspects. It is interesting to note the similarities that these three domains have with the three

focuses discussed previously. In the course catalog, SIT Graduate Institute then continues to

highlight the following three competency areas that students should develop over the course of

their program:

a. **Learning and Professional Development**

Deepen self-awareness and gain skills to further one's own learning and professional

goals.

b. Intercultural Communication and Competence

Expand awareness of others and gain skills to further communication across differences.

c. Leadership and Management

Deepen awareness of groups, organizations, and community and gain skills to work

effectively in all three situations

Participant Goals and Objectives

With these focuses and framework of program competencies in mind, the participant

goals and objectives for the MA in International Education Singapore Program are as follows:

Learning and Professional Development

1. Participants will gain a good grasp of International Education theories, concepts and

   models that would help inform work in this field.

   Objectives:

   a. Participants will be able to name and explain the various theories, concepts and

      models that inform International Education work.

   b. Participants will be able to understand how to use these theories in program design,

      management and evaluation.

2. Participants will develop practical program design and management skills for the field of

   International Education

   Objectives:

   a. Participants will understand the process of program design and the different aspects

      of it (eg. budgeting, curriculum design, needs assessment, program evaluation.)

    b. Participants will be able to design an international education program from start to finish

3. Participants will gain valuable field experience in International Education.

    Objectives:

    a. Participants will be in a position within the field of international education, applying what they learn in the courses in their daily work.

    b. Participants will conduct ongoing reflection on their learning through experiences at work, as well as through the coursework.

4. Participants will become more self-aware of their own learning styles, strengths, as well as areas they wish to grow in.

    Objectives:

    a. Participants will create a learning plan at the start of their degree program, and use it to design their learning path and professional goals.

    b. Participants will learn more about how they function in relation to their colleagues and professors, through online and face-to-face group work and interactions.

Intercultural Communication and Competence

1. Participants will develop intercultural experience and competency.

    Objectives:

    a. Participants will explore the various theories and frameworks to better navigate differences in cultures and communication across differing cultures and identities.

    b. Participants will practice intercultural competency and communication through interactions with their diverse group of colleagues and faculty members.

MA IN IE LOW-RESIDENCY SINGAPORE PROGRAM

2. Participants will develop better awareness of various identities in their communities and abroad, as well as the challenges that these identities face.

   Objectives:

   a. Participants will study content related to social justice, to better understand the challenges surrounding minority identities in their society.

   b. Participants will gain more self-awareness their own identities, and how it informs their perspective and forms their world view.

Leadership and Management

1. Participants will deepen their understanding of how communities and organizations work.

   Objectives:

   a. Participants will be trained to critically examine and problem-solve common issues that arise in communities and organizations, through case-studies and active discussions.

   b. Participants will learn more about working in groups through group work, class activities, and reflection on these experiences. They will be challenged to find solutions for conflicts in group situations, and how to better manage differences through active listening and communication.

2. Participants will gain skills that will help them manage situations, people and communities more effectively.

   Objectives:

   a. Participants will gain more self-awareness of their own conflict management style and learning style, and understand how that affects the interactions they have with others.

    b. Participants will gain more leadership and management skills through group work, class presentations and reflection on their current skills and how to improve them.

Program Goals

1. To create an educational environment that is supportive, safe, inclusive, and celebrates differences.

2. To create a comprehensive curriculum that provides a strong academic foundation for learning within the field of International Education, and challenges the students to grow professionally.

3. To create a program that adds value to each student's life, personally and professionally.

4. To produce graduates that are respectful of intercultural differences and nuances, and who are willing and able to navigate them thoughtfully, mindfully, and effectively.

5. To increase each student's self-awareness and awareness of others around them, and in that way, improve their professional management and leadership skills.

Program Objectives

1. To bring in 10-12 students in the first year, and 12-15 students in following years, adding to the enrollment numbers of SIT Graduate Institute.

2. To secure a partnership with National University of Singapore, and Yale-NUS.

3. To carve out a market and establish presence of SIT Graduate Institute in Asia.

Program Description

       The Master's in International Education (MA in IE) low-residency Singapore program is designed for SIT Graduate Institute. Students will complete a total of 36 graduate credits at SIT

Graduate Institute, and graduate with a Master's degree in International Education. It is a 2-year

graduate program designed for current working professionals in the field of International

Education. Specific potential students the program has identified are professionals working in

Asia in the areas of study abroad management, international student services, international

recruitment and admissions, development education professionals (eg. non-profit organizations),

ESL (English as a Second Language) teachers who wish to move into a more administrative role.

Other potential students might include students who wish to break into the field of International

Education in Asia, or who simply wish to participate in the MA in International Education (low-

residency) program, but outside of the United States.

The program structure (Appendix A) will follow the model of the MA in International Education

(low-residency in Vermont) program (SIT Graduate Institute, 2017c). The low-residency portion

of the program is fulfilled in the form of three weeks in Singapore over the span of two years.

The three weeks (two in the first year, one in the second year) will be spent on intensive

coursework, which includes interactive classroom activities, group assignments, individual

assignments, and cultural and educational field trips. In the other twenty-two months of the

program, students will complete the rest of their core coursework online via Moodle, the online

student portal used by SIT Graduate Institute. There will be group assignments and academic

advising sessions conducted remotely during the online coursework phase as well. Students are

also eligible to participate in several electives offered by SIT Graduate Institute either at the

Vermont Campus, Washington DC campus, on field courses organized each January, or via

independent study. Finally, students will have to present at a week-long capstone seminar on

their final capstone paper. They can choose to do this in one of the regular capstone seminars on campus in Vermont, USA or in a special capstone seminar in Singapore.

The program intends to strengthen the collaboration between SIT Graduate Institute and SIT Study Abroad and leverage the strengths of both entities. SIT Study Abroad is a natural fit for a Master's degree program focusing on International Education. The partnership will take on various forms, one of which will be allowing participants to embark on short attachments to the SIT Study Abroad offices around the world as an elective program. This not only allows participants to learn from the day to day operations of a leader in the field of International Education, it also creates opportunities for SIT Study Abroad to identify talented future hires. In the classroom, classroom activities and discussions may utilize SIT Study Abroad programs as case studies, and invite speakers from SIT Study Abroad to share their knowledge about the field. Finally, in terms of marketing and recruitment, the University Relation Manager handling the Asian region for SIT Study Abroad can be tapped upon to share this offering with his or her partners in the area, utilizing existing relationships and partnerships.

Curriculum

The MA in International Education (MA in IE) low-residency Singapore program will largely follow the same curriculum as the MA in IE low-residency in Vermont program. Students are required to complete a total of 36 credits over the span of two years, and these 36 credits are broken down into 18 credits of core coursework, 2 credits of electives, 15 credits of Reflective Practice, and 1 credit of capstone paper and seminar. In addition, all students will have to fulfil the Language and Culture Proficiency requirement before they can be allowed to

graduate. There are a few options to do so, and details of these can be found in Appendix B (SIT Graduate Institute, 2017c).

All classes will contain more attention to Asia, with policy courses focusing more on Asian Higher Education policies and program planning taking special consideration to the modus operandi in Asia. The cultural elements of the Asian world, such as business norms, educational differences between the East and West, will be explored more in core courses like "Foundations in Intercultural Service, Leadership and Management" and "Theory, Practice, and Policy of International Education." The participants being based in Asia, or working with Asian organizations will also naturally bring in conversations and discussions in the classroom that pertain more to the Asian region and from an Asian perspective.

