SIT Graduate Institute
a program of World Learning

School for International Training
An Internationally Focused Graduate School
Welcome to SIT Graduate Institute, a nonprofit, accredited graduate school that offers master’s degrees and graduate level certificates and professional development programs.

**A Focus on Social Justice and Engaged Citizenship**
Our learning community is shaped by faculty and students committed to advancing sustainability, equity, inclusion, and social change, across a diversity of sectors.

**An Intercultural Learning Environment**
International students make up approximately 25 percent of SIT’s student body, and virtually all students have experienced living in a culture other than their own. SIT students also can study abroad as part of their master’s degree program through short-term intensive field courses.

**A Global Reputation**
We are a pioneer and worldwide leader in the professional fields in which we teach and work: TESOL; international education; sustainable development; conflict transformation; and intercultural service, leadership, and management.

SIT was founded as the School for International Training in 1964. Initially a training center for early Peace Corps volunteers (above), SIT today is the accredited higher education institution of World Learning, an international nonprofit leader in education, exchange, and development.
A message from Provost John Lucas

I first joined the SIT community as a graduate student a little more than twenty years ago. I came to SIT from a traditional graduate program in linguistics because I wanted to do work that mattered, and SIT felt like the right place to explore the practical application of language, culture, and communication to our lives. At SIT, I was able to wrestle with pressing, complex issues within a supportive, intellectual environment committed to social justice.

My graduate experience left a profound impact on me. I went on to launch a career in international education, focusing on second-language acquisition, cross-cultural counseling, and intercultural communication. I worked for more than a decade in Spain with undergraduate study abroad programs, teaching and coaching students who were coming to terms with their own cultural identities. I developed experiential learning programs around the world modeled on the pedagogy I learned at SIT. In 2012, I returned to SIT as provost.

This past year, I have had the privilege of joining fellow alumni, SIT faculty, and staff from around the world in celebrating SIT’s founding fifty years ago as the School for International Training. This milestone anniversary underscored in extraordinary ways SIT’s half a century of achievement and long-standing commitment to experiential education and social justice. As grassroots advocates, directors of language institutes, NGO founders, keynote speakers, Nobel laureates, change-makers, and intellectual leaders worldwide, SIT graduates are making tremendous impacts on people's lives—at micro and macro levels—while helping to shape the professional fields in which they work.

One of SIT’s most distinguishing features is that it is the accredited academic institution of a global nonprofit—World Learning, which provides SIT students with exceptional professional opportunities. Many SIT students complete their practicum or internship—and some assume full-time positions—with World Learning or World Learning partner programs. In pursuing their graduate education here, students join a broad and supportive global network of individuals working to build a more just, sustainable, and peaceful world across diverse professional fields: development, education, peacebuilding, and social justice.

I look forward to welcoming you to the SIT community and invite you to share your unique commitments, perspectives, ideas, and passion with us.

Sincerely,

John Lucas, PhD
Provost
Multiple Locations.
Flexible Formats.

In order to accommodate diverse professional and personal objectives, SIT offers programs of varying duration and intensity—through on-campus and online formats—to accommodate a global student body living and working around the world.

In each program, students learn how to examine critical issues from multiple perspectives while learning from faculty, practitioners, fellow students, and their own experience.

Vermont-Based Programs

SIT’s historic 200-acre campus in Brattleboro provides students with a highly supportive living and learning community within the broader socially and politically dynamic environment of southeastern Vermont.

• MA in International Education
• MA in Peacebuilding and Conflict Transformation
• MA in Sustainable Development: Advocacy, Leadership, and Social Change
• MA in Teaching English to Speakers of Other Languages (TESOL)
• MA in Intercultural Service, Leadership, and Management (self-designed program)
• CONTACT Summer Peacebuilding Program
Washington, DC–Based Programs
The SIT Washington, DC Center is the base for select SIT graduate-level programs; it is also where the international development and exchange programs of World Learning, a leading, international nonprofit and SIT’s parent organization, are based.

• MA in Sustainable Development: International Policy and Management
• Graduate Certificate in Monitoring and Evaluation—New

Online Programs with Short Residencies
Students living and working around the world can further their education through an online program from SIT.

Each online program builds a strong cohort through short residencies in Vermont and active online engagement—with faculty, advisors, and fellow students.

• MA in International Education
• MA in Teaching English to Speakers of Other Languages (TESOL)
• Graduate Certificate in International Education
• Graduate Certificate in Conflict Transformation (CONTACT)

Professional Development Programs
• SIT TESOL Certificate (numerous locations worldwide)
• CONTACT Peacebuilding Training and Education in South Asia (Kathmandu, Nepal)

See individual program pages in this viewbook or on our website for more information.
Small Classes, Large Impact

SIT’s graduate and professional development programs are rooted in the **experiential education** model, where learning occurs at the nexus of **theory** and **practice**. Students are trained to become highly skilled practitioners who have a commanding knowledge of the theoretical basis of their profession; experience in the field; and an awareness of their own capabilities, values, and ethics.

**SIT classes are small** and incorporate a **diversity of perspectives**. Students arrive at SIT with their own professional and intercultural experiences, and those experiences profoundly shape the conversation. A focus on group work helps students develop **skills and capacities**, including **adaptability** and a sense of **teamwork**, needed to work with diverse groups **in the field**.

In each program area, students examine contemporary social, economic, and political issues, paying particular attention to the **human and ethical dimensions** of these issues. Our TESOL programs prepare teachers to work effectively in classrooms and schools by developing essential competencies in reflective, **learner-centered** teaching.

“What makes SIT unique is its philosophy of drawing on our on- and off-campus experiences as transformative learning opportunities; its educational pedagogy that involves the whole person in the process of learning; and its mission to make a better, more just and peaceful world.”

Hilal Al Mamari
MA in International Education
International Field Courses

SIT students can study abroad as part of their master’s degree program through short-term intensive field courses.

Designed and led by SIT core faculty, SIT Graduate Institute’s intensive field courses provide students with learning opportunities—in the US and abroad—through interaction with practitioners in the field, organization and project site visits, and professional networking. Students often take advantage of this opportunity to explore possibilities for internships, conduct field research, and increase language proficiency.

“The field course in Oaxaca really fit into my SIT experience, because it allowed me to implement some of the classes taken in the fall, specifically the policy advocacy course. Being in Oaxaca allowed me to analyze the kinds of political movements going on there and how effective these movements really are.”

Preston Peck
MA in Sustainable Development student
Field courses
for the 2014–2015 academic year

Education and Social Development in Post-Apartheid South Africa
Students gain an understanding of the historical, political, social, and economic issues impacting educational development in the most socially and economically challenged areas of South Africa.

Intercultural Issues in Media Production—China
Students develop new research skills using digital media (e.g., video, photo books, and podcasts), while also exploring intercultural and cross-communication issues related to media production.

International Policy and Citizen Advocacy: Immigration—Washington, DC
Students examine the process by which public policy is made and the advocacy strategies and activities employed to influence that process.

Leading and Managing Social Sector Organizations: Cases and Frameworks—Jordan
This course builds on the core concepts of Leading and Managing Social Sector Organizations: Concepts and Practice and introduces a number of cases and frameworks that aid high-impact leadership and management.

Policy Advocacy: Practice—Nicaragua
This course builds on the content of Policy Advocacy: Concepts; it spirals back through, with more detail and sophistication, the core elements of an advocacy campaign: advocates, policy, politics, and strategy.

Monitoring, Learning, and Evaluation: Practice—India
Students learn the skills needed to develop and execute project/program monitoring and evaluation plans and conduct impact evaluations in accordance with the OECD-DAC defined criteria used by development agencies and NGOs.

Intercultural Communication and TESOL Certification—Costa Rica
This course is designed to develop in students a greater appreciation for the diversity and complexity of culture and to increase skills in facing the communication challenges inherent in working in diverse cultural environments. The course is offered in conjunction with the four-week TESOL certification course delivered at Centro Espiral Mana in La Fortuna, Costa Rica.

Window into Oaxaca—Mexico
Students work together to build a comprehensive picture of a living community through interviews, direct observation, course readings, and other approaches.
SIT Alumni Do Inspiring Work Worldwide.

SIT alumni are engendering change at micro and macro levels around the globe—in fields that include sustainable development, international education, TESOL, conflict transformation, public policy, advocacy, food security, and social justice.

Nearly 50,000 students have participated in SIT’s graduate, undergraduate study abroad, and professional development programs since its founding in 1964.

“I believe in the rights and responsibilities of all of us to take action to make the world a better place for everybody.”

Jody Williams
SIT alumna
Nobel Peace Prize Laureate and Peace Activist

Where do our alumni work?

