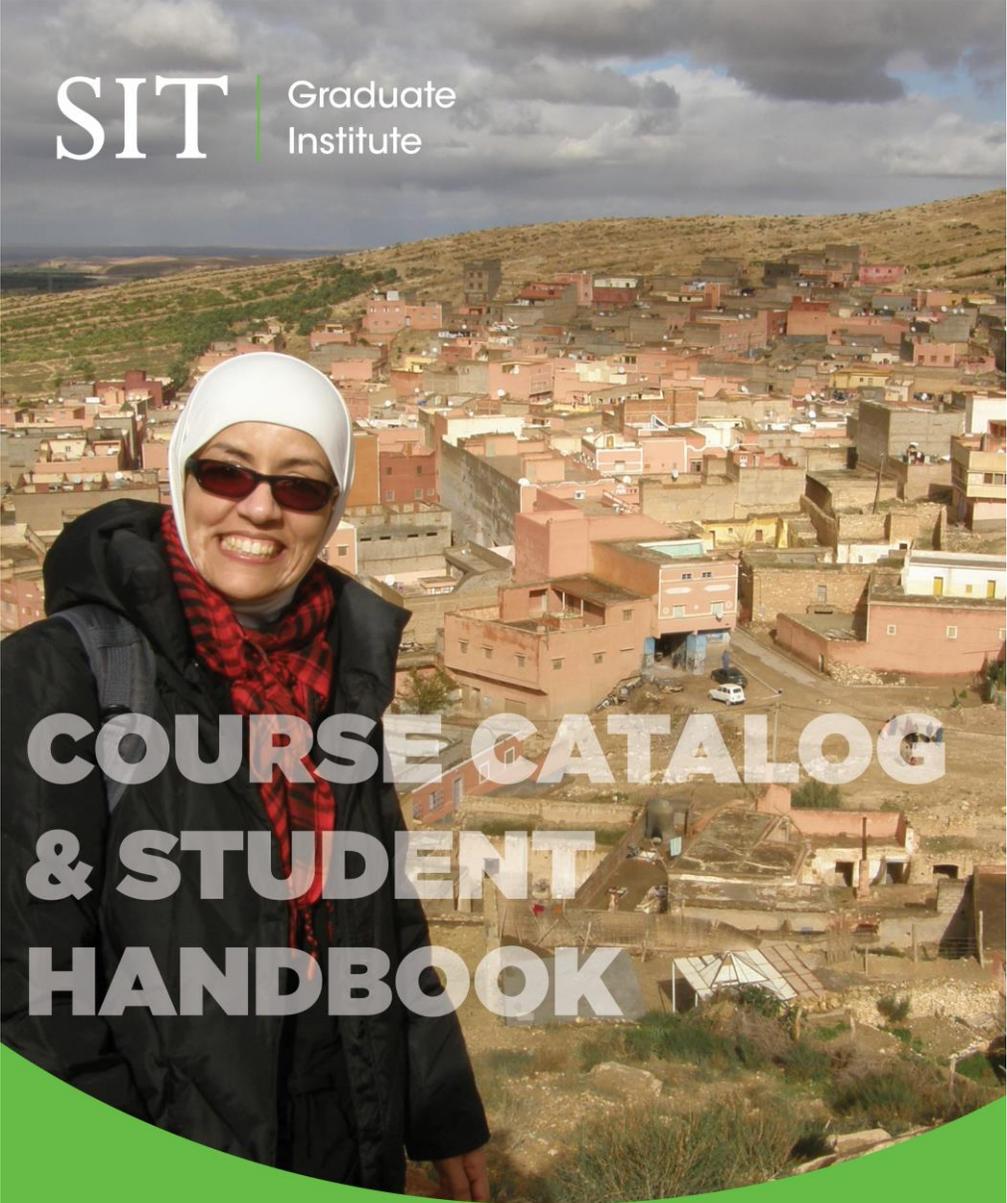


**SIT** | Graduate  
Institute



**COURSE CATALOG  
& STUDENT  
HANDBOOK**

**2018-19**

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(This Catalog is subject to change.)