Core Coursework

The core coursework classes are listed below, along with the credits awarded for each of them (more detailed course descriptions can be found in Appendix C):

- Foundations in Intercultural Service, Leadership, and Management – 4 credits

- Practitioner Inquiry – 2 credits

- Theory, Practice, and Policy of International Education – 3 credits

- International Education Program Planning and Design – 3 credits

- Advanced Concepts in International Education – 6 credits

The courses "Foundations in Intercultural Service, Leadership, and Management" and "Practitioner Inquiry" will be taught during the 2 weeks low-residency in Singapore during the first year of the program. In the second year, during the week-long low-residency portion in Singapore, participants will take the "Advanced Concepts in International Education" course. A

MA IN IE LOW-RESIDENCY SINGAPORE PROGRAM

detailed schedule of the 2 weeks in Singapore (both year one and year two) can be found in

Appendix D.

Electives

Students are required to take 2 credits minimum for their electives. There are a few options

students can choose from, or combine to fulfil their electives requirement. They are as follows:

- Field Courses organized by SIT Graduate Institute at the beginning of the Spring
  semester. These field courses happen all around the world and examples include
  "Tourism, Space and Sustainability" in Morocco, and "Language, Social Justice and
  Education" in Senegal. Participants for the field courses include full time SIT Graduate
  Institute students both from the Vermont and Washington DC campuses.

- 2-3 weeks short term attachments to the various SIT Study Abroad offices around the
  world. This includes the SIT Study Abroad office in the Vermont campus as well.
  Students will shadow SIT staff members in these offices, learn about their day to day
  operations, and from their collective experiences in the field of Study Abroad over the
  years. Students will write a topic paper of their choosing, as well as a reflective paper
  about their experiences and learning during this attachment.

- Independent study of a topic of the student's choosing. Students will need to design their
  own independent study, with discussions with their academic advisor. They will conduct
  independent research or study of that topic, culminating in a final paper and reflection.

- Students may choose to take a graduate level course at an accredited local institution.
  Students should seek approval from SIT Graduate Institute prior to embarking on the
  course, to ensure that credit transfer is possible.

Reflective Practice

The Reflective Practice phase accounts for 15 credits. As students are already active working professionals in the field of International Education, the Reflective Practice phase will be a a "structured approach for them to apply learning from their coursework to ongoing professional activity". Course credit will be awarded to students for "documenting the integration of their knowledge and skills in a professional context while remaining engaged with faculty and other students."

Capstone and Seminar

The program will culminate in a capstone paper and the capstone seminar, which counts for 1 credit. Students will need to "demonstrate, assess, and synthesize their learning" by preparing a capstone project of a topic of their choosing. Students will be taken "deeply into the experiential learning cycle" as they research and prepare their capstone paper. The process will let students explore the meaning of their Reflective Practice experience, and combine theory and practice in the biggest project of their graduate school life, which will also be a contribution to the field of International Education. Students will need to participate in a one-week capstone seminar where they will do an oral presentation of their capstone. The capstone seminar will be held multiple times each year on the SIT Vermont campus. Alternatively, students can choose to attend the SIT Singapore Capstone Seminar, held each year in the summer.

Optional Workshops

During the low-residency portion of the program in Singapore, participants will be offered optional workshops that address special topics in the Asian world. A proposal of such a workshop would be "*Guanxi* in the Asian Higher Education World". *Guanxi* is loosely translated

MA IN IE LOW-RESIDENCY SINGAPORE PROGRAM

as "relationships" or "connections", and can be understood as a "wide network of mutually beneficial relationships developed outside the formal work setting", such as over drinks after work (Hope, 2014). *Guanxi* is hugely important in the Asian world, and can often be seen in partnerships between institutions and among higher level officials in the International Education realm. A weekend workshop during the first year low-residency in Singapore could discuss its cultural significance, role, and ethical concerns.

Staffing Plan

The team working together to ensure the smooth execution of the MA in International Education (MA in IE) low-residency Singapore program will mainly consist of the current faculty members in the International Education department and a Graduate Admissions Officer. These staff members are currently employed by SIT Graduate Institute, so there will be no additional hiring process. However, the workload of each staff member heavily involved in this new program should be adjusted to accommodate the new program responsibilities they will be taking on.

The faculty members who teach in the current MA in International Education low-residency program will take on an additional group for their respective classes. Two of these faculty members, who will teach the courses "Foundations in Intercultural Service, Leadership and Management", "Practitioner's Inquiry" and "Advanced Concepts in International Education" will travel to Singapore each summer. Their duties will include teaching their respective courses, and taking on the roles of the academic advisors for the cohort of students. They will also be hosting of the welcome and farewell receptions, organizing and running the mid-point review, the

Graduate Certificate ceremony, and the Singapore Capstone Seminar. They will be supported by the Graduate Admissions Officer who manages the MA in International Education Low-Residency Singapore program, who will take on the additional responsibilities of a program manager. This staff member should have familiarity with Singapore and the Singaporean culture, and have some experience managing international programs in the region. He or she will manage logistics for the low-residency portion of the program in Singapore, oversee recruitment and admissions for the program, and serve as the point of contact for students during their time in Singapore. Detailed job responsibilities for these three staff members (two faculty members and a member of Graduate Admissions) can be found in Appendix E.

Other departments that will contribute to the program are:

- The marketing department, who will publicize the new program alongside all existing programs offered by the graduate institute.
- The graduate admissions office, as admissions officers will recruit students for this new program, in addition to the other programs of the Graduate Institute.
- The student affairs office, for any student emergencies that needs to be referred to them, as well as advising from the international students and scholars office.

As the program develops and grows, new members of staff can be hired to improve operations. This could include a dedicated admissions and recruitment specialist from Asia who will be based in Singapore, and marketing personnel who can localize marketing for the region with languages such as Mandarin, Korean, Japanese, Malay, and Indonesian.

MA IN IE LOW-RESIDENCY SINGAPORE PROGRAM

Program Marketing

The program marketing for the MA in International Education (IE) Low-Residency Singapore program can be done alongside the other low-residency degree programs or the other International Education programs offered by SIT Graduate Institute. The various marketing channels that could be utilized and will be highlighted below are print media, radio, podcast and app advertisement, online and millennial marketing and fairs and conferences.

The messaging around the marketing for this program should highlight the location of Singapore and Asia, the ability to get a Master's degree while keeping your current job, and post-graduation career prospects. The target population for the MA in IE Low-Residency Singapore Program are current working professionals in Asia's International Education organizations (eg. Higher Education International Offices), or current International Education professionals wishing to work with Asia, or in Asia. As such, some SIT alumni who currently hold similar or higher-level positions in the same area can be featured, highlighting their job titles, or current job responsibilities. We should also market directly to the study abroad offices, international offices where we identify potential students, using taglines and messaging that emphasizes that they do not need to leave their jobs to get their graduate degree. The region of Asia could also be used in marketing materials, perhaps highlighting the number of higher education institutions in Asia, or the increasing trend for Asian students to study abroad. The location of Singapore as an English speaking educational hub within Asia can be worked into the marketing materials too, with emphasis on the high-quality education system, the multi-cultural population, and that it is a tropical island nicknamed the "garden city".