SIT alumni are working in a wide range of organizations around the globe and in a diversity of professional sectors. The following organizations are just a sampling.

USAID
Peace Corps
London Study Abroad Experience
Siegel Public Affairs
ELS Language Centers
US State Department
INTERLINK Language Centers

United Nations High Commissioner for Refugees
Catholic Relief Services
IBM
International Rescue Committee
Semester At Sea / Institute for Shipboard Education

Action Against Hunger
Oxfam
Cuso International
UNICEF
Federal Emergency Management Agency

Inside the United States: 69%

Outside the United States: 29%

Both Inside and Outside the United States: 6%

“We always take notice of SIT practicum phase student and alumni applications when we hire for internships and full-time employment. We know that people coming to us from SIT have been taught the skills to communicate effectively, come with a strong foundation in the field of international education, and the motivation to take lead on projects in our fast growing organization. SIT does a great job of preparing its students to work in the field by combining the right amount of theory with hands-on group work.”

Joe Debiec
CISabroad Director of Programs
"All the international development work I have done since I left my teaching job in Uganda in 2001 is founded upon the content of my studies at SIT."

Vincent Mugisha
MA in Sustainable Development
Promoting the Rights of Individuals with Disabilities

Sefakor G.M.A. Komabu-Pomeyie
MA in Sustainable Development
Founder and Executive Director
Enlightening and Empowering People with Disabilities in Africa
Ford Foundation International Fellow

Teaching English Worldwide

Tobias Lee
MA in TESOL
Lecturer
Foundation Program, Qatar University

Mentoring a New Generation of Peacebuilders

Jaime Horn and Kim Massey
MA in Peacebuilding and Conflict Transformation
Founders
Andi Leadership Institute for Young Women (ALI)

Building Community-Based Food Systems

Richard Berkfield
MA in Sustainable Development
Executive Director and Co-Founder
Food Connects
Creating Study Abroad Opportunities for Underrepresented Students

Deborah Lake
MA in International Education
Coordinator for Freshman Initiatives
University of Maryland

Advancing Individual and Organizational Performance through Coaching and Leadership Development

Kerry Secrest
MA in International and Intercultural Management
Founder and CEO
Watershed Coaching
Honorary Consul of the Republic of Lithuania to Vermont

“My experience at SIT was fundamental to shaping my perspective as to how I look at the world—to learn to appreciate different cultures, that there is no one ‘right’ way to do things, that the best work comes from deep communication and collaboration, and that it can all start with one person and one conversation.”
SIT’s Career and Practicum Services Center assists students and alumni in planning, preparing, and promoting their professional development—for internships and careers.

Located in both Vermont and Washington, DC, career center staff engage and network with local, national, and international organizations and employers to provide students with comprehensive, up-to-date practicum, internship, and job opportunities around the world. Through the center’s customized online career tool—Career Connections—students and alumni have direct access to hundreds of professional postings, can easily manage their job and internship searches, and can apply for current vacancies.

Learning by Doing
All students pursuing a master’s degree at SIT complete an extended field-based practicum or internship relevant to their professional goals.

“One of the benefits of being a student at SIT is the incredible support we receive from the amazing staff at the career center.”

Rachel Vaughn
MA in International Education
Program Officer, Alliance for Global Education (India)
Tap into a global network of professionals in your field.

SIT alumni are working worldwide in the fields of sustainable development, international education, English teaching, conflict transformation, food security, and nonprofit management, among many other areas. Through the social, academic, and professional connections that this global network provides, SIT students can connect with like-minded individuals and learn about potential employers worldwide.

Sample Career Topics

- Crafting Your Career Profile
- Boosting Your Brand and Creating a Plan
- Sustainable Solutions Forum
- Résumé Renovation
- Kick-Start Your Career (Black Belt Series)
- Career Entrepreneurship—What’s Your Mission?
- Tapping the Hidden Job Market
- Marketing Yourself to Potential Employers
Coursework
Students attend classes on the Brattleboro, Vermont campus; at the Washington, DC Center; or online. Coursework typically entails core courses, degree-specific courses, and electives, through which students acquire the theoretical knowledge and professional competencies identified as critical for their career advancement.

- Core Courses
- Degree-Specific Courses
- Peer Work and Review
- Language and Cultural Proficiency*

International and US-Based Intensive Courses
Many students can also take a short-term, field-based intensive course in the US or overseas, as part of their degree program.

* not required for the MA in TESOL programs

Reflective Practice and Field Experience
Students select practicum/internship positions that enable practice in and deeper examination of their chosen fields. Students find positions on their own and through planned placements, fellowships, and the SIT/World Learning network. The practicum site for students pursuing an online program is typically the student’s current place of employment.

- Practicum experience in a professional position related to a student’s coursework and career goals
- Interaction with faculty advisors and a cohort of peers involved in similar work around the globe
- Application of knowledge and skills acquired in the classroom while exploring professional fields in real-world settings

Capstone or Teaching Portfolio*
Students evaluate the achievement of learning objectives, demonstrate field-based competencies, and reassess theoretical knowledge in light of professional application through a final written project that does the following:

- Integrates theory and practice
- Contributes to the student’s chosen field
- Assesses and synthesizes learning
- Demonstrates professional competencies through a final presentation to faculty and peers

* not required for students completing certificate or short-term professional development programs

The information on this page offers an introduction to SIT program components. Since components vary by program, please refer to individual program pages in this catalog or on our website for coursework, degree sequence, and other program-specific information.
While program components are tailored to specific professional areas, all programs have common goals: to develop in students the knowledge, skills, and critical awareness to be professionally effective and successful in intercultural settings, and the leadership needed to build a more sustainable and peaceful world.
International Education (Vermont)

This degree prepares students for a diversity of professional positions in international education. Graduates work in schools and colleges (especially in the international education offices that serve international students and scholars and/or support study abroad programs) as well as in a wide range of nonprofit and for-profit organizations that seek to increase international understanding through community education, citizen exchange, and educational travel.

Through courses and other learning activities, students examine the historical, theoretical, and social foundations of international education programs. The curriculum also includes skills-oriented courses in all aspects of program design and management for individuals and groups and also advocacy in promoting programs and supporting the needs of participants.

Through the program’s thematic focus areas, students can pursue their professional interests and develop skills related to advising, exchange management, nonformal and community education, volunteer program management, language teaching administration, or the other degree areas of sustainable development or conflict transformation.

SIT’s Master of Arts in International Education formally prepares more professionals in the field of international education than any other university in the world today and is the oldest program of its kind.

Optional Thematic Focus Areas
- Advising
- Exchange Management
- Nonformal and Community Education
- Volunteer Program Management
- Language Teaching Administration
- Development Education
- Peacebuilding and Conflict Transformation

“The field of international education is rapidly expanding as educational institutions and organizations around the world seek to expose stakeholders to new cultures, new ways of understanding the world and new approaches for working. SIT’s program provides students with the knowledge, skills, and awareness necessary to serve as inspired and effective professionals in the field.”

Sora Friedman, PhD
Co-Chair, International Education Degree Program
“With the tools I gained in SIT’s MA in International Education program I got an internship at the University of Colorado Denver’s Global Education Office; this internship developed into a full-time position.”

Jessica Greenbaum Tharp
MA in International Education
Asia Study Abroad Coordinator, University of Colorado Denver
The online MA in International Education program offers working professionals a flexible and customized way to further their careers. The program is designed so that individuals already working in the field of international education can update their skills and knowledge to keep up with shifting trends in international curricula, program design, and transnational regulations without having to leave their jobs or home communities.

Coursework provides a comprehensive background in the historical, theoretical, and social foundations of international education programs, and reflective practice gives students the opportunity to apply what they have learned in their courses to their current jobs. Students are able to develop the professional competencies they identify as critical to their career advancement.

The program comprises primarily online coursework, and during the online portion, students can log in to study and complete weekly assignments at any time. The online portion is combined with residential coursework, reflective practice of a student’s ongoing professional work, and a final capstone paper and presentation, for a total of 36 credits.

The online program utilizes the same faculty and curriculum as the on-campus program.

**Course of Study**

**Year I, First Term** Two-Week Residency and Online Courses
Foundations in Intercultural Service, Leadership, and Management
Practitioner Inquiry

**Year I, Second Term** Online Courses
Theory, Practice, and Policy of International Education
Reflective Practice

**Year I, Third Term** Online Courses
International Education Program Planning and Design
Reflective Practice

Optional January Field Courses*

**Year II, Fourth Term** One-Week Residency and Online Courses
Advanced Concepts in International Education I
Reflective Practice

**Year II, Fifth Term** Online Courses
Advanced Concepts in International Education II
Reflective Practice

**Year II, Sixth Term** Online Courses and
On-Campus Seminar
Reflective Practice
Capstone Presentation

* For more information about SIT’s field courses, see pages 6–7 in this viewbook.