## World Learning Overview

SIT Graduate Institute is a program of World Learning, a nonprofit organization advancing leadership in more than 60 countries. World Learning's flagship program, The Experiment in International Living, was founded in 1932. World Learning envisions a just world driven by engaged citizens and thriving communities. To achieve this goal, our mission is to empower people and strengthen institutions through education, exchange, and development programs. In addition to SIT Graduate Institute, World Learning programs include:

### *The Experiment in International Living*

The Experiment has been offering immersive cross-cultural exchanges, fun and thought-provoking adventures, and experiential learning programs since 1932. Today, The Experiment provides summer abroad opportunities for high school students in more than 20 countries worldwide. Experimenters directly engage with their host communities through language study, community service, travel, ecology, the arts, cooking, photography, theater, or outdoor adventure. Experimenters become members of host families—sharing new languages, traditions, and food.

Learn more at [www.experiment.org](http://www.experiment.org).

### *SIT Study Abroad*

A pioneer in experiential, field-based study abroad, SIT offers semester and summer programs for undergraduate students in Africa, Asia and the Pacific, Europe, Latin America, and the Middle East, as well as comparative programs in multiple locations. SIT encourages students to step beyond the boundaries of a traditional classroom to analyze and understand the critical issues shaping local communities around the globe.

Learn more at [studyabroad.sit.edu](http://studyabroad.sit.edu).

*"I knew I wanted a career overseas so [SIT] seemed like the perfect fit, and it was. The SIT experience was indeed rich in so many ways, but I loved the extra edge it gave to the importance of cultural understanding."* PAMELA WHITE, US Ambassador to Haiti

## School for International Training: Committed to and Honoring Diversity

World Learning promotes a learning environment where diversity is a source of strength and where every individual is valued as an important contributor toward the accomplishment of its mission.

World Learning's commitment to diversity is reflected in its vision of creating a supportive atmosphere for staff, faculty, and students. The organization fosters an environment where all individuals are valued and feel that their ideas have merit and that their talents are fully utilized to benefit themselves, the program participants, the organization, and the global community. —The World Learning Diversity Statement adopted by the World Learning Board of Trustees in May 1997

In accordance with this mandate, and as a reflection of World Learning's commitment to promoting intercultural understanding, social justice, and world peace, SIT, as World Learning's institution of higher education, strives to create a learning and teaching environment that is composed of people from many different backgrounds and that maximizes the potential of each person. Like World Learning, SIT moves beyond mere tolerance of difference in its quest to value and honor diversity.

### **Diversity and Interconnectedness**

Diversity refers to the range of human perspectives, backgrounds, and experiences as reflected in characteristics such as age, class, ethnic origin, gender, nationality, physical and learning ability, race, religion, sexual orientation, and veteran status. Other dimensions of diversity include, but are not limited to, education, marital status, employment, and geographical background, as well as cultural values, beliefs, and practices. Through appreciating and using diversity, we come to understand our common humanity and interconnectedness. As a result, we celebrate the human experience in both its unity and its diversity.

### **Goals**

To ensure the achievement of its vision for diversity, SIT and World Learning are committed to:

- enabling individuals of all backgrounds to achieve full and equal participation in society;
- administering a management-led diversity effort that is integrated into daily activities and operations;
- ensuring that all programs, projects, and curricula reflect and encourage a broad range of viewpoints;
- developing and sustaining policies and procedures that reflect the needs of a diverse community;
- providing employees and program participants opportunities to develop the awareness, knowledge, and skills needed to be effective participants in a changing society;
- building and sustaining relationships with local community leaders and groups to dismantle oppression, including the sharing of diversity-related efforts and resources between World Learning and the communities in which it maintains offices and programs;
- recruiting and retaining the most talented employees, students, and program participants available from all backgrounds; and
- monitoring and assessing the progress of goals and refining diversity initiatives on an ongoing basis.

## **SIT Graduate Institute Overview**

SIT GRADUATE INSTITUTE BELIEVES that addressing the world's needs requires creative approaches that link together multiple strategies. Solutions need to encompass work at macro, mezzo and micro levels and should bridge differences in nationality, race, culture, class, ethnicity, and religion, across different sectors.