Print Media

As a foundation, new brochures for the MA in International Education Low-Residency

Singapore program should be created. The new program should also be added to the list of

offered programs in all SIT Graduate Institute promotional materials. The new brochures should

provide highlights of the program, such as the short residencies in Singapore, the ability to do the

whole program staying in Asia, as well as being able to continue working while pursuing a

graduate degree. These brochures can be added to the repertoire of the admissions officers at SIT

Graduate Institutes, as they recruit in fairs, conferences, and open houses. Other print media

might include posters and flyers that can be distributed to study abroad offices, international

offices, JET (Japan Exchange and Teaching) offices, and other relevant organizations around

Asia. Flyer inserts at international education conferences around the world, may also help to

create more awareness of the new program and SIT in general. If the marketing budget allows

for it, metro ads or sponsored print ads in strategic locations might also prove to be effective.

Radio/Podcast/App Advertisement

Radio advertisements can be put out within Asia and in the United States. The choice of

radio stations should be something that either reaches a target audience (eg. college students), or

one that is more general, and thus reaches more people (eg. NPR). Select podcast advertisements

might help to reach audiences with specific interests, such as diversity awareness, travelling, and

multicultural education.

Other similar forms of advertisement could take place on popular smartphone apps such as

Spotify and Pandora that many people listen to music with in their daily lives. This approach

might reach younger audiences who could be newer professionals in the field, and are seeking a graduate degree to continue growing in their professional path.

Online and Millennial Marketing

With smartphones and the internet changing the way people connect, online marketing is the way to go forward. Social media advertisement through Facebook, Instagram, and blogs could be the first wave of online marketing. Using targeted advertisement through Facebook, and promotional posts with hashtags in Instagram and Facebook, can help bring the program and the brand of SIT to more people with specific interests. The specific hashtags could be #internationaleducation, #globalnomads #studyabroad, and #travel. While print advertising and radio advertisement might reach a more general audience, online campaigns could be targeted at a younger audience. These could be people who have just entered the career field of their choice, and are either looking to improve their credentials to advance in their field, or to switch fields altogether.

This group is often referred to as the millennials, and is an audience that we should spend more time marketing to, with effective new strategies that work for them. Forbes article "10 New Findings About the Millennial Consumer" mentions a few points to note about this target audience. Millennials are not as receptive to direct advertisement, as they "believe that advertising is all spin and not authentic". Instead, they are more receptive to brands who are authentic, and who engage them on the social media platforms. As such, regular engagement on Facebook, Instagram, and even an online chat tool on the website might be far more effective than an advertisement that follows them from website to website. Being authentic as an organization also means being transparent (sharing more about "behind the scenes" in the

organization such as day to day life on campus) and relevant (discussing issues that pertain to them or showing commitment to shared values) (Tyson, 2016). Millennials also favor brands and organizations that support their local communities and give back to the society. With SIT already committed to this endeavor, the official SIT Instagram page should feature more stories and pictures of such, whether it is students working in refugee resettlement organizations, or the campus making a change that is more environmentally friendly (Schawbel, 2015).

Instead of the traditional alumni print advertisement with captions, an Instagram post about a day in the life of an alumni who is a study abroad advisor, or a refugee education specialist might garner more interest. Speaking as a millennial, millennials are much less receptive to phone calls, and instead would rather have a text chat while visiting the website to have his/her questions answered right there and then. Implementing a text chat system might be a good idea for the website, to get in touch with potential students are they peruse the page and would like more information.

Fairs and Conferences

Finally, the in-person marketing during graduate school fairs, professional conferences, is a powerful channel of marketing. The new program should be publicized in all fairs and conferences attended by the admissions team and other recruiters on their recruitment trips, as part of the program offerings of SIT Graduate Institute. In the first few runs of the program, it might be wise to have a dedicated poster or brochure for the MA in International Education Low-Residency Singapore program, just to establish the program recognition, and highlight the new offering.

For the Asian International Education market, the APAIE (Asia-Pacific Association for International Education) annual conference is a great professional conference to meet with many prospective students for the MA in International Education Low-Residency Singapore Program. Just like the NAFSA (NAFSA: Association of International Educators) conference in the United States, which is another valuable conference to have a presence at, this is a gathering of International Education Professionals from all over the world, but especially, Asia. It might take a few years of presence at the APAIE conference, to establish brand recognition and form connections with the other organizations. As such, it might be worth it for faculty members to apply to present either a poster, or session at the conference. It will also be good to organize a gathering for SIT alumni based in Asia, or the country where the APAIE conference will be held for the year, so that they can learn about and share the new opportunity with their friends and co-workers in the region.

Recruitment

The recruitment for the MA in International Education Low-Residency Singapore Program will be a joint effort between the graduate admissions office and the marketing department at SIT Graduate Institute. The marketing department will take the lead in creating suitable marketing campaigns, promotional materials, posters and brochures, while the graduate admissions officers will serve as recruiters at the various fairs and conferences. Depending on the locations of the various fairs and conferences, alumni could be tapped in on to share their experiences and present about SIT from the student's perspective. As an ongoing program for all of SIT Graduate Institute's recruitment efforts, an alumni ambassador program could be

established so that these selected alumni members can represent SIT at the different fairs and conferences, especially if they are based in the location it is held, or if they have a personal connection to the organization running it (eg. returned Peace Corps volunteers representing SIT at the annual Peace Corps conference). SIT Study Abroad's University Relations Manager for the Asian region could also be tapped in to bring promotional materials for the new program to relevant conferences, and partners.

Diversity Plan

To ensure that recruitment is done with intention to foster diversity in each cohort, marketing should be done with the target audiences in mind. Marketing should reach across different groups, whether it is social class, race, nationality or gender. The McNair scholars, for example, are "either first-generation college students with financial need, or members of a group that is traditionally underrepresented in graduate education and have demonstrated strong academic potential". The goal of the McNair Scholars Program is to "increase graduate degree awards for students from underrepresented segments of society" (McNair Scholars, 2017). Being intentional about engaging with similar organizations, being present at their conferences, is important to have a diverse group of applications and participants. Special scholarships dedicated to the most relevant partners such as the McNair Scholars Program might attract a more diverse student body, A multi-cultural scholarship can also be implemented, that will provide a tuition discount to students who are racial and cultural minorities in the United States and in Asia.

MA IN IE LOW-RESIDENCY SINGAPORE PROGRAM

Admissions

The inaugural year of the MA in International Education Low-Residency Singapore Program will commence in Summer 2019. The goal will be to bring in 10-12 participants in the first year, and 12-15 in the next few runs of the program. The program will be rigorous and will require strong discipline and independence, as participants are expected to create their own schedules in completing the degree program. The admission criteria for the program will be a Bachelor's degree, demonstrated English language ability, intercultural and professional experience and demonstrated ability to use experience as a source of learning. Participants should also have experience, or be familiar with instructional technology, independent learning and distance learning. They should also demonstrate a capacity for self-directed. Participants are expected to have experience in the field of international education, but other experiences that have transferable skills will also be considered. Finally, participants must have a current job in the field of international education, since that will serve as their practicum (SIT Graduate Institute, 2017c).

Participants apply by completing an online application form on the SIT Graduate Institute website. They will have to attach a resume, two essays, unofficial transcript to the application, and provide the names and email addresses of three references. They will also need to request an official transcript to be sent to the SIT Graduate Institute Admissions Office directly from the universities where they completed their previous degree programs. The completed applications will be reviewed by the admissions office, and if required, a follow-up interview may follow.

MA IN IE LOW-RESIDENCY SINGAPORE PROGRAM

Logistics

The logistics of the MA in International Education (IE) Low-Residency Singapore program can be categorized into four categories. They are technology for online classes, accommodation (for Singapore portion), transportation (for Singapore portion), and food (for Singapore portion).