**Degree Sequence:**

<table>
<thead>
<tr>
<th>On-campus coursework (2 weeks)</th>
<th>Online Coursework (11 months)</th>
<th>On-campus coursework (1 week)</th>
<th>Online Coursework (11 months)</th>
<th>Capstone paper, seminar, and presentation in Vermont (1 week)</th>
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**Program at a Glance**

- **Format:** Online with Vermont residencies
- **Program Start:** June
- **Duration:** Two years
- **Credits:** 36
- **Common Career Areas:** Study abroad programming, international student services, secondary or higher education, program administration, advising, government, youth programming, development education, non-formal education

**Elective Courses**

Students are required to complete two credits of electives. Electives may be chosen from the following:

- Special Topics in International Education
- Independent Study
- English Applied Linguistics
- Transfer credit for online or face-to-face courses taken elsewhere (must be approved by degree chair)
- Other courses offered by SIT as approved by faculty
- Other options as approved by faculty

**Optional Thematic Focus Areas**

- Advising
- Exchange Management
- Nonformal and Community Education
- Volunteer Program Management
- Language Teaching Administration
- Development Education or Peacebuilding and Conflict Transformation
The Graduate Certificate in International Education enables students to stay in their current jobs and communities while acquiring the theoretical knowledge and professional competencies they identify as critical to their career development. The program comprises primarily online and limited residential coursework and also reflective practice of a student’s ongoing professional work. The program is popular with international education professionals who have a master’s degree in another field and are looking to increase their understanding of international education. Students who successfully complete the certificate program can easily continue with SIT’s online MA program in international education if they so choose.

Course of Study

First Term: Two-Week Residential Term and Online Courses
Foundations in Intercultural Service, Leadership, and Management
Practitioner Inquiry

Second Term: Online Courses
Theory, Practice, and Policy of International Education
Reflective Practice

Third Term: Online Courses
International Education Program Planning and Design
Reflective Practice
Elective Courses

Elective Courses
Students are required to complete one elective credit. Electives may be chosen from the following:

- Special Topics in International Education
- Independent Study
- English Applied Linguistics
- Transfer credit for online or face-to-face courses taken elsewhere (variable number of credits; must be approved by degree chair)
- Other courses offered by SIT as approved by faculty
- Other options as approved by faculty

Optional January Field Courses*

* For more information about SIT’s field courses, see pages 6–7 in this viewbook.

Program at a Glance

Format: Online with a Vermont residency
Program Start: June
Duration: One year
Credits: 19
Common Career Areas: Study abroad programming, international student services, secondary or higher education, program administration, advising, government, youth programming, development education, non-formal education

“The program inspired me to ask questions, be an advocate, and use my voice for equitable change in my education system.”

Valdine Bjornson
Graduate Certificate in International Education

Degree Sequence:

Spring Term (first two weeks in June) Online Coursework and Reflective Practice (the remainder of the year)
Teaching English to Speakers of Other Languages (TESOL) (Vermont)

The on-campus program allows students to complete the MA in TESOL degree in one year, through a combination of on-campus coursework and hands-on classroom experience. Students in the program can expect to:

- acquire the theoretical knowledge and professional competencies essential for effective language teaching.
- gain practical tools through a meaningful, supervised teaching experience.
- develop a disciplined reflective practice.
- benefit from the experiences, perspectives, and feedback of faculty and fellow students.
- situate their work in a global context.

Degree Overview

Fall semester. The program begins with an intensive orientation and language learning experience followed by coursework, workshops, and presentations. Students explore the language learning process from the learner’s point of view. Using traditional and innovative approaches, students reflect on and analyze their learning, applying it in peer teaching sessions, group projects, and reflective papers. Students develop and articulate their own approach to language teaching, which they will apply and experiment with in the winter term.

Winter Internship. Students complete a six- to eight-week internship, which entails supervised student teaching. The internship is an opportunity to put into practice theories and approaches explored during classes on campus. It is intended to help students strengthen their ability to determine what is appropriate in any given context and to assess their strengths and weaknesses. Faculty, or selected adjunct faculty, supervise students in order to provide substantive and critical feedback for students’ further development.

Spring Semester Coursework. In the post-internship phase of the program, students reflect on their experience, synthesize their learning, and refine their approaches to teaching. The culmination of the academic year is the weeklong Sandanona Conference in which students give presentations to the SIT community, focusing on an aspect of their professional learning or a new approach to teaching.

Portfolio. At the end of the program, each student compiles a professional portfolio that consists of a collection of documents (such as lesson plans, journal entries, essays, analyses of internship teaching experiences, and examinations) and written reflections.

“SIT prepares its students to teach language for communication, self-expression, social change, advocacy, and empowerment. Both TESOL programs, on-campus and online, are designed to meet the career goals of students seeking a master’s degree in EFL, ESL, ELT, or TESOL.”

Alex Silverman
Associate Professor and Chair
TESOL On-Campus Degree Program

Degree Sequence:

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<tr>
<th>On-campus coursework (3 months)</th>
<th>Teaching internship (2 months)</th>
<th>On-campus coursework (3 months)</th>
<th>Teaching portfolio (summer or fall)</th>
</tr>
</thead>
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Course of Study

**Fall**
Core courses:
- Approaches to Teaching Second Languages
- Language Analysis for Lesson Planning
- Second-Language Acquisition
- Teaching the Four Skills
- Group Dynamics
- Beginning Language Study
- Advanced English for Nonnative Speakers

Optional:
- Language study of choice

**Spring**
Core courses:
- Internship
- Intercultural Communication for Language Teachers
- English Applied Linguistics
- Curriculum Design and Assessment
- Sandanona Conference Presentation

Electives:
- Computer-Assisted Language Learning
- Other electives to be announced*

Optional:
- Language study of choice

**Summer or Fall**
Core course:
- Master of Arts in Teaching Portfolio

*Students may take no more than 2 credits of electives.

Program at a Glance

Format: On campus
Location: Vermont
Program Start: September
Duration: One year, plus teaching portfolio
Credits: 33-34

Common Career Areas: Universities, private high schools, nonprofits and NGOs, government agencies, and the private sector, in the US or internationally

“The program’s emphasis on meaningful and practical coursework creates a space where teachers and students collaborate to build knowledge. With careful respect, we all grew as teachers!”

Caitlan Parker, MA in TESOL
Teacher of ESL and ESL Literacy
The New York Public Library, Adult Learning Center
The Master of Arts in TESOL online program is designed to meet the needs of working teachers of English to Speakers of Other Languages (ESOL) who wish to advance their careers without leaving their current jobs or communities. The program offers SIT’s highly regarded TESOL graduate education—grounded in reflective practice and experiential learning—through a remote format; students complete the majority of coursework online and have short residencies on SIT’s campus in Vermont.

Students benefit from the program’s interim-year teaching practicum, during which time an SIT faculty member or mentor travels to the student’s classroom to engage with him/her in a one-on-one format. This intensive period of mentorship is designed to support each student in his or her professional development as a teacher.

Eligibility
To be eligible for the online MA in TESOL, students must have a minimum of two years of second-language teaching experience, and they must have a job teaching ESOL for the September to June period between the two summers of coursework.

Degree Overview

Coursework
Each summer of coursework consists of three weeks of intensive study. After the first summer, students return to their regular teaching positions to carry out online course-work and the Interim-Year Teaching Practicum. After completing the coursework in the second summer of the program, students continue with another semester of online coursework and then begin work on the Independent Professional Project.

Interim-Year Teaching Practicum
The Interim-Year Teaching Practicum, between the two summers of coursework at SIT, is an integral part of the program. It is intended to be a time of significant professional growth, when students can reflect on the learning experiences of the first summer and experiment with new skills, attitudes, knowledge, and awareness in their classrooms. It also provides a way for students to evaluate their teaching competencies, for their practicum advisors to assess strengths and weaknesses, and for both to determine future directions for improvement and growth. Regular progress reports are submitted to the students’ practicum supervisor during the interim year.

Independent Professional Project
The Independent Professional Project, or thesis, completes the program. In addition to being a significant personal experience, it should be of interest and value to others in the profession and of publishable quality. The project requirement may be met in one of three ways: a professional paper, a materials development project, or a classroom research project.