SIT equips students with the theoretical knowledge, field experience, and professional skills necessary to be actively engaged in creative and comprehensive solutions to critical issues. The curriculum is designed to develop reflective practitioners who possess a comprehensive

knowledge of the theoretical basis of their profession, essential skills honed and tested through practice, and a solid awareness of their own capabilities, values, and ethics.

The curriculum is composed of face-to-face and online coursework that combines lectures, simulations, demonstrations, structured discussions, and experiential exercises; a supervised practice and inquiry field experience; and a culminating project that provides a structured process through which students test, extend, and integrate their learning.

Through the course of their program, students work in strong, multicultural learning communities to analyze complex issues, share common experiences and challenges, and examine issues from theoretical, cultural and other perspectives. Each student works closely with a faculty advisor to develop a personal learning plan and to set specific objectives tailored to their career goals.

All programs are based on an experiential learning model and a commitment to social justice and intercultural communication.

SIT Graduate Institute programs:

- prepare hands-on professionals to be successful in intercultural and international environments;
- offer the opportunity to study with faculty who practice what they teach;
- provide the professional skills to effect self-reliant and sustainable change;
- use innovative problem-solving strategies to address critical issues;
- are based on a commitment to the principles of social justice, including creating fair and equal opportunities for the people of the world; and
- utilize the experiential learning cycle, which integrates concrete experience, objective observation, theory and analysis, and active experimentation.

This catalog includes courses and requirements for the following programs:

Climate Change and Global Sustainability  
MA in Climate Change and Global Sustainability

International Education  
MA in International Education (Online with Short Residencies in Vermont)  
Graduate Certificate in International Education (Online with Short Residencies in Vermont)

Teaching English to Speakers of Other Languages  
MA in Teaching English to Speakers of Other Languages (Online with Short Residencies in Vermont)

CONTACT: Conflict Transformation Across Cultures  
Summer Peacebuilding Program (Vermont Campus)

## Our Educational Outcomes and Academic Community

### EDUCATIONAL OUTCOMES OF AN SIT GRADUATE INSTITUTE DEGREE

Upon completion of the degree program, an SIT graduate joins a global community having achieved the following educational outcomes:

- An ability to understand, analyze, and articulate critical global issues and ownership of their role as a change agent and advocate in the local and global community;
- Skills to work effectively within and across communities and cultures to promote peace, social justice, and sustainability; and
- Critical thinking and reflective practice skills to work as mindful and capable educators, organizers, administrators, and advocates in their work for change, inclusivity, diversity, social justice, and capacity building.

## Characteristics Of Our Educational Community

Each degree's goal—to educate a unique kind of globally-minded professional for an intercultural and international career—requires a different approach to the educational process from that which is common in traditional academic institutions. SIT's educational approach is based on principles of adult learning (Malcolm Knowles), experiential education (John Dewey and David Kolb), and learner empowerment (Paolo Freire). This approach can be distinguished from a more traditional university model by examining: 1) roles of teachers and learners in the learning community; 2) experiential learning and the creative problem-solving process; and 3) the elements that comprise inclusive and comprehensive learning environments.

### Roles of Teachers and Learners in the Learning Community

Within the basic structure of the competency-based model designed by the faculty, students are responsible for articulating their needs, acting as resources to the programs, and helping to implement modifications as the programs evolve. Both faculty and students are considered teachers and learners in the community and are expected to fulfill both roles at various times in the programs. Responsibility extends beyond the content and design of the programs to the development of a creative learning community.

*Learning in community* is defined by the following characteristics:

- Acceptance of the importance of learning from others;
- Ability to recognize, value, and make use of human differences in ways that contribute to the development of the group, others, and oneself;
- Ability to distinguish and express the difference between the actual behavior and intentions of others, and one's own feelings and explanations of that behavior;
- Monitor one's own behavior and its impact on others; and
- Ability to modify one's behavior in the best interest of the group, others, and one's own learning and growth.

## **Emphasis on Experiential Learning and the Creative Problem-Posing and Solution Generation Process**

Students learn through activities in which they practice skills necessary for effective performance in the classroom and the field. In addition to reading appropriate literature and writing papers, students are involved in active problem posing and solution generation. Based on common experiences in the learning community, students critically explore concepts and examine relevant theories, and how these can be applied in practice. In addition, students can use their field and social experiences to generate their own original frameworks of thinking to advance their inquiries.