Technology for Online Classes

As a larger portion of classes in the MA in IE Low-Residency Singapore program will be conducted online, effective technology is pertinent to the smooth running of the program. Due to the time difference between the United States, where the faculty members are based, and Asia, where the potential students are based, no classes will be conducted in real time. Instead, faculty members will communicate with students over Moodle, "a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalized learning environments". Through this powerful platform, coursework can be conducted online, and students can access the platform at a time that suits them, with any device from a laptop to a smartphone (Moodle, 2016).

Assignments for the program will include readings that can be shared on Moodle, electronic postings, papers and projects that can be completed and submitted on Moodle. Moodle will also allow for commenting and peer review, so students can contribute to each other's learning, and faculty members can provide feedback readily. Other assignments include electronic group work, which can be done via many online social media platforms, such as Skype, Google Hangouts and even Facebook.

There will be other staff member presentations during the Singapore portion of the program. GoToMeeting is an online videoconferencing and collaboration software that SIT Graduate Institute already uses regularly, and it can be used in this instance. Depending on the time schedule for them, staff members will either do the presentations via GoToMeeting or record the presentation via GoToMeeting ahead of time, so that it can be played at the scheduled time in Singapore.

Accommodation (for low-residency in Singapore)

During the two weeks in year one, and one week in year two, participants will attend the low-residency portion of their program in Singapore. During these times, they will be housed in the state of the art University Town (UTown) at the National University of Singapore. UTown is a safe micro-town that contains a plethora of facilities and amenities. There is an abundance of educational facilities such as auditoriums, lecture halls, and high-technology seminar rooms. There are also many study areas, both indoor and outdoor, as well as a Mac computer room, and a PC computer room. There are a series of sports facilities in UTown ranging from sport gyms, basketball courts, tennis courts, a rock climbing wall and an infinity pool. Finally, there also many food and beverage outlets around UTown, as well as a number of shops and convenience stores. Please refer to Appendix F for some visuals of UTown.

Participants will stay at one of the residence halls in UTown and will have to choose between a standard single room with air-conditioning, or a standard single room without air conditioning. The cost for a standard single room with air-conditioning will be 65 Singapore dollars (about US$46) per night, or 910 Singapore dollars (about US$647) for two weeks. The cost of a

standard single room without air-conditioning will cost 52 Singapore dollars (about US$37) per night or 728 Singapore dollars (about US$518) for two weeks (National University of Singapore, 2017a). Due to Singapore's climate, it is hot and humid all year round, with no distinct seasons. Students who are more sensitive to heat, should consider the air-conditioned rooms.

Each room at UTown comes furnished with single beds, desks, and wardrobes. "Points for personal telephone, television and computer linkage to the university's network and the Internet, are provided in every room", as well. The rooms will also either have an air-conditioner or a fan, based on room choice. Please refer to Appendix F for the room layout. All rooms will also have access to shared shower and bathroom facilities, as well as shared kitchenettes, lounges and laundry facilities (National University of Singapore, 2017b).

Food (for low-residency in Singapore)

As mentioned above, participants staying at UTown will have access to shared kitchenettes. Each kitchenette is equipped with stoves, and kitchen utensils, so participants will be able to cook their own meals. This could be especially important to students with dietary restrictions, or food allergies, so that they can prepare their own meals. For convenience sake, some participants might to eat at one of the many affordable food and beverage outlets around UTown. A full list of these outlets can be found in Appendix F, and they range from more affordable cafeterias, convenient cafes, to slightly more pricey restaurants.

Food will be provided for special events such as the welcome lunch, barbeque party and farewell dinner reception, and participants will not need to pay for them.

MA IN IE LOW-RESIDENCY SINGAPORE PROGRAM

Transportation and Travel (for low-residency in Singapore)

Staff and participants should arrive at the Singapore Changi Airport for ease of travel to the National University of Singapore campus. US Passport Holders will not require a visa to enter Singapore. All other passport holders can find out if they require a visa via the Immigration & Checkpoints Authority (ICA) website at www.ica.gov.sg (Government of Singapore, 2012). It is the responsibility of all participants to ensure that they have the correct documents to enter Singapore.

Air travel to and from Singapore, as well as other travel expenses incurred in Singapore will be the participant's responsibility. Public transportation such as buses, the MRT (mass rapid transit), and taxis within Singapore is highly efficient and affordable, so participants can easily explore the island on their own outside of classes. During arrival and departure, depending on the timing of their flights, participants can arrange for a shared ride to and from the airport.

During day two of the Singapore program, participants will be given a free tourist pass for the day, that they can use for unlimited travel via public transportation. This will enable them to complete the orientation scavenger hunt without incurring an extra charge, and they can also use it to travel to the optional evening excursion to Orchard Road. All other optional activities outside of class time will require participants to buy their own bus and train tickets, or to share a taxi ride with fellow participants.

MA IN IE LOW-RESIDENCY SINGAPORE PROGRAM

Health and Safety

The health, safety, and wellbeing of all staff and participants on SIT programs are of utmost importance to SIT Graduate Institute. To prepare participants for their short residency in Singapore, a pre-departure orientation packet will be sent to students prior to their arrival, and an in-country orientation will be conducted upon their arrival in Singapore. This takes into account the participants who may be from Singapore, or who already reside there, so that they do not need to undergo two lengthy orientations. The two orientations will inform participants of logistical items, cultural elements to note, as well as health and safety in Singapore.

Crime and Safety

Singapore enjoys one of the lowest crime rates in the world, and is assessed by the United States Department of State's Bureau of Diplomatic Security to be a low-threat location. Singapore is largely free of civil unrest and political instability, with one of the most stable governments in

the world. Firearms are strictly controlled in Singapore, and violent crimes are very rare. Participants should still remain vigilant of their surroundings, however, and stay alert for crimes of opportunities, such as pickpocketing, especially in crowded venues (Bureau of Diplomatic Security, US Department of State, 2017).

Participants should educate themselves of the local laws, be aware that they are subject to the them, and that crime is managed with severe punishments in Singapore. Upon arrival at the airport, all travelers will be reminded of strict penalties for crimes such as drug possessions. Participants should also be aware that there are fines and even possible arrests for infringements

such as littering, vandalism and drunk and disorderly conduct (Bureau of Consular Affairs, US Department of State, 2017).

Participant should monitor travel advisories from the US State Department, and current affairs, to ensure they are well-informed regarding travel to Singapore. For emergencies, participants should reach out to the local police department at 999. For on-campus accidents and smaller emergencies, the National University of Singapore has a 24-hour campus security hotline that participants can reach out to via phone or emergency call points located all around campus.

Health

Singapore is situated near the equator and has a tropical climate of high temperature and humidity, with abundant rainfall. Temperatures range from 23 degrees Celsius (approximately 73 degrees Fahrenheit) to 34 degrees Celsius (approximately 98 degrees Fahrenheit), with humidity levels up to 97% (Meteorological Services Singapore, 2017). Participants are advised to stay hydrated throughout the day, wear breathable fabrics such as cotton, and protective gear such as hats and sunglasses. They should also carry a portable umbrella whenever possible, in case of heavy rain.

All participants are required to purchase travel insurance during their trips to Singapore. They will need to provide proof of insurance when submitting their mandatory health forms to SIT Graduate Institute prior to the Singapore leg of the program. Participants should highlight health concerns such as specific allergies, health and dietary restrictions in their health form. This information will be kept confidential, and will not factor into the admission processes. Staff members who will be in Singapore with the participants will use it when planning food and

activities, to ensure the health and wellbeing of all participants. In case of health emergencies, the National University Hospital (NUH) will be the nearest hospital for the participants, as it is located right on the campus of the National University of Singapore (NUS). NUH is a top hospital in Singapore that offers very comprehensive medical care facilities ranging from in-patient to outpatient care, and 24-hour emergency facilities. It can be easily accessed via the free shuttle buses around NUS (National University Hospital, 2017).