Degree Sequence:

<table>
<thead>
<tr>
<th>Online coursework (7 weeks)</th>
<th>On-campus coursework (3 weeks)</th>
<th>Online coursework and Interim-Year Teaching Practicum (9 months)</th>
<th>Online coursework (7 weeks)</th>
<th>On-campus coursework (3 weeks)</th>
<th>Online coursework (4 months)</th>
<th>Independent Professional Project (5 months)</th>
</tr>
</thead>
</table>

Program at a Glance

Format: Online with Vermont residencies
Program Start: June
Duration: Two years
Credits: 34

Common Career Areas:
Universities, private high schools, nonprofits and NGOs, government agencies, and the private sector, in the US or internationally

Course of Study

SUMMER 1st yr (June to August, online and on campus)
- Approaches to Teaching Second Languages
- Language Analysis for Lesson Planning, Pt. 1
- Intercultural Communication for Language Teachers
- Beginning Language Study
- Peer mentoring

FALL 1st yr (September to December)
- Fall Interim-Year Teaching Practicum
- Language Analysis for Lesson Planning, Pt. 2
- Teaching the Four Skills

SPRING 1st yr (January to May)
- English Applied Linguistics, Pt. 1
- Spring Interim-Year Teaching Practicum
- Language Analysis for Lesson Planning, Pt. 3
- Intercultural Communication for Language Teachers, Pt. 2

SUMMER 2nd yr (June to August)
- Second-Language Acquisition
- Curriculum Design and Assessment, Pt. 1
- Intercultural Communication for Language Teachers, Pt. 3
- Sandanona Conference Presentation

FALL 2nd yr (September to December)
- Curriculum Design and Assessment, Pt. 2
- English Applied Linguistics, Pt. 2

SPRING 2nd yr (January to May)
- Independent Professional Project (thesis)
SIT TESOL Certificate

The SIT TESOL Certificate is a 130-hour program that offers an introduction to learning theories, teaching methodology, and classroom management, and provides opportunities to work with actual students and receive feedback from expert trainers. The program is equally rewarding for those with little or no teaching experience and for experienced teachers looking to upgrade their skills.

Participants in the program learn by engaging in, describing, and analyzing shared, thought-provoking experiences that are designed to directly relate to the development of skills, attitudes, and awareness necessary for effective teaching.

The SIT TESOL Certificate course:

- teaches the fundamentals of English language teaching.
- gives hands-on, trainer-observed teaching practice, with support from experienced, dedicated trainers.
- helps develop confidence to teach English.
- ensures a supportive learning environment through a six-to-one participant-trainer ratio.
- meets all international standards for observed lessons and feedback.
- is accepted as a graduate-level course by many institutions.

SIT TESOL Certificate graduates join a worldwide network of experienced educators.

SIT TESOL Certificate holders are eligible for a $2,000 scholarship should they later decide to pursue a master’s degree at SIT.

In addition to the TESOL certificate, SIT offers several professional development programs for language teachers and trainers:

- Professional Certificate in English Language Teaching
- SIT Best Practices in TESOL Program
- Language Teacher Training and Professional Development Institute
- Teaching English Language Learners in Content Classes
- The International Diploma in Language Teaching Management

To learn more about the TESOL certificate, or other SIT certificate and training programs in the area of language teacher education, please send an email to tesolcert@sit.edu.

SIT Graduate Institute is a global leader in TESOL, and its certificate program is recognized and respected around the world.
The MA in Sustainable Development: Advocacy, Leadership, and Social Change program prepares graduates for positions as reflective practitioners in organizations committed to a more equitable and sustainable use of the world’s wealth and natural resources. The program focuses on participatory, rights-based interventions in local, national, and international contexts. Students analyze competing theories and alternative approaches to development and develop practical competencies related to practice in community development, development program planning and management, and development policy analysis and advocacy.

The program emphasizes the importance of civil society, which embraces a diversity of spaces, actors, and institutional forms, including development nongovernmental organizations, community programs, women’s organizations, social movements, trade unions, coalitions, charitable organizations, and faith-based organizations. Vermont is at the forefront of sustainable development initiatives in the US, and students in the program are able to connect with local communities and relevant organizations, including those led by SIT alumni.

**Students in the program can expect to:**
- develop the analytical and hands-on skills of highly effective development practitioners.
- examine competing theories and approaches to development.
- build competencies in key areas such as community empowerment, monitoring and evaluation, policy analysis, advocacy and training, economic development, program planning, and proposal writing.
- customize their learning according to individual interests.
- gain access and exposure to both international and community development professionals through the connections of SIT faculty, alumni, and program partners in Vermont and worldwide.
- learn through experience—including through the six-month practicum phase and optional field courses—and through the experience of SIT peers and faculty.

**Concentration and Specialization Options**

Students pursuing this degree can select among concentration and specialization options.

**Optional concentrations:**
- Community Development and Social Action
- Development Management

**Optional professional specializations:**
- Monitoring and Evaluation
- Social Innovation and Management
- Policy Analysis and Advocacy

“Prior to attending SIT, my passion for social justice and equity spurred my activism. The Sustainable Development program developed my critical thinking skills and knowledge of dynamic systems so that I now apply that passion in savvy, effective, and empowering ways.”

**Chad Simmons**

MA in Sustainable Development
Southeastern Vermont Regional Coordinator
Building Bright Futures
Citizen Advocate, Safe and Green Campaign
**Program at a Glance**

**Format:** On campus  
**Location:** Vermont  
**Program Start:** September  
**Duration:** Two years  
**Credits:** 40

**Common Career Areas:** Community development, economics, nonprofits, NGO management, development policy analysis and advocacy

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**Required Courses**  
*Program core courses: 19 credits*

- Foundations in Intercultural Service, Leadership, and Management  
- Practitioner Inquiry  
- Reflective Practice  
- Capstone Presentation  

*Plus degree courses: 9 credits*

- Economics  
- Issues in Sustainable Development  
- Theory and Practice of Sustainable Development  

*Plus degree option courses: 12 credits*  
*These credits must include at least one of the following:

- Program Planning and Management  
- Program Monitoring and Evaluation: Concepts  
- Program Monitoring and Evaluation: Practice  
- Leading and Managing Social Sector Organizations  
- Leading and Managing Social Sector Organizations: Concepts and Practices  
- Leading and Managing Social Sector Organizations: Cases and Frameworks  
- Policy Advocacy  
- Policy Advocacy: Concepts  
- Policy Advocacy: Practice  
- Popular and Nonformal Education  

*The remaining degree option credits may be from the other courses listed above and/or any of the following:

- Training Design for Experiential Learning  
- Social Identity: Exclusion and Inclusion  
- Dismantling Disability  
- Post-War Development and Peacebuilding Initiatives in Peacebuilding  
- Skills and Practices in Inter-Group Dialogue  
- Conflict and Identity  
- Education for Social Justice  
- Budgeting and Financial Management  
- Fundraising and GrantWriting  
- Human Resources Management  
- Strategic Planning and Implementation  
- Social Entrepreneurship  
- Leadership and Change  
- Advanced Monitoring, Evaluation, and Learning  
- Statistics for Practitioners  
- Youth Program Leadership  
- Training for Social Action  
- Policy Analysis and Advocacy Methods  
- International Policy and Citizen Advocacy  
- Leadership, Community, and Coalition Building  
- Special Topics in Sustainable Development

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“In studying sustainable development in southern Vermont— a nationally recognized center of participatory democracy and innovation in sustainability—students are exposed to exceptional learning opportunities at the grassroots level, yet they’re also connected with innovators across the US and around the world through the SIT/World Learning network.”

Jeff Unsicker, PhD  
Professor, Sustainable Development: Advocacy, Leadership, and Social Change Degree Program

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**Degree Sequence:**  
**On-campus coursework** (9 months)  
**Practicum** (6–12 months)  
**Capstone paper, seminar, and presentation in Vermont** (1 week)
The Master of Arts in Sustainable Development: International Policy and Management program in Washington, DC, is designed to significantly advance students’ leadership capacity, practical skills, and networking channels, particularly within the areas of sustainability, social justice, and entrepreneurship.

Students earn their degree in one year while benefiting from the resources available through SIT’s parent organization, World Learning—a global nonprofit—and the broader marketplace of development organizations headquartered in the US capital. The program is designed for professionals from across the globe with some relevant work experience.

The program emphasizes the following:

- Social innovation and entrepreneurship
- Local leadership and community ownership
- Global collaboration
- Responsible action and service
- Integration of theory and practice

Students learn through academic coursework, attendance at and participation in development-related events, group and individual projects, and field experience and reflection. The fall and summer semesters are delivered in Washington, DC, and focus on foundational and advanced courses respectively. Most of the spring semester is the practicum, focused on field study and research.

The program takes full advantage of the resources and connections of its base in Washington, DC. Students can expect to interact with a full spectrum of international organizations, representing the government, private, and civil society sectors, as well as locally based and visiting international development professionals. Program faculty help students connect with a variety of leaders, actors, and institutions that address education, health, gender, environmental, and civil society problems.