This approach requires a commitment to the experiential learning process and the generation of mutually acceptable options, rather than an overriding concern with producing the perfect product. This approach serves as preparation for effective work in settings where professionals with varying perspectives and backgrounds must choose appropriate action under time, resource, and other constraints that stand in the way of what they see as the most ideal solutions.

*Experiential learning* at SIT is defined by the following characteristics:

- Appreciation of one's experience as a source for learning and of personal reflection as an essential tool for learning from that experience;
- Awareness of one's feelings, thoughts, and values, and acceptance of their importance in one's learning;
- Ability to express one's feelings, thoughts, and values in a timely and context-appropriate manner;
- Ability to both link and distinguish one's own feelings, perceptions, and opinions of experiences from the events of those experiences;
- Willingness to seek and formulate alternative explanations for one's experiences;
- Ability to weigh and evaluate alternative explanations from others; and
- Ability to devise appropriate strategies for entering new experiences and incorporate strategies offered by others.

### **COMPREHENSIVE LEARNING ENVIRONMENT**

Because responsibility for learning is centered in each individual learner, a fundamental assumption is that students learn from all aspects of their lives during each component of their program, regardless of physical location. SIT recognizes that learning is a lifelong commitment and that important learning occurs outside of the traditional classroom setting. In this context of holistic learning, structured learning with faculty support can help create moments that facilitate students' continued exploration and learning. The underlying expectation is that students will engage in academic and professional development opportunities to become proficient in writing, presenting, speaking in groups, listening, selecting and using appropriate technology and media.

Professional reflective practice opportunities are as diverse as the interests and future aspirations of SIT students. These opportunities offer the challenge of "learning by doing" in a position of responsibility in a classroom or organizational setting. The educational process

offered both on and off campus is demanding, challenging, and stimulating for both students and faculty.

Assumptions about *learning and professional development* in the SIT environment include:

- Learning is change. It includes both process and content. It results in the acquisition and development of knowledge, skills, attitudes, and awareness through interaction with the subject matter, oneself, others, and the environment;
- Learning is enhanced when the learner is asked to take responsibility for the direction, extent, and quality of their learning. This happens in an environment where diversity and inclusion are valued and when it involves a variety of modes; introspection, experimentation, exploration of others' study and research, and reflection upon common experience in the community; and
- Learning in a group is a dynamic interaction. It is essential that each person take responsibility for their effect on others.

## Degree Competencies

Each graduate program at the SIT Graduate Institute builds on a distinct set of competencies relevant to the professional contexts in which our graduates contribute and excel. The learning outcomes relevant to each degree are expressed below under the descriptions for each program.

We define competencies as *outcomes* of the learning process. They are action-oriented statements that inform students what they will know, do, or be aware of by graduation. We assume some competence in each of these core areas at entry into the degree program and expect a deliberate effort to develop them further during their course of study at SIT. The competency areas relate to the professional and academic lives of students regardless of the degree they are pursuing. Competencies are found in the following domains:

- **Knowledge** (Cognitive): Theories, concepts, and models the student can discuss; gaining an understanding about a particular subject, or
- **Skills** (Behavioral): Abilities and proficiencies the student can master; cultivating a behavior, or exhibiting a skill that is based on certain theoretical models; or
- **Attitudes** (Affective): The awareness of personal values and how this informs students descriptions' perspectives; recognizing how your individual biases or values impact your ability to practice these skills, or your understanding of these theories.

Many of the outcomes combine aspects of these three domains and are arranged by themes that include content and process. The emphasis placed by students within these competencies warrants careful attention. The area of emphasis will dictate the domain in which you develop your learning over the course of your degree studies at SIT, although some progress will be made in all.

## Measuring the Achievement of Competencies

Each degree expects students to develop expertise in the SIT-wide and degree specific competencies during their SIT studies and beyond, and each has methods and assessment processes. With that in mind, a framework to identify, monitor and evaluate learning is set in

place at orientation and sets the stage for student learning. Students must be able to design and implement a plan of learning, and/or learning goals that includes being proficient in writing, presenting, speaking in groups, listening, choosing, and using appropriate technology and media for different purposes. The core competencies are apparent in all phases of all the graduate degrees; in the courses and instructional activities delivered in classes, applied in practicum experiences, and in culminating writing and presentation requirements. A student's prior experiences and career aspirations are the basis upon which to build the academic learning plan.