Participants are required to visit a travel clinic or a doctor prior to their travel to Singapore, to stay updated with their routine vaccinations. The Centers for Disease Control and Prevention (CDC) recommends the vaccinations for Hepatitis A and Typoid for travel to Singapore. Based on where participants will be travelling from, or activities they may be embarking on beyond the MA in International Education (IE) Low-Residency Singapore Program, other vaccinations might also be recommended. Mosquito-borne illnesses are present in Singapore, namely Dengue Fever and Zika. Participants should ensure that they take preventative actions, and use insect repellent at all times (Centers for Disease Control and Prevention, 2017).

Crisis Management

Crisis during the MA in International Education Low-Residency Singapore program could include, but is not limited to, crime (such as being pickpocketed), or accidents leading to injury or even loss of life.

MA IN IE LOW-RESIDENCY SINGAPORE PROGRAM

At the foundation level of crisis management is prevention, which SIT Graduate Institute will ensure is done in various ways. Firstly, participants will be informed and educated about potential risks in Singapore, and ways to reduce them. This will be done through the pre-departure orientation, in-country orientation, as well as through personal reminders from the program manager and faculty members who will be in Singapore with the participants. For example, participants will be reminded to stay together, and remain vigilant about their surroundings when in crowded venues. Participants should avoid travelling alone at night, and should always ensure someone in the group is updated about where they are headed to. Participants might also be reminded to stay hydrated and cool, to avoid dehydration and heat stroke.

Unfortunately, prevention does not guarantee that the potential of crisis will be eliminated. There may be unpredictable factors that could come into play, or simply a moment's mistake or oversight that can cause a crisis. When crisis does strike, it is important to have a means of managing it. Depending on the crisis level, different steps should be taken in response. The next few sections will discuss the various crisis levels, and the steps to be taken in those circumstances.

Crisis Level Green

Examples: Getting lost from the group, having a mild illness, other small issues

In the event of a crisis level green incident, such as a participant being missing from the group, the first course of action will be to inform the program manager. The program manager will have a local cell phone which all participants will have the number of. Once alerted of the event, the program manager should assess the situation, and ensure the safety of all participants

while the situation is being addressed. The program manager may be able to find a quick solution

to avert the crisis, such as a first aid box for a minor injury, or assist the participants in seeking

local help, such as a public announcement via an information desk. In most cases, green level

crisis can be successfully navigated without too many complications.

Crisis Level Yellow

Examples: Illnesses requiring hospitalization, non-life-threatening accidents, non-violent crimes

For crisis level yellow, the program manager should be alerted either before or right after

seeking external help, such as the hospital or the police. The first course of action is to ensure

other participants are safe and accounted for, while responding to the situation. The program

manager will either call campus security, the police, or the ambulance, as the crisis demands.

The program manager's priority will be to stay with the participant, whether at the hospital, or at

the police station, to ensure he or she is safe. Once the situation is determined to be stable, the

program manager can call the SIT Graduate Institute Student Affairs Office in Vermont, to

update them of the incident. Depending on the situation, further recommendations and

suggestions could be given by the Student Affairs Office, and the program manager should

continue to monitor the situation until a resolution is reached.

Crisis Level Red

Examples: Death of a student or staff, life threatening illnesses, violent crimes, acts of terrorism,
political unrest, natural disasters, events requiring evacuation.

In the unfortunate event of a crisis level red, the program manager should assess the

situation, ensure the safety and well-being of staff and participants, seek advice from local

authorities and alert the administration at SIT Graduate Institute. In certain events, it may be

wise to seek help from the US Embassy. The program manager should reach out to the Student

Affairs Office at SIT Graduate Institute, as well as the Dean of Academic Affairs. Depending on

the event, the President of SIT Graduate Institute should also be informed. The different

administrative units can then convene to determine the next steps, with the program manager

monitoring real time events in-country and sending regular updates to them.

The next steps might be to alert the next-of-kin, fly in a family member, hire a grief counselor, or

to arrange for an evacuation for the group. Whenever possible, the group should try to stay

together during an emergency of this level, or at least within contact of one another, so that

resolutions could be implemented swiftly and effectively. Depending on the situation, SIT

Graduate Institute's marketing department might also need to get involved, manage the

information overspill, and coordinate with the group in Singapore regarding the press and media.

Budget

The MA in International Education Low-Residency in Singapore program will mainly be

financed through tuition and fees from the participants of the program. All prices listed in the

budget are in US dollars, with all Singapore prices converted to US dollars for uniformity sake.

Details for each section in the budget can be found in the budget notes in the next section.

The estimated expenses for the program can be divided into two main categories, direct and

indirect costs. Direct costs include staff and student expenses related to the two-week program in

MA IN IE LOW-RESIDENCY SINGAPORE PROGRAM

Singapore, while indirect costs include the salaries of all staff involved in the program and

support services such as Information Technology (IT), Marketing, Student Affairs and

Admissions. As the indirect costs are mostly costs that SIT Graduate Institute already incurs, it

has not been included in the budget below, but should be taken into consideration when

examining the bottom line.

Direct Costs - Expenditures	Per unit	Total
Staff Expenses (for 2 weeks)		
Round Trip Flights	$1,400	$4,200
Accommodation (UTown)	$647	$1,941
Per-Diem	$1,806	$5,418
Miscellaneous (eg. Local Transportation)	$400	$1,200
Total		$12,759
Singapore Leg (for 2 weeks)		
Accommodation (UTown)	$647	$6,470
Welcome Lunch (Spice Table - UTown)	$14.50	$188.50
BBQ Party (Hungry BBQ Delivery)		$154
Farewell Reception (Sushi & Pizza)		$414
Tourist Pass	$7	$72
Classroom & Activity Space Rental		$1,000
Emergency Fund		$2,000
Total		$10,298.00
Total Expenses		**$23,057.00**
Revenue		
Tuition	$40,590	405,900
Fees	$2,910	$29,100
Total		435000
Balance		**$411,943.00**

Budget Notes

The direct costs are divided into staff expenses and participant expenses. Staff expenses calculates the costs such as flights, accommodation, per-diem and miscellaneous expenses for the three staff members who will be present in Singapore for the two-week duration. The participant expenses are estimated for ten participants for the two-week duration. It includes costs for accommodation, the tourist passes for day two, all functions and receptions, classroom and activity space rental, as well as an emergency fund for the program. Other participant expenses such as the cost of field courses, air travel to and from Singapore, food and transportation costs in Singapore, are not included in the budget, as participants are directly responsible for those costs.

Staff Expenses (for two-week duration)

a. The estimated round-trip flight is an average price for flights from Boston to Singapore. The prices for round-trip flights between Boston and Singapore can be as expensive as $2,500, and this price assumes that the flight is booked with a mid-range airline, and purchased in advance. Depending on the variable factors, such as late purchases, or a hike in airline costs, the final cost might be different.

b. Accommodation for all three staff members will be a standard single, air-conditioned room in University Town (UTown), National University of Singapore (NUS).

c. The per-diem for staff members is estimated at $129 per day, per staff member. This is based on the Foreign Per-Diem Rates listed on the US Department of State's webpage (US Department of State, 2017).

   d. Miscellaneous costs for staff mostly includes local transportation costs, such as mileage costs from the workplace to the airport (Estimated at $100 per staff member), parking fees at the airports ($100 per staff member), as well as public transportation fees in Singapore ($200 per staff member). Staff member could purchase tourist passes in Singapore (at the cost of $20 every three days), to save on public transportation costs (Singapore Tourist Pass, 2017).