**Specialization Tracks**

All students pursue a specialization in one of the following three areas while also receiving exposure to the other areas:

- Monitoring, Evaluation, and Learning
- Policy Analysis and Advocacy
- Social Innovation and Management

“The SIT DC program helped hone my skills as a young leader and development practitioner. The program helped me link theory with practice as I could easily relate what my professors and classmates shared with my youth development work in Zimbabwe. The one-year program also went by so fast, giving me an opportunity to return home and continue my work.”

Donald Bodzo

MA in Sustainable Development: International Policy and Management
Cofounder and Executive Director, PaNhari (Zimbabwe)
Program at a Glance

Format: On campus
Location: Washington, DC
Program Start: September
Duration: One year
Credits: 40
Common Career Areas: Community development, economic development, nonprofit management, international development, government agencies

Course of Study

Fall Semester
Washington, DC: 16 credits
Foundations: Intercultural Communication and Multicultural Teams
Practitioner Inquiry: Quantitative and Qualitative Research Methods
Economics
Theory and Practice of Sustainable Development
Program Planning and Management
Program Monitoring and Evaluation: Concepts
Leading and Managing Social Sector Organizations: Concepts and Practices
Policy Advocacy: Concepts

Spring Semester
Professional Practicum and Research: 13 credits
Professional Practicum and Research
Two of the following (one prior to the practicum and one following it):
Program Monitoring and Evaluation: Practices
Leading and Managing Social Sector Organizations: Cases and Frameworks
Policy Advocacy: Practices

Summer Semester
Washington, DC: 11 credits
Foundations II: Development Management Skills Workshops
Capstone Paper and Seminar
Capstone Presentation
Issues in Sustainable Development

Plus one of the following:
Advanced Monitoring, Evaluation, and Learning
Social Entrepreneurship
Policy Analysis and Advocacy Methods

“SIT’s Washington DC Center provides students with the opportunity to network and access major development agencies throughout the year and provides a unique environment for dialogue between faculty, staff, and students on values of great importance to the development sector. We strive to integrate theory and practice in our work and to nurture students as they go out into the far corners of the world as development practitioners.”

Amy Jersild
MA, SIT Graduate Institute
Assistant Professor / Senior Practitioner Faculty
Sustainable Development: International Policy and Management

Degree Sequence:

On-campus coursework (4 months)  Practicum (3 months)  On-campus coursework (4 months)

Capstone (1 week)
Capstone paper, presentation, and seminar in Washington, DC
The Monitoring and Evaluation Certificate is a part-time, graduate-level program for working professionals offering nine credits. The program is appropriate for entry to mid-career professionals in the greater Washington, DC, area who work with international nongovernmental organizations, government agencies, bilateral institutions, and other academic and community organizations.

The program will provide students with competencies in the following areas:

- International development project design
- Monitoring and evaluation methods
- Quantitative and qualitative research methods for field based monitoring and evaluation
- Historic contexts and critiques of monitoring and evaluation
- Innovations and the practice of impact evaluation for organizational learning
- Managing monitoring and evaluation functions and teams

Students will have opportunities to learn monitoring and evaluation techniques that are connected to specific sectors and are connected to the values of the organizations in which they work; these could include organizations in the health, economic development, gender, youth, environment, education, and government arenas.

**Required Courses**

The program consists of four courses, including a project practicum where students work with their own organizations and present a final paper based on organizational project experience and learning.

**Spring Term (5 credits)**

- One 3-credit foundational monitoring and evaluation course
- One 2-credit research methods course

**Summer Term (4 credits)**

- One 3-credit advanced monitoring and evaluation course
- One 1-credit practicum course (practicum and capstone assignment)

Taught by SIT Graduate Institute full-time and senior practitioner faculty, the program utilizes SIT’s experiential learning pedagogy and offers cohort-based learning, intercultural sensitivity, global leadership and professional skills, and an inclusive method of engagement and learning.

Student loans are available for qualified applicants.

Learn more at [www.sit.edu/m&e](http://www.sit.edu/m&e).

**Certificate Sequence:**

<table>
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<tr>
<th>Spring Term</th>
<th>Summer Term</th>
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The SIT Washington, DC Center is developing SIT stackable certificates in other important professional areas such as social entrepreneurship. More details will be available in January 2015 and classes for these certificate programs will begin in January 2016.
This program is designed to engage current and future peacebuilders in the tasks of conflict prevention, intervention, and healing within their own communities and as third-party consultants. The program focuses on SIT’s strengths in human relations and multicultural competence; in working with the nongovernmental organization (NGO) sector; in hands-on, pragmatic pedagogy; and in field-based practicum experience. The program encourages and models values needed for transformation in individuals, in relationships among parties in conflict, and in the local and global structures in which conflict is embedded.

Students are introduced to critical and timely topics emerging in the new field of conflict studies, such as forgiveness and reconciliation, the conflict-humanitarian aid-development paradigm, identity- and resource-based conflicts, refugees, and issues of gender and conflict.

Specific conflict intervention skills developed through the courses include conflict analysis, introductory mediation, negotiating differences, and intergroup dialogue facilitation.

“SIT’s master’s program is unique in its interpersonal and systematic approach to the identity-based dynamics of conflict. Our program focuses on developing holistic responses to conflict in order to transform the relationships and systems that uphold intractable inter-communal conflicts around the world.”

John Ungerleider, PhD
Chair, Peacebuilding and Conflict Transformation Degree Program

**Concentration and Specialization Options**

Students pursuing this degree can select among concentration and specialization options.

**Optional concentration:**
Conflict and Development

**Optional professional specializations:**
- Monitoring and Evaluation
- Social Innovation and Management
- Policy Analysis and Advocacy
The most impactful part of my SIT experience was the real experiential learning that took place. My professors were still actively working in the field of conflict transformation and were bringing those experiences into the classroom to discuss with us. Not only was I truly inspired by our professors and the work they were doing, but I also got to learn from their experiences and even help them learn as well.”

Shayne Bell
Project Manager, Chemonics International

Program at a Glance

Format: On campus
Location: Vermont
Program Start: September
Duration: Two years
Credits: 40

Common Career Areas: Intergroup peacebuilding, conflict prevention and education, NGO service delivery, conflict management, alternative dispute resolution

Required Courses*

Foundations in Intercultural Service, Leadership, and Management
Practitioner Inquiry
Reflective Practice
Capstone Presentation

Plus 12 credits from the following degree courses:
Theory and Practice of Peacebuilding and Conflict Transformation
Conflict and Identity
Initiatives in Peacebuilding
Post-War Development and Peacebuilding
Mediation
Skills and Practices in Inter-Group Dialogue
Special Topics in Conflict Transformation

Plus an additional 9 credits of advisor-approved electives:*

Recommended Electives:
Training Design for Experiential Learning
Youth Program Leadership

* Not all listed classes will be offered each academic year. Course offerings depend on a minimum enrollment of ten (10) students.

Degree Sequence:

On-campus coursework (9 months)  Practicum (6–12 months)  Capstone paper, seminar, and presentation in Vermont (1 week)
Short-Term Peacebuilding Programs

**Summer Peacebuilding Program**
*in Brattleboro, Vermont, USA*

*(Three weeks, three graduate credits)*

SIT’s Summer Peacebuilding Program offers graduate-level training in conflict transformation. Participants explore experiential learning and community-building theory and practice while developing skills and knowledge in peacebuilding and conflict transformation.

**Peacebuilding Training and Education in South Asia**—*Kathmandu, Nepal*

*(Two weeks)*

SIT’s South Asia Peacebuilding Program is designed to increase the capacity of individuals across the region to establish collaborative cross-border relationships that will contribute to conflict transformation, sustainable peace, and increased development in the region and beyond.

**Peacebuilding Program Prerequisites:** English proficiency and demonstrated experience with or strong interest in the field of peacebuilding and conflict transformation.
Graduate Certificate in Conflict Transformation

(One year, low residency)

Students may continue with SIT’s one-year, low-residency Graduate Certificate in Conflict Transformation, after completing the Summer Peacebuilding Program.

Students participate in online courses and meet in January in a post-conflict country to study the practical applications and challenges of post-war peacebuilding and reconciliation. As part of the program’s practicum phase, students create and implement a peacebuilding project and produce a final paper.

The program is ideal for working professionals who wish to enhance their knowledge and skills in conflict transformation. The 14–16 credits earned may be applied toward a master’s degree at SIT Graduate Institute.