## **Integrated Competency Themes**

The four competencies below are foundational to all SIT Graduate Institute degrees. We believe it is critical for professionals in our fields to have preparation in these areas and a shared vocabulary to use in these competencies. Our learning community provides opportunities to demonstrate achievement of these competencies, and we believe this foundational learning is critical to our professional communities of the future. Simply put, the work we do often requires speaking and working with others who bring different perspectives and skills to the issues at hand. We recognize students and alumni work within a number of different professional contexts and levels including individual, work teams, organizational and societal.

Taking risks to experiment and develop these competencies in this learning community will better prepare students for the professional contributions they make in the future.

Individual degrees may require an expanded description of ability in certain of these competency areas and have identified additional competencies specific to professionals in that field. These will be provided to students within each of the degrees.

The integrated competencies include:

### ***Transformational Change Processes in Individuals, Organizations, and Society***

Lasting social change can only occur with an understanding of the social relations of power that shape our own identities, and societal institutions in local and global contexts. SIT encourages an understanding of the relationship between theory and practice. Such an understanding is necessary in order to create a more socially just and ecologically sustainable world. The thoughtful action that follows will result in an ability to design and facilitate change processes in our different professional contexts that support sustainability, reciprocity, and social justice:

An ability to understand our own privilege, undertake critical analysis of social issues, knowledge of how to use organizational frameworks to support inclusion and strategize with and mobilize different constituencies toward social justice are required.

### ***Shared Leadership and Management***

In order to contribute to work teams, organizations, and our wider communities, an understanding of the leadership theories and skills that ensure equal participation of all members is vital. This requires a working knowledge of tools that will enhance team productivity and shared leadership in virtual and face-to-face platforms; theories of basic organizational analysis in various political, cultural, geographical, ethical and professional contexts; and skill in applying these concepts in a socially just and inclusive manner. Resource development and management in organizations and work teams is critical. Utilizing leadership theories which enhance learning and growth of the organization and community is central.

### ***Intercultural Communication and Language Competence***

Understanding of how people create meaning through forms of expression and interaction, and knowledge of theoretical frameworks of culture is central to our ability to communicate with others. It is imperative to demonstrate sensitivity and to create a space where respectful dialogue can happen. Learning a second language, identifying how learning styles impact various environments, and acknowledging different social and cultural identities is essential to all professional contexts.

### ***Critical Thinking, Research and Analysis***

An in-depth, systematic analysis and evaluation of an issue as the basis of data-driven decision-making is vital. Being a critical and literate consumer and user of rigorous inquiry methods and being able to apply such methods to a variety of contexts are the hallmarks of thoughtful and effective practitioners. Understanding the context of one's work as well as one's own positionality, subjectivity and impact as an inquirer are essential components of this process. Application and critique of theoretical frameworks provide a foundation for evidence-based understanding and decision making.

## **SIT Graduate Programs**

### Climate Change and Global Sustainability

MA in Climate Change and Global Sustainability (Onsite in Iceland and Tanzania)

### International Education

MA in International Education (Online with Short Residencies in Vermont)

Graduate Certificate in International Education (Online with Short Residencies in Vermont)

### Teaching English to Speakers of Other Languages

MA in Teaching English to Speakers of Other Languages (Online with Short Residencies in Vermont)

### CONTACT: Conflict Transformation Across Cultures

Summer Peacebuilding Program (Vermont Campus)

### **CLIMATE CHANGE AND GLOBAL SUSTAINABILITY**

Climate change is a critical global issue directly linked to the health of our shared planet and the livelihoods of diverse communities. This unique one-year program takes students to Iceland, Tanzania-Zanzibar, and a third country to address climate dynamics, climate change and sustainable livelihoods, and public policy about climate change and international development.

This interdisciplinary MA program weds rigorous graduate education with professional skills development to prepare students for meaningful climate-related and sustainability careers. In Iceland and Tanzania-Zanzibar, students master ethically-sound natural and social science methods to identify, study, mitigate, and innovate solutions to climate change and its human and environmental impacts. Through coursework and field experiences in the Arctic and Tropics, students develop a global perspective on climate change causes, influences, adaptations, and sustainability.