Participant Expenses (for two-week duration)

   e. Accommodation costs for participants are based on the costs of standard single, air-conditioned rooms in University Town (UTown), National University of Singapore (NUS). If students opts for an non-air-conditioned room, prices will be reduced from $647 per person for two weeks, to $518 per person for two weeks.

   f. The welcome lunch costs are budgeted at 20 Singapore dollars per person, which is estimated at 14.50 US dollars. The restaurant that can cater for the event is The Spice Table in UTown, NUS., which provides traditional Singaporean and South East Asian cuisine.

   g. The BBQ party will be held in East Coast Park, and the rental fee is included in the estimate for rental costs. The food for the barbeque will be the classic package for 15 people by Hungry BBQ in Singapore, a barbeque foods delivery service (Hungry BBQ, 2017).

   h. The farewell dinner will be held in UTown, with catering from Sakae Sushi and Dominos Pizza. It will be a combined event for both participants in their first year and second year, with a total attendance of 25 people. The costs are estimated with four orders of the

"Party Time" set from Sakae Sushi (SGD 508, converted to USD 368.50) (Getz, 2017), and four large pizzas from Dominos Pizza (66 SGD, converted to 48 USD) (Domino's Pizza Singapore, 2017), which totals at 413.5 US dollars.

i. Tourist passes that allow for unlimited travel on public transportation in Singapore will be provided to all participants on day two of the program in Singapore. Participants will utilize it for the in-country orientation activity, a country wide scavenger hunt in Singapore. The passes cost SGD10 each, which converts to approximately US$7.20.

j. Classroom and activity space rental cost estimates includes the BBQ pit rental for the BBQ party, as well as classroom space rental at UTown for two weeks. Costs for classroom rental for UTown cannot be found online, but is estimated at around $1000. BBQ rental is estimated at $14.50, converted from SG$20 (AXS Private Limited, 2016).

k. An emergency fund of $2000 is allocated to the budget for unforeseen circumstances.

Revenue/Balance

Revenue for the program is estimated based on the current tuition and fees for the MA in International Education (Low-Residency Program). Tuition fees is estimated at $20,295 per year (for two years), while other fees are $1455 per year (for two years). It is important to note that the balance amount, derived from deducting the direct expenses from the revenue, does not include indirect costs such as staff salaries and support services at the Vermont Campus over the duration of two years.

MA IN IE LOW-RESIDENCY SINGAPORE PROGRAM

Evaluation

Throughout the entire program, participants are encouraged to provide informal feedback to the faculty members or the program manager. SIT Graduate Institute wants to foster a learning environment where participants feel that they could be open and honest with the staff members they spend the bulk of their program with. During one-on-one academic advisor meetings, for example, faculty members could take the pulse of how the program is going, how participants are learning, and if there are serious issues that need addressed. There will also be formal evaluation of the MA in International Education Low-Residency in Singapore Program. It will be conducted at three stages during the program. This is to take the temperature and feedback of participants at varying parts of the program, as viewpoints may shift along the way.

Firstly, at the end of the Singapore Leg in the first-year participants will be asked to fill in an anonymous evaluation survey before departure. The questions on the evaluation survey will be divided into content feedback and programming feedback. They will indicate their agreement or disagreement of various statements on a scale of 1-5, with 1 being strongly disagree. There will also be an open-ended question at the end of the evaluation survey inviting comments and suggestions for improvements.

At the end of the Singapore leg during their second year, participants will be gathered to share their feedback in a focus group with the program manager. Participants will be led through a series of questions that they can take turns answering and talking about in the group. Participants are also encouraged to start a new topic if it compels them. When the program manager compiles the evaluation report to be presented to the degree committee, no identifiers will be used.

At the end of the program, at the end of the capstone seminar, participants will be given a program reflection form that encourages them to reflect on their entire educational journey with SIT Graduate Institute. They will be asked to reflect on the online portion of the program, the low-residency portions of the program, other aspects of the program, as well as the program as a whole. There will be a question in each section where they will have to indicate their level of satisfaction for the different portions of the program, and the program in general. The rest of the questions will be open-ended and will request both positive and negative feedback. A sample of the program reflection can be found in Appendix G.

While participant feedback is important, staff member's perspective on the program is also highly valuable. Since these staff members are running the program and have the most access to informal participant feedback, their evaluation of the program is crucial. At 6 months intervals, at the very least, the faculty members and program manager should to come together to talk about how the program is going, and if there are concerns, what solutions are available.

Conclusion

The MA in International Education (IE) Low-Residency Singapore Program is designed for SIT Graduate Institute to situate a program in the hub of Asia, where the International Education scene is rapidly growing. The unique features of the program allow participants to keep their current International Education jobs, while pursuing a higher degree. The program also infuses its courses with attention to Asia, including discussion and exploration of unique

issues that Asia grapples with. This allows professionals to grow their learning through the lens

of Asia, and expand their knowledge of the Asian International Education scene, which will be

very beneficial to them, if their desire is to join or continue to be part of it.

With a large part of the program being conducted online, participants get the flexibility needed to

plan their education around their existing schedules as working professionals. The low-residency

portions of the program bring the participants together, in-person, to participate in active

classrooms, activities and workshops discussing special topics in Asia, building community.

Participants maintain flexibility in choosing how they will fulfil their elective requirement,

through field courses abroad, independent study, or even the new option of doing an attachment

with an SIT Study Abroad office. The unique combination of all these elements form an exciting

program for SIT Graduate Institute that will expand both the participants' and the institution's

horizons.

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MA IN IE LOW-RESIDENCY SINGAPORE PROGRAM

Appendix A: Program Structure Chart

The chart below illustrates the structure of the MA in International Education (low-residency in Singapore) program:

On-campus coursework (in Singapore) **2 weeks**	Online coursework **11 months**	On-campus coursework (in Singapore) **1 week**	Online coursework **11 months**	Capstone Seminar (in Vermont/ Singapore) **1 week**

MA IN IE LOW-RESIDENCY SINGAPORE PROGRAM

Appendix B: Language and Culture Proficiency Requirement

Options to fulfil the Language and Culture Proficiency requirement:

For Native Speakers of Languages Other Than English

The requirement is fulfilled either:

1) by passing the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) with a score that satisfactorily meets the SIT admissions requirement or

2) by submitting a university transcript that demonstrates successful study at an English-medium university for at least four years prior to applying to SIT.

For Native Speakers of English

The following two options are available; the first is strongly recommended. If the first is not possible, a second option is available with the approval of the language requirement coordinator and the Language and Culture Department.

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

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

   a) Taking and passing two semesters of language study at SIT, or their equivalent at another institution; documentation for the language and culture proficiency

requirement will consist of a transcript showing successful completion of this study, plus

b) Completing the 45-hour Guided Self-Instruction (or Field Guided Self-Instruction for students abroad) program through the SIT Language and Culture Department. Students may choose to do the Guided Self-Instruction (GSI) at any time during their studies and/or may do it as a short-term intensive study program. Documentation for the GSI will consist of all components as defined in the GSI handbook, plus

c) Satisfactory accomplishment of one of the following:

- Focus two major course papers or projects on issues of language and culture or language and intercultural communication; documentation for the language and culture proficiency requirement will consist of the papers plus the student's 3–5 page self-assessment of learning about language and culture.