Graduate Certificate Prerequisites: Summer Peacebuilding Program

Graduate Certificate Prerequisites:

Summer Peacebuilding Program

Learn from experts in conflict transformation from around the world, including:

- **Paula Green, EdD** — CONTACT program director; professor, SIT Graduate Institute; founder and senior fellow at Karuna Center for Peacebuilding

- **Kevin Clements, PhD** — professor of peace and conflict studies and foundation director, National Centre for Peace and Conflict Studies, the University of Otago

- **Tatsushi Arai, PhD** — associate professor, SIT Graduate Institute; author of *Creativity and Conflict Resolution: Alternative Pathways to Peace* (Routledge, 2012)

CONTACT programs can be taken as stand-alone courses or serve as a foundation toward a graduate certificate or master’s degree.
The Intercultural Service, Leadership, and Management degree program (SLM) encourages and allows students to prepare for empowering careers through individually-designed learning and curriculum options.

SLM students draw upon the courses of two or three of the other SIT degree areas, including international education, sustainable development, and conflict transformation, that support the career outcomes they seek.

Some SLM students are in the process of changing careers, others are exploring new careers. All want to be introduced to new ideas of leadership and social change. Working closely with their faculty advisors, students select courses and a reflective practice option that allow them to take full advantage of this flexible, interdisciplinary degree option.

Optional Specialization
Interested students can acquire a specialization in one of the following professional areas:

- Monitoring and Evaluation
- Social Innovation and Management
- Policy Analysis and Advocacy

Karen Blanchard, PhD
Chair, Intercultural Service, Leadership, and Management Degree Program

“Through this unique option, students can design their own interdisciplinary graduate degree program to advance their career objectives.”
“I believe that a successful, triple bottom line organization is possible.”

“I chose the Intercultural Service, Leadership, and Management (SLM) degree because I wanted an education similar to an MBA where I would gain hard business skills along with the context needed to use those powers for good.

Every course I took contributed to my career trajectory. I used social entrepreneurship to start a business during my practicum. I used intercultural communication in Rwanda to learn how to do business and conduct yourself in various cultural contexts. I used the principles learned in Financial Management to run a business.

Courses such as Issues in the Environment and Social Change reinforced my moral compass while also providing a foundation to intelligently discuss the issues that business can attempt to solve.”

**Scott’s coursework:**

- Organizational Behavior I
- Intercultural Communications
- Project Design and Planning
- Sustainable Development
- Beginning Spanish
- Financial Management
- Practitioner Inquiry
- Social Entrepreneurship
- Beginning Spanish II

- Social Change
- Organizational Behavior II
- Management of Information Technology
- Issues in Sustainable Development: Environment
- Professional Practicum: Barnoire Furniture and Cabinetry, Williston, VT
- Capstone Paper and Seminar: Entrepreneurial Mentorship for New Growth in Rwanda

**Degree Sequence:**

**On-campus coursework (9 months)**

**Practicum (6–12 months)**

**Capstone paper, seminar, and presentation in Vermont (1 week)**
A Longstanding Commitment to Experiential Education and Social Justice

Dissatisfied with the state of international education, Dr. Donald Watt created a revolutionary new cultural immersion program called The Experiment in International Living, the founding program of SIT, which sought to foster peace through understanding, communication, and cooperation achieved by students from different countries living together.

1961
Experiment alumnus and Peace Corps founder Sargent Shriver invites The Experiment to help train the first Peace Corps volunteers. This is the start of a decades-long partnership between the Peace Corps and SIT.

1964
Expanded Peace Corps training prompts The Experiment to open a new facility on the Brattleboro, VT estate known as Sandanona, named for a Native American word thought to mean “place of great light.” The center is renamed the School for International Training.

1967
The School for International Training offers its first graduate degree—a Master of Arts in Teaching.

1978
A new Summer Institute for Language Teachers soon paves the way for a popular summer MAT option. SIT’s master’s degree in international administration, founded in 1967 as International Career Training, continues to evolve into the SIT signature master’s program in intercultural service, leadership, and management.

1983
The library serving growing numbers of students and faculty is officially named for founder Donald B. Watt.
Our History—At a Glance

1991
The International Center (IC) is built. It provides students with a new cafeteria and classrooms and has a magnificent view of the surrounding fields and valley. In 2008, the IC is named for Nita and Stephen Lowey, important supporters of SIT.

2007
A low-residency master’s and graduate certificate program in international education is launched.

1997
SIT alumna Jody Williams, founding coordinator of the International Campaign to Ban Landmines, wins the Nobel Peace Prize.

1995
The Carriage House is renovated, expanded, and renamed the Rotch Center, honoring longtime board chair William Rotch. It includes classrooms, office space, and the library.

2011
SIT launches its first Washington, DC–based master’s program, the MA in Sustainable Development: International Policy and Management.
Academic Leadership and Faculty

SIT Graduate Institute faculty practice what they teach.
“When I visited SIT as a prospective student, one aspect of the school that stood out was that SIT professors are extremely active in their chosen fields—they aren’t just publishing papers and teaching; they are running foundations, traveling, speaking, and working. Not only that, but many SIT professors allow students the chance to access their network and be a part of their experiences.”

Liz Purdy
MA in Sustainable Development student

With expertise in conflict transformation, international development, English and foreign language learning, international education, social justice, management, and human rights, faculty at SIT Graduate Institute come together at an institution that bridges practice and theory.

SIT’s diverse, multicultural faculty have worked across the world as consultants, trainers, and developers in the business, nonprofit, education, and public sectors. SIT faculty are the founders and directors of NGOs. They have consulted on projects for the U.S. Department of State, NGOs, and other public- and private-sector organizations and agencies. Some SIT faculty are Returned Peace Corps Volunteers. SIT faculty publish research on topics ranging from sustainable industrial development to brain-friendly learning and the role of technology in language teaching.

SIT faculty, affiliated faculty, and practitioners-in–residence from across the World Learning network provide valuable resources and professional connections for graduate students in the areas of language teaching, international education, international exchange, and development.
Degree Chair and Director Bios

Susan Barduhn, PhD
Co-Chair, MA in Teaching English to Speakers of Other Languages

Susan Barduhn holds a doctorate in English language teaching from Thames Valley University (UK) and joined the SIT faculty in 2003. In addition to directing the online MA in TESOL program, she teaches in the on-campus TESOL program and supervises student teachers all over the world. Her experience includes English and Spanish language teaching, teacher training, supervision, management, program assessment, and consulting. Susan has worked in Kenya, Britain, Switzerland, Colombia, Spain, and Portugal and speaks Spanish, French, Portuguese, German, and Swahili. She is a past president of IATEFL (International Association of Teachers of English as a Foreign Language); former director of The Language Center in Nairobi, Kenya; and former deputy director of International House in London. Her professional areas of interest and research are intercultural communication, teacher thinking, and teacher trainer development. She co-authored the book Integrating Language and Content (TESOL, 2010), which provides practical examples of integrating language and content into areas such as conflict resolution, social justice, philosophy, and cultural identity. The book was shortlisted for the prestigious Elton award.

Karen Stromgren Blanchard, PhD
Chair, MA in Intercultural Service, Leadership, and Management

A member of the SIT faculty since 1988, Karen developed and taught the Institute’s first course in conflict transformation. She currently teaches the Journeys of Forgiveness course and courses in intercultural communication, both on campus and abroad. Karen has managed programs for the Peace Corps and for the Intergovernmental Organization for Migration in Switzerland and Eastern Europe, has consulted on a project in Bosnia for the Karuna Center for Peacebuilding, and has directed a training program for Southeast Asian development professionals. She is currently working on an educational project in Asella, Ethiopia. Karen was a Peace Corps volunteer in Ethiopia and a Peace Corps trainer in Thailand. She has language skills in Spanish, French, Amharic, Thai, and Nepalese. Karen is very engaged in the local Brattleboro, VT, community including through her service on various boards. She has served as the director of SIT’s undergraduate study abroad program in Nepal. She holds a PhD from the California Institute of Integral Studies.

Sora Friedman, PhD
Co-Chair, MA in International Education

Sora Friedman has worked in the field of international education for 27 years, focusing on the administration of adult exchanges in public diplomacy, international training programs, high school exchanges, and international policy advocacy. She joined the SIT Graduate Institute faculty in 2005 and was an adjunct faculty member for three years before that. Sora holds a doctorate in cultural studies from George Mason University as well as a master’s in international administration and a certificate in distance education. In addition to her work at SIT, Sora currently serves as chair of the New England Region XI of NAFAA: Association of International Educators. Before joining SIT, Sora taught at George Mason University and on a University of Pennsylvania Lauder Institute program in Mexico and Chile. She has lived in Bolivia, Colombia, and England and is fluent in Spanish.