## Competencies

Upon completion of the Climate Change and Global Sustainability (GCC) degree program, students will have demonstrated the following competencies regarding knowledge, skills, and attitudes.

### Knowledge and Skills:

Upon completion of the GCC degree program, students will be able to:

1. Understand climate change and global sustainability as complex concepts, and the science of climate change as a critical practice;
2. Articulate global and comparative perspectives on climate change causes, impacts to human communities and environments, and sustainable solutions across different geophysical, socio-economic, cultural, and political contexts;
3. Apply ethically-sound science to identify, study, mitigate, and innovate solutions to climate change and its impacts;
4. Compose climate change and sustainability policy briefs;
5. Demonstrate professional skills essential to climate change and sustainability research, policy, and advocacy – and their interfaces – including interdisciplinary data analysis, interpretation, institutional networking, and the effective communication of science outcomes to the public;
6. Apply fundamental research skills to conceptualize, design, and develop a unique capstone project – a research-based paper, digital portfolio, or policy-advocacy position paper – that addresses climate change and global sustainability.

### Attitudes:

Upon completion of the GCC degree program, students will be committed to:

1. Promote climate change solutions and sustainability;
2. Advocate for climate change justice;
3. Uphold high ethical standards and critical reflexivity in all aspects of one's professional work.

### Semester and Course Sequence

Students will complete a normal degree sequence of 11 courses and 36 credits in one year (fall, spring, and summer semesters).

- Semester 1: Fall - 12 weeks / 12 credits, Coursework and Field Excursions in Iceland
- Semester 2: Spring - 12 weeks / 13 credits, Coursework and Field Excursions in Tanzania-Zanzibar
- Semester 3: Summer - 12 weeks / 11 credits, Coursework, Policy-Advocacy Experience, and Capstone Project in a Third Country

### COURSE OF STUDY

Master of Arts in Climate Change and Global Sustainability

Minimum required credits: 36

Semester 1 (Fall) - Iceland (through SIT partner University Centre of the Westfjords)

CLIM-5010 Science of Global Climate Change (3 credits)

CLIM-5020 Political Economy of Sustainable Development and Environmental Change (3 credits)

CLIM-5030 Human-Climate Interface I: Energy and Climate Policy in Iceland (3 credits)

CLIM-5040 Climate Change in the Arctic: Methods and Impact Assessment (3 credits)

#### Semester 2 (Spring) - Tanzania-Zanzibar

- CLIM-5050 Climate Change and Sustainable Livelihoods in the Indian Ocean Region (4 credits)
- CLIM-5060 Natural Resource Management in East Africa (3 credits)
- CLIM-5035 Human-Climate Interface II: Water, Food, and Climate Economics in Zanzibar (3 credits)
- CLIM-5070 Climate Change on Tropical Coasts: Social and Ecological Methods (3 credits)

#### Semester 3 (Summer) - Location of Choice

- CLIM-5080 International Environmental Policy and the Challenge of Climate Diplomacy (3credits)
- PRAC-6706 Climate Policy-Advocacy Practicum (4 credits)
- CLIM-6709 Climate Change and Global Sustainability Capstone Project (4 credits)

#### **Practicum**

Each student completes a 10-week practicum with a think tank, NGO, government agency, or other organization involved in policy-advocacy work on climate change or environmental sustainability. The practicum entails completion of professional work identified as a priority by the sponsoring organization. Placements provide in-depth, hands-on learning and experiences that enhance student familiarity and skill sets. Practica provide opportunities to put into practice conceptual and theoretical knowledge gained throughout the MA program. Given the option to conduct a quality practicum at any location, placement involves intercultural learning and an opportunity to exercise policy-advocacy related work in distinct social, cultural, institutional, and political settings. The practicum expands a student's professional network and strengthens their ability to develop grounded expectations about what constitutes feasible or appropriate climate change actions and advocacy strategies. During the practicum, the practicum facilitator and an advisor supervise each student and provide substantive and critical feedback to further their intellectual and experiential development. As one result, participants will deepen their professional and applied interests in the field of climate change policy-advocacy. Students will also engage in guided and structured reflection with peers via remote, digital means to cross-fertilize the experiences of diverse geographical, cultural, institutional, and professional contexts.