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

- Focus one reflective practice question on language and culture.

- Write an in-depth analytical paper on language and culture in the student's field of practice, 10–12 pages in length.

Prior to seeking this option, the student must obtain approval of the paper's scope and topic from the language requirement coordinator.

(SIT Graduate Institute, 2017e)

MA IN IE LOW-RESIDENCY SINGAPORE PROGRAM

Appendix C: Course Catalog

MPIM-5050 - Foundations in Intercultural Service, Leadership, and Management - 4 credits

The Foundations course introduces students in the international education, peacebuilding and conflict transformation, sustainable course descriptions course descriptions 42 SIT Graduate Institute Course Catalog 2016–2017 graduate.sit.edu development (VT), and self-designed degree programs to the core competencies of effective professionals who are committed to communication, collaboration, community, and viable solutions for a better world. The competencies are related to practice-centered learning and professional development, intercultural communication, leadership, management, and transformational change processes in organizations and society. Through multiple teaching-learning methods, including readings, lectures, discussions, simulations, and individual and group projects, students acquire the knowledge and skills to plan and carry out ongoing, self-directed, professional development that effectively utilizes other courses, research, work experience, and non-formal learning opportunities.

MPIM-5512 - Practitioner Inquiry - 2 credits

This course prepares practitioners to conduct inquiry in their fields of practice in order to extend learning, solve problems, and expand practice-based knowledge in the field. In the practitioner inquiry course all participants will get the opportunity to formulate a proposal and conduct a small inquiry project following the guidelines for capstone projects. Issues of inquiry design and implementation are explored and skills in data collection and analysis developed. Participants also gain experience in understanding and using the results of inquiry done by others, as well as in connecting their inquiry and practice to the theoretical and practical bases of their fields

IEDP-5510 - Theory, Practice, and Policy of International Education - 3 credits

This foundations course explores international education through a variety of lenses, including historical, cultural, economic, political, structuralist, functionalist, postmodernist, and other theoretical perspectives

MA IN IE LOW-RESIDENCY SINGAPORE PROGRAM

in both formal and non-formal education, at a variety of levels, and in selected regional contexts throughout the world. Students will become familiar with a number of the current issues in the field such as globalization, distance learning, and diversity as well as their impact on international education. Students also will be introduced to the current realities of international education policy: definitions, principles and practices, frameworks for analysis, and policy issues for today and the future.

IEDP-5065 - International Education Program Planning and Design - 3 credits

This course surveys the range of international educational programs, including international exchange programs for academic credit, short-term citizen exchange, and host college international student services. Students examine the many critical aspects of designing, planning, implementing, and evaluating an educational exchange program; analyze the different components of incoming and outgoing student and citizen programs; and design a new educational mobility program. This course also covers topics related to institutional contexts in which internationalization occurs on a campus level. Issues related to supporting program participants and providing cocurricular activities are addressed. Students develop skills in conducting needs assessments and program evaluations.

IEDP-5610 / IEDP-5611 - Advanced Concepts in International Education I and II - 3 credits each

This advanced course examines responses to current international educational issues and identifies specific educational sectors for further analysis. These analyses provide students with a framework to better understand some of the breadth and depth of international education and the relationship of theory to practice, especially as it relates to the implementation of international mobility and other educational programs. This course also examines how international education professionals can impact the development of related policy by advocating for their programs.

(SIT Graduate Institute, 2017d)

MA IN IE LOW-RESIDENCY SINGAPORE PROGRAM

Appendix D: Singapore Program Schedules

Year 1 Low-Residency in Singapore Program Schedule

Time	Day 1 Sunday	Day 2 Monday	Day 3 Tuesday	Day 4 Wednesday	Day 5 Thursday	Day 6 Friday	Day 7 Saturday	Day 8 Sunday	Day 9 Monday	Day 10 Tuesday	Day 11 Wednesday	Day 12 Thursday	Day 13 Friday	Day 14 Saturday
8:00–8:45		Breakfast (Utown)	Breakfast (Utown)	Breakfast (Utown)	Breakfast (Utown)	Breakfast (Utown)	Breakfast (Utown)	Breakfast (Utown)	Breakfast (Utown)	Breakfast (Utown)	Breakfast (Utown)	Breakfast (Utown)	Breakfast (Utown)	Breakfast (Utown)
9:00–9:45	Arrival - Check in & registration (NUS Utown)	Overview & History of IE/SIT	Scavenger Hunt Processing & Reflection	FISLM	FISLM	FISLM	Workshop (opt.)	Workshop (opt.)	PI	PI	PI	PI	Career Connect'ns / Break / What's Next	Departures
10:00–10:45	Arrival - Check in & registration (NUS Utown)	SIT Educational Philosophy	Break / Library Services	FISLM	FISLM	FISLM	Workshop (opt.)	Workshop (opt.)	PI	PI	PI	PI	What's Next / Break	Departures
11:00–11:45	SIT IE Welcome/ Introduction to PIM, IELR	Media Services	Lang. & Cult.	FISLM	FISLM	FISLM	Workshop (opt.)	Workshop (opt.)	PI	PI	PI	PI	Seminar Evaluation & Reflection	Departures
12:00–12:45	Welcome Lunch Reception	Lunch (Utown)	Lunch (Utown)	Lunch (Utown)	Lunch (Utown)	Lunch (Utown)	Lunch (Utown)	Lunch (Utown)	Lunch (Utown)	Lunch (Utown)	Lunch (Utown)	Lunch (Utown)	Lunch (Utown)	
1:00–1:45	Orientation: Ice Breakers	Educational Technology	Learning Plan	FISLM	FISLM	FISLM	Workshop (opt.)	Sentosa Visit (Opt)	FISLM	FISLM	Graduate Certificate Presentation	FISLM	Advisor Meetings	
2:00–2:45	Orientation: Community Building	Scavenger Hunt: Singapore (Chinatown/ Little India/ Kampong Glam/ City Hall)	Break / MBTI	FISLM	FISLM	FISLM	Workshop (opt.)	Sentosa Visit (Opt)	FISLM	FISLM	Graduate Certificate Presentation	FISLM	Advisor Meetings	
3:00–3:45	Orientation: Community Building / Break	Scavenger Hunt: Singapore (Chinatown/ Little India/ Kampong Glam/ City Hall)	MBTI / Advisor Meeting, Free Time	FISLM	FISLM	FISLM	Workshop (opt.)	Sentosa Visit (Opt)	FISLM	FISLM	APA Workshop	FISLM	Advisor Meetings	
4:00–4:45	Orientation: Singapore History & Implications	Scavenger Hunt: Singapore (Chinatown/ Little India/ Kampong Glam/ City Hall)	Advisor Meeting, Free Time	FISLM	FISLM	Mid-Point Review	Workshop (opt.)	Sentosa Visit (Opt)	FISLM	FISLM	APA Workshop	FISLM	Advisor Meetings	
5:00–5:45	Orientation: Singapore Dos & Don't	Scavenger Hunt: Singapore (Chinatown/ Little India/ Kampong Glam/ City Hall)	Advisor Meeting, Free Time					Sentosa Visit (Opt)					Advisor Meetings	
6:00–6:45	Dinner (Utown)	Dinner (City Hall/Orchard)	Dinner (Utown)					Sentosa Visit (Opt)		BBQ Party: East Coast Park (Opt)			Closing Dinner Reception	
7:00–7:45	Rooftop Movie Night (Opt)	Visit Orchard Road (Opt)				Workshop (opt.)		Sentosa Visit (Opt)		BBQ Party: East Coast Park (Opt)	Career Services Workshop: Topic TBD		Closing Dinner Reception	
8:00–8:45	Rooftop Movie Night (Opt)	Visit Orchard Road (Opt)				Workshop (opt.)		Sentosa Visit (Opt)		BBQ Party: East Coast Park (Opt)	Career Services Workshop: Topic TBD		Closing Dinner Reception	

MA IN IE LOW-RESIDENCY SINGAPORE PROGRAM

Year 2 Low-Residency in Singapore Program Schedule

(Will take place during the second week in the above schedule)

Time	Day 7 Saturday June 10	Day 8 Sunday June 11	Day 9 Monday June 12	Day 10 Tuesday June 13	Day 11 Wednesday June 14	Day 12 Thursday June 15	Day 13 Friday June 16
8							
9	Workshop (opt.)	Workshop (opt.)	Year 2 Welcome Back	ACIE	Career Services Workshop	ACIE	Workshop: Research Using Library Resources
10–11			ACIE		ACIE		Advisor Meetings
12 Lunch	Lunch (Utown)	Lunch (Utown)	Lunch (Utown)	Lunch (Utown)	Lunch (Utown)	Lunch (Utown)	Lunch (Utown)
1–2	Workshop (opt.)	Sentosa Visit (Optional)	ACIE	ACIE	Graduate Certificate Presentation	ACIE	Advisor Meetings
3					APA Workshop		What's Next
4							Break / Seminar Evaluation
6							Closing Dinner

(With reference to draft schedules of current MA in IE Low-Residency programs at SIT Graduate Institute)

MA IN IE LOW-RESIDENCY SINGAPORE PROGRAM

Appendix E: Staffing Descriptions

Staffing – Responsibilities and Duties

Chairperson - MA in International Education Low-Residency in Singapore program
(current faculty member from International Education (IE) Department at SIT Graduate Institute)

- Will travel to Singapore for 2 weeks each summer
- Will co-teach and facilitate the course "Foundations in Intercultural Service, Leadership and Management"
- Will teach and facilitate the course " Advanced Concepts of International Education"
- Will serve as an academic advisor to students of the program.
- Will host the welcome and co-host farewell receptions in Singapore
- Will decide on and make arrangements for the optional elective workshop in Singapore
- Will plan and run the mid-point review at the end of week 1
- Will take the lead in the organization and running the Singapore Capstone Seminar
- Will keep SIT Graduate Institute management abreast of progress and updates for the MA in International Education low-residency Singapore program

Faculty Member - MA in International Education Low-Residency in Singapore program
(current faculty member from International Education (IE) Department at SIT Graduate Institute)

- Will travel to Singapore for 1 week each summer
- Will teach and facilitate the course "Practitioner's Inquiry"
- Will co-teach and facilitate the course "Foundations in Intercultural Service, Leadership and Management"
- Will serve as an academic advisor to students of the program.
- Will co-host the farewell reception in Singapore
- Will organize and run the Graduate Certificate Ceremony
- Will support the organization and running of the Singapore Capstone Seminar

Graduate Admissions and Program Manager - MA in International Education Low-Residency in Singapore program (current graduate admissions office from SIT Graduate Institute)

- Will work with the marketing department on marketing campaigns and recruitment ideas for the program
- Will develop and coordinate the arrival information packets
- Will conduct the Pre-Departure Orientation (online) and Arrival Orientation program in Singapore
- Will travel to Singapore for 2 weeks each summer
- Will be the primary contact in the event of any emergency while program is running in Singapore
- Will manage admissions for the MA in International Education Low-Residency in Singapore program. This includes:
  - -Review applications, conduct interviews (if required), and select the participants.

- o -Advising as needed or requested by program applicants or participants
- o -Logistics manager for visa process (in consultation with the international students and scholars' office)
- Will serve as regional consultant fpr Singapore and advise students and staff member about the Singaporean culture, the country's rules and regulations, and things to note.
- Will act as the logistics manager for the 2 weeks in Singapore, every summer. This includes:
  - o Accommodation
  - o Meeting and classroom spaces
  - o Food and transportation
  - o Events and Activities (including orientation activities, cultural immersion excursions, receptions, and the Singapore Capstone Seminar)
  - o Health and Safety

MA IN IE LOW-RESIDENCY SINGAPORE PROGRAM

Appendix F: UTown Photos and Layout

Outdoor green space and study areas (with hidden outlets in the stone stools)

Interactive seminar rooms (National University of Singapore, 2017c)

MA IN IE LOW-RESIDENCY SINGAPORE PROGRAM

Residence halls (National University of Singapore, 2017e)

UTown Standard room layout (National University of Singapore, 2017f)

MA IN IE LOW-RESIDENCY SINGAPORE PROGRAM

Food and Beverage Outlets in UTown

1) At Town Plaza

 - Subway
 - The Royals Bistro
 - Koufu, which offers various cuisines
 - Hwang's Korean Restaurant
 - Sapore Italiano
 - Cheers

2) At the Education Resource Centre

 - Starbucks

3) At Stephen Riady Centre

 - Flavours@UTown, a food court which offers various cuisines
 - Pizza Hut Express
 - Waa Cow
 - Bookhaven
 - Guardian
 - Liang Seng Sports
 - FairPrice Xpress

(National University of Singapore, 2017c)

MA IN IE LOW-RESIDENCY SINGAPORE PROGRAM

Appendix G: Sample Program Reflection

MA in International Education Low-Residency Singapore Program - *Program Reflection*

Congratulations on completing your program! We would like to ask you to reflect on the program with the following prompts:

Section 1 – General

1) From a scale of 1-5 (with 1 being highly dissatisfied and 5 being highly satisfied), could you tell us how satisfied you are with the program as a whole?
<div align="center">1   2   3   4   5</div>

2) What made you choose this program at SIT Graduate Institute?

3) What features of the program excited you the most when you came across it?

4) Are there any additional elements that you wished were part of this program?

5) Would you recommend this program to your friends and family? Why?

Section 2 – Low-Residency in Singapore

1) From a scale of 1-5 (with 1 being highly dissatisfied and 5 being highly satisfied), could you tell us how satisfied you are with the low-residency in Singapore?
<div align="center">1   2   3   4   5</div>

2) What were the highlights of the low-residency portion of the program in Singapore?

3) Did you enjoy the location of Singapore? What factors make this location enjoyable or challenging?

4) Did you feel supported academically and socially during your time in Singapore?

5) What improvements would you suggest to enhance the student experience during the low-residency in Singapore?

MA IN IE LOW-RESIDENCY SINGAPORE PROGRAM

<u>Section 3 – Online</u>

1) From a scale of 1-5 (with 1 being highly dissatisfied and 5 being highly satisfied), could you tell us how satisfied you are with the online portions of the program?

<div align="center">1 2 3 4 5</div>

2) What was your favorite part about the online portion of the program?

3) Did you face any challenges with the online delivery of coursework, electronic group work or assignments? What were they?

4) Do you think that the current online platforms used by SIT Graduate Institute are effective tools for the online portion of the program?

5) What improvements would you suggest to enhance the student experience during the online portion of the program?

<u>Section 4 – Others</u>

1) Did you participate in field courses or the SIT Study Abroad attachment program? If so, please share your thoughts about them.

2) Any additional comments and feedback?

Thank you for taking the time to reflect on the program, and for sharing your thoughts with us. We wish you all the very best in your future endeavors.