Paula Green, EdD
Program Director, CONTACT

Paula Green is a professor of conflict transformation at SIT and the founder-director of Conflict Transformation Across Cultures (CONTACT), a graduate certificate program of the SIT Summer Peacebuilding Institute held annually for peacemakers from around the world. Paula joined SIT in 1995 and began the CONTACT program in 1997. Paula is also the founder of Karuna Center for Peacebuilding, an NGO focused on international conflict transformation, inter-communal dialogue, and reconciliation. She has decades of experience as a psychologist, educator, and consultant in peacebuilding in many regions of Africa, Asia, the Middle East, and Europe, and in the US. Paula is a winner of the Unsung Heroes of Compassion award, which was presented to her by His Holiness the Dalai Lama in April 2009. She has an EdD from Boston University.

Teresa Healy, PhD
Chair, MA in Sustainable Development

Teresa Healy earned her doctorate in political science from Carleton University in Ottawa. Her work focuses on social movements’ struggles for equity and community-based sustainability in times of economic crisis. Before coming to SIT, Teresa worked as a senior researcher within the Canadian labor movement and held academic posts in the fields of international political economy and North American integration. Currently, Teresa is involved in an ongoing research project on economic restructuring and women in northern Canada. She has recently published an article on the Canada–EU free trade agreement and is completing a participatory action research project with immigrant workers whose factory closed suddenly in Ontario. She is also a recording singer-songwriter. Teresa’s book Gendered Struggles against Globalisation in Mexico was published by Ashgate in 2008. Her edited collection The Harper Record was published in 2008. Healy is an adjunct research professor at the Institute for Political Economy at Carleton University and a research associate at the Canadian Centre for Policy Alternatives.

David Shallenberger, PhD
Co-Chair, MA in International Education

David Shallenberger joined SIT Graduate Institute’s international education program in 2006, after four years serving as director of European and Middle Eastern studies for SIT Study Abroad. He also served for one year as dean of SIT Graduate Institute. David holds leadership positions in professional organizations such as NAFAA and the Forum on Education Abroad, which reflect his interest in applied research, advocacy, and professional ethics. His previous positions include 20 years teaching global studies, intercultural communication and research, ethical leadership, and multicultural awareness; developing and coordinating travel study programs for adults in Europe, Asia, and Latin America; directing a BA program in Hong Kong; and expanding understanding of “the other.” Before coming to SIT, David held faculty and administrative positions at DePaul University and the University of Redlands and taught at Elmhurst College, Malinckrodt College, and National University. He has given workshops on adult learning, cross-cultural communication, and multicultural issues at universities in El Salvador, Poland, Romania, and China and is the author of Reclaiming the Spirit: Gay Men and Lesbians Come to Terms with Religion (Rutgers University Press, 1998).
Preeti Shroff-Mehta, PhD
Senior Advisor to the Provost:
Program Innovation and Partnerships

Dr. Shroff-Mehta has over 25 years’ leadership, management, and teaching experience in the field of democratic governance, civil society strengthening, and institutional capacity development. She has taught graduate courses in citizen leadership, policy advocacy, and good governance at SIT Graduate Institute and at the School for International and Advanced Studies at Johns Hopkins. She served as the global director for civil society and governance programs at World Learning in Washington, DC, from 2004 to 2008, and she has developed and managed projects in Africa, Asia, the Middle East, Europe, and North America that were supported by USAID; the U.S. State Department’s Bureau of Democracy, Human Rights, and Labor; the Middle Eastern Peace Initiative; the World Bank; the Ford Foundation; Zonta International Foundation, Canada’s Ministry of Economic Development, Trade, and Employment; Oxfam England; Finland’s Ministry of Social Affairs and Health; MISEREOR of Germany; UNICEF; and the government of India. She specializes in grassroots leadership in civil society and governance sector capacity development, public policy advocacy and reform, multi-stakeholder coalition building, community driven development for local livelihoods and life-skills education, women’s economic and legal rights, and indigenous governance. She has lived and worked with indigenous communities around the world and has received numerous awards from the leading academic institutions in India, England, and the United States of America.

Alex Silverman, MA
Co-Chair, MA in Teaching English to Speakers of Other Languages

Alex holds master’s degrees in Slavic and French linguistics. A faculty member of SIT since 1974, Alex serves as a supervisor and teaches in the areas of general linguistics, methodology, culture, sociolinguistics, and English language and linguistics. Alex is a consultant to publishers of English and French language and cultural materials and textbooks, and he presents regularly at conferences in the areas of language and pedagogy. He began teaching in the New York City public schools and has taught English at the university level in France. He enjoys working with practicing teachers in methodology and culture training, which he has done in the US, Europe, Africa, and the Caribbean. He is particularly interested in the ways cultural presumptions and norms are reflected in language and in helping students build practical teaching tools that integrate culture into the classroom.

John Ungerleider, EdD
Chair, MA in Peacebuilding and Conflict Transformation

John Ungerleider has been teaching about conflict transformation at SIT for more than 20 years. He holds an EdD from the University of Massachusetts and has authored articles addressing youth, peacebuilding, dialogue, empowerment programs, and music in peace culture; he also edited a book on child labor. In 1990, John started the Youth Peacebuilding and Leadership Programs at SIT, beginning with the Vermont Governor’s Institute on International Affairs, which brought Soviet and Vermont teens together. This evolved into the Institute on Current Issues and Youth Activism, which over the years has brought together future leaders from such places as Cyprus, Northern Ireland, the Middle East, Iraq, Rwanda, and Serbia to dialogue about their conflicts. John has lived, taught, and facilitated conflict resolution in Venezuela, Cyprus, Israel, and Spain. John founded the Child Labor Education and Action project, or CLEA, which enables Vermont teens to learn about and take action to address the global issue of oppressive child labor. John wrote Secret of the Seasons, a “co-opera” about global warming.
Who Studies at SIT?

SIT students represent a wide variety of socioeconomic backgrounds and come from across the globe. They have worked for educational institutions, for NGOs, and in the public and private sectors. They include activists working on issues of social justice and human rights, teachers, international education professionals, or Returned Peace Corps Volunteers as well as individuals looking to work in one of those areas. SIT students include experienced professionals who want to sharpen their skills, mid-career professionals seeking to change careers or boost their credentials, and recent college graduates.
Desired Qualifications

• Bachelor’s degree or an equivalent that demonstrates academic ability
• Intercultural experience
• Demonstrated ability to use experience as a source of learning
• Relevant academic and/or professional experience in the field; this may include volunteering and/or community activism

SIT does not require applicants to take the Graduate Management Admissions Test (GMAT) or the Graduate Records Examination (GRE).

A Personalized Application Process

“SIT’s team of experienced admissions officers assists applicants throughout the application process, from initial inquiry to program enrollment. Our staff works one-on-one with every applicant to facilitate a highly informed and multidimensional admissions experience.”

Kimberly DeRego
Associate Dean for Enrollment Management

How to Apply

Go to graduate.sit.edu to begin the online application. Because admissions criteria vary by program, it is important to review the degree-specific requirements, application deadlines, and program start dates for the specific SIT program to which you are applying.

Please contact the SIT Graduate Institute admissions team with any questions:

www.sit.edu/grad-admissions
admissions@sit.edu
800 336-1616
802 258-3510
SIT strives to create an inclusive, diverse, and supportive learning community where all students can meet their personal and academic potential. International students make up approximately 25 percent of SIT’s student body and typically come from more than 30 countries. Virtually all SIT graduate students have experience living in a culture other than their own.

SIT’s Office of Campus Life and Division of Student Affairs, in partnership with SIT’s Career and Practicum Services Center, provides co-curricular support through a wide range of services and activities, including:

- Residence life and student activities
- International student and scholar services
- Student government and leadership development
- Professional/career development
- Disability support and advocacy
- Mental health counseling

Campus Community and Student Support

SIT Campus in Brattleboro, Vermont

SIT’s 200-acre campus in Brattleboro, Vermont, is home to SIT Graduate Institute and the administrative offices of World Learning, SIT Study Abroad, and The Experiment in International Living. Each year, over half of the student body lives in on-campus residence halls. On-campus resources include residence halls, a dining hall, an internationally focused library, a student-run coffee shop, and technology and media services.

Brattleboro’s residents are a mix of native Vermonters and individuals who have moved to the area from around the world. Brattleboro is an eclectic, dynamic, and civicly engaged community boasting numerous restaurants, bookstores, art galleries, and festivals. Students can take advantage of southern Vermont’s natural and recreational treasures while enjoying easy driving access to a number of major metropolitan centers, including Boston, Montreal, and New York City.
Campus Community and Student Support

SIT Center in Washington, DC

Located in the center of the US capital, the SIT Washington, DC Center is the base for select SIT graduate-level programs; it is also where the international development and exchange programs of World Learning, SIT’s parent organization, are based. Students have access to World Learning’s professional development staff and to experts from other organizations and agencies based in Washington, DC, including speakers, guest lecturers, mentors, and project supervisors, as well as other learning resources.