#### **Capstone Project**

Each student will demonstrate and synthesize their program learning through a capstone project that aligns with their practicum. The capstone project helps students to highlight what they have learned about a specific topic linked to the MA program theme. The capstone project includes a 30-minute professional presentation open to the public and a substantial research-based paper or equivalent digital portfolio or policy-advocacy position paper that addresses a topic relevant to climate change and global sustainability. Presentations can be made from a remote location through a digital modality.

Through conferral with the Program Director and their advisor, each student will develop a viable capstone project idea during Semester 2. Each student will complete their capstone work during Semester 3 with advisement provided by program faculty, credentialed partners, and the Program Director.

## **Advising**

Throughout the program, students will receive guidance from program faculty and an experienced advisor with relevant expertise or experience. Guidance from the advisor and practicum facilitator will be most intensive during Semester 3. Staff from Career Services will provide further advisement related to professional development in order to prepare graduates for entry into a career.

## **International Education**

The international education (IE) low-residency programs reflects the traditional strengths and high quality of SIT's Master of Arts in International Education in a format designed to facilitate increased access to our programs. Students may pursue:

- a low-residency Master of Arts in International Education;
- a low-residency Graduate Certificate in International Education; and
- stand-alone courses and workshops (upon approval by the Degree Chair and space permitting).

Students in both the Master of Arts and Graduate Certificate programs begin their studies with a two-week residential term on campus. The program continues with one year of online coursework. For Master of Arts students, a second residential seminar the following year, a second year of online coursework, and a final residential capstone seminar complete the sequence. All courses excluding electives must be taken in the sequence listed below.

International educators are responding to the increasing effects of globalization by equalizing educational opportunities and experiences for diverse populations, fostering deeper and more nuanced understanding of social justice issues, intercultural understanding and interaction, and internationalizing programs and institutions. This takes the form of formal and non-formal educational programs, including community-based and mobility programs of all types and duration; collaboration with counterparts from other regions and countries; curricular reform; needs assessment, monitoring, and evaluation of educational programs; community involvement; and distance learning. The IE programs prepare students for professional positions in international education at the secondary and tertiary education levels; nonprofit or non-governmental organizations and government agencies that seek to increase and enhance educational access and quality for disadvantaged populations in local and global communities; and non-profit and for-profit organizations that foster international understanding through citizen exchange and socially responsible educational travel.

Through skills-based courses and a variety of experiential learning activities, students examine the historical, theoretical, and social foundations of the international education field; design a variety of educational programs; and develop and conduct field-based research projects. Students then apply their experiential knowledge and skills in a culminating capstone project.

### **Competencies**

Upon completion of the International Education (IE) degree program, students will have demonstrated the following competencies regarding knowledge, skills, and attitudes in the international education field. Graduates will be able to:

#### **Knowledge:**

Upon completion of the IE degree program, students will be able to:

1. Understand and articulate how the historical context and social, political, economic, and cultural forces shape education around the world;
2. Articulate their critical understanding of education systems around the world with emphases on social justice, equity, inclusion, and diversity;
3. Demonstrate their knowledge of influential theories in the international education field;
4. Understand the perspectives, relationships, roles, and influences of the stakeholders in the International Education field;
5. Articulate how power, privilege, and oppression mediate educational practices around the world; and
6. Articulate how international education policy is developed and implemented at the institutional, local, state, regional, national, and international levels.

**Skills:**

Upon completion of the IE degree program, students will be able to:

1. Apply fundamental research skills including conceptualizing, designing, conducting, and presenting original research in the IE field;
2. Design, deliver, and evaluate international education programs (including proposal preparation, needs assessment, curriculum design, budgeting, human resource management, health and safety, crisis management, marketing, recruitment, and evaluation); and
3. Create and implement IE-education related content through writing, facilitation, and public speaking.

**Attitudes:**

Upon completion of the IE degree program, students will commit to:

4. Promote equity, inclusion, diversity, and social justice in education;
5. Uphold high ethical standards and critical reflexivity in all aspects of one's professional work; and
6. Value reciprocity in knowledge- and skills-sharing.

**International Education Themes**

In addition to the required core courses, the International Education degree provides an opportunity to explore interests and develop skills related to advising, exchange management, nonformal and community education, volunteer program management, language teaching administration, conflict transformation, international education development, and social justice education. The following thematic areas serve as guides to assist in course selection and will not be displayed on the final transcript with the actual list of courses taken.

**Advising**

Students interested in international education advising enter direct service positions such as international student advisor; study abroad advisor; intercultural/international exchange trainer/programmer; international student recruiter, admissions, and placement specialist; and field or sponsoring agency representative for exchange organizations.

**Conflict Transformation**

Students interested in peacebuilding and conflict transformation work in exchange program management in post-conflict locations, work with youth in international peacebuilding and leadership programs, and work with refugee training and resettlement programs, to name a few. Work settings include schools of all levels, non-profit/non-governmental organizations, community-based programs, summer camps, and government-sponsored exchanges.

**Exchange Management**

Students interested in exchange management may enter administrative or management positions such as director or assistant director in a study abroad or international student services office; manager of program development, supervision, and evaluation in an exchange or educational travel organization; or similar administrative positions in government or non-governmental offices and programs.

**International Education Development**

Students interested in education access, quality, and equity in low-income and post-colonial contexts examine international education development through explorations of education for sustainable development, nonformal and popular education, language and identity, education for social justice, and monitoring and evaluation. Potential work settings include non-governmental/nonprofit organizations, government/Ministry of Education offices, policy think tanks, foundations, and educational institutions.

**Language Teaching Administration**

Students in language teaching administration typically have some exposure to language education (including ESL) and would like to manage programs or institutions in this context. IE students interested in this area may combine courses from SIT's MATESOL program (space allowing), including linguistics, teacher training, and the politics of language to further develop their expertise in language education.

**Nonformal and Community Education**

Students interested in nonformal and community education work with multicultural education programs in institutions, communities, and NGOs planning and/or implementing programs.

**Social Justice Education**

Students interested in developing deeper, more nuanced understandings of the nexus between education and social justice can explore the nature of pluralism, identity, and intergroup relations in society. Students will analyze the influences on learning of sociocultural and sociopolitical variables such as race, ethnicity, language, gender, and social class to understand how educational structures, policies, and practices can perpetuate inequities and discrimination, as well as how educators around the world have addressed these issues to promote more inclusive classrooms.

**Volunteer Program Management**

Students interested in formal and nonformal educational and service-learning programs at the community level work with community representatives and interns on participant support and program design, delivery, and evaluation.

**COURSE OF STUDY**

Master of Arts in International Education (Online with Short Residencies in Vermont)

Minimum required credits: 37

MPIM-5001 Language and Culture Proficiency Requirement

Year I, First Term Two-Week Residency and Online

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

MPIM-5510 Practitioner Inquiry 3

Year I, Second Term Online Courses

IEDP-5512 Theory, Practice, and Policy of  
International Education 3

MPIM-6701 Reflective Practice 3

Year I, Third Term Online Courses		
IEDP-5065	International Education Program Planning and Design	3
MPIM-6702	Reflective Practice	3
Optional Field Course *		
Year II, Fourth Term One-Week Residency and Online		
IEDP-5610	Advanced Concepts in International Education I	3
MPIM-6703	Reflective Practice	3
Year II, Fifth Term Online Courses		
IEDP-5611	Advanced Concepts in International Education II	3
MPIM-6704	Reflective Practice	3
Year II, Sixth Term Online Courses and On-Campus Seminar		
MPIM-6705	Reflective Practice	3
MPIM-6709	Capstone Seminar	1

Elective Courses 2

#### COURSE OF STUDY

Graduate Certificate in International Education (Online with Short Residency in Vermont)  
Minimum required credits: 20

Year I, First Term Two-Week Residency and Online		
MPIM-5050	Foundations in Intercultural Service, Leadership, and Management	4
MPIM-5510	Practitioner Inquiry	3
Year I, Second Term Online Courses		
IEDP-5512	Theory, Practice, and Policy of International Education	3
MPIM-6701	Reflective Practice	3

Year I, Third Term Online Courses		
IEDP-5065	International Education Program Planning and Design	