In addition to housing the US federal government, Washington, DC, is home to more than 150 foreign embassies and the headquarters of numerous development-related organizations, including the World Bank, the International Monetary Fund, and the Pan American Health Organization. Washington has a diverse population, numerous cultural and educational attractions, a high-quality public transportation system, and a wide array of restaurants.

Overseas Field Sites

In addition to coursework delivered on the SIT campus in Brattleboro, Vermont, and center in Washington, DC, students may be able to study and/or work in other World Learning centers and offices around the world, including through SIT’s intensive field courses and practicum and internship degree components.
Financial Aid and Scholarships

Know your funding sources and discover new resources.

Let SIT help.

SIT Graduate Institute is dedicated to providing financial aid to as many students as possible and to ensuring our students have the information they need to successfully access funding for their graduate education.

SIT offers grants and scholarships based on several criteria, including demonstrated commitment to the SIT mission and financial need. SIT typically awards more than $1.4 million dollars each year in gift aid.

For more information on SIT financial aid programs, which include SIT scholarships, grants, federal student loans, and work study, please visit graduate.sit.edu.

Approximately 90 percent of SIT Graduate Institute students receive scholarship and grant funding from SIT.

Financial Aid Options for US Students and Permanent Residents include:

SIT Scholarships and Grants. SIT awards need-based grants and merit scholarships to full-time US citizens and permanent residents. The average award ranges between $800 and $6,300 annually.

Federal Student Loans. US students and permanent residents may apply for federal student loans:
- Perkins Loan
- Federal Direct Unsubsidized Student Loan
- Federal Direct Grad PLUS Loan

Federal Work Study. Through the Federal Work Study program, eligible students can earn part of their education costs through part-time employment in positions on the SIT campus or in a limited number of local community organizations; students generally work between 8 and 10 hours each week.

Public Service Loan Forgiveness Program. You may qualify for forgiveness of the remaining balance of your direct loans after making 120 qualifying payments on those loans while employed full time in a public service position.

Income-Based Repayment Plan. There are currently four different income-based repayment plans to help loan borrowers in making their student loan debt manageable. If your student loan debt is high relative to your income, you may qualify for one of these plans. We provide our students with one-on-one counseling to determine which repayment plan may be best suited to them.

Financial Aid Options for International Students:

SIT Scholarships and Grants. SIT offers gift aid averaging between $2,500 and $11,500 for international students, based on need and merit.

Employment. The SIT Work Opportunity program supports the part-time employment of international students who need the income to help pay for the cost of their education. International students can also earn the equivalent of room and board fees by working as a resident advisor in an SIT dormitory.
Service Organization Partnerships and Scholarship Opportunities

SIT values the unique experiences of students who have dedicated themselves to service organizations. We have partnered with the following organizations to provide scholarships and support for their members.

**Peace Corps**

SIT works with Peace Corps volunteers in three ways:

- **Paul D. Coverdell Fellows Program** for Returned Peace Corps Volunteers. SIT awards up to five competitive scholarships of $5,000 plus room and board at SIT’s campus in Vermont during the first year (or the equivalent scholarship to the Washington, DC, program).

- Students who wish to complete Peace Corps service for their practicum are eligible for a 50 percent scholarship applicable to this portion of the program through Master’s International.

- The National Peace Corps Association (NPCA) Scholarship was established to recognize the longstanding ties between SIT and the Peace Corps. Members of the NPCA who have one year or more of significant Peace Corps–related experience are eligible to apply; this includes Returned Peace Corps Volunteers and NPCA staff. Several competitive awards of $10,000 are made each year.

**AmeriCorps**

SIT works with AmeriCorps volunteers in three ways:

- AmeriCorps alumni who are accepted into an SIT master’s degree program after completion of at least one year of AmeriCorps service are eligible for a tuition match of the Segal AmeriCorps Education Award, up to $5,500 during SIT’s first academic year.

- AmeriCorps alumni are also eligible for a competitive scholarship of $5,000. Several scholarships are awarded each year.

- Students may complete AmeriCorps service to fulfill their practicum requirement.

**City Year**

SIT and City Year have partnered to provide City Year “Give a Year” participants and staff with a 25 percent tuition scholarship. Scholarships are awarded to City Year corps members and alumni who have completed at least one year of service and to City Year staff members who have been employed for at least two years.

**US Veterans**

SIT Graduate Institute is a Yellow Ribbon School. Individuals who are 100 percent eligible for post-9/11 GI Bill educational benefits will qualify for an additional $5,000 scholarship from SIT.

**Other Partnerships**

- **JET Program.** SIT and The Japan Exchange and Teaching Program (JET) have recently partnered to provide scholarship opportunities to JET alumni. Current SIT students are also eligible to participate in the JET program to fulfill their practicum requirement.

- **WorldTeach.** SIT works with WorldTeach in two ways. One, WorldTeach alumni or current volunteers who are accepted into an SIT master’s degree program and have completed at least one year of teaching with WorldTeach are eligible for a competitively awarded $5,000 scholarship. Two, current SIT students interested in working for WorldTeach can complete a WorldTeach program position to fulfill their practicum requirement and receive a 50 percent scholarship applicable to this portion of the program.

- **Oxfam.** Current and past Oxfam CHANGE Leaders or Group Leader volunteers who have completed one year of Oxfam service may be eligible to receive a $1,000 tuition scholarship to SIT per year of service.

- **Greenpeace.** Current and past Greenpeace volunteers who have completed three months of Greenpeace service may be eligible to receive a $1,000 tuition scholarship per three months of service with Greenpeace.

**SIT Study Abroad and The Experiment in International Living Alumni Scholarship**

This scholarship is available to alumni of World Learning’s SIT Study Abroad and Experiment in International Living programs. It recognizes the strong intercultural foundation that students have developed in these programs and will carry into graduate school at SIT.

“SIT is a really conducive environment for those who are service-oriented and want to see change happen.”

Mary Nelligan
MA in TESOL and Master’s International student
SIT Graduate Institute is the accredited higher education institution of World Learning, an international nonprofit leader in education, exchange, and development. Other World Learning programs include:

**SIT Study Abroad**
A pioneer in experiential, field-based study abroad, SIT (founded as the School for International Training) provides academically rich programs in more than 30 countries for over 2,000 undergraduates from 200+ colleges and universities each year. As students explore global and local issues firsthand, they acquire new theoretical frameworks and a broadened worldview. SIT’s program model focuses on an examination of critical global issues in specific cultural and geographical contexts in one country or in multiple countries. The foundation of the comparative portfolio is the International Honors Program (IHP), which became part of SIT Study Abroad in 2011.
Learn more at studyabroad.sit.edu.

**World Learning International Development Programs**
International Development Programs prepare communities to address critical issues, such as poverty, HIV/AIDS, marginalization, the global education crisis, and the need for government accountability.
Learn more at www.worldlearning.org.

**World Learning International Exchange Programs**
International Exchanges bring emerging leaders from 140 countries annually to the US for academic, professional, and cultural exchanges.
Learn more at www.worldlearning.org.

**The Experiment in International Living**
The Experiment in International Living has been offering immersive experiential learning programs abroad since 1932. Today, The Experiment offers summer programs for high school students in Europe, the Americas, Africa, and Asia and the Pacific. Students are challenged to explore the host country through hands-on experiences in local communities and through the lens of a specific theme.
Learn more at www.experiment.org.

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FERPA Annual Notice to Reflect Possible Federal and State Data Collection and Use
As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including your Social Security number, grades, or other private information—may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (“Federal and State Authorities”) may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.
“Before going to SIT, I got a taste of development work through domestic and international volunteer opportunities. While I loved what I was doing, I didn’t have the right skill sets to contribute as a professional on high-impact projects.

I selected SIT because I thought that praxis-based experiential learning would help me not just understand the theory of development, but what I, as a practitioner, needed to know to be a positive force for change.

SIT exceeded my wildest expectations.

Both through my time on campus and during my practicum I worked on actual proposals and strategic plans, and learned a tremendous amount about intercultural communication and teamwork.

My SIT experience gave me the tools that I needed for a successful career in development. I still use many of the approaches and resources I learned through the program.”

Meg Audette
MA in Sustainable Development
Field Programme Support Officer
The United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA)
Learn More

SIT offers personalized campus visits and open houses on our Brattleboro, Vermont, campus; at our Washington, DC Center; and virtually online. Visit our website for detailed information and to apply online: graduate.sit.edu

Talk with one of our experienced admissions officers: 800 336-1616, 802 258-3510 (outside the US), or admissions@sit.edu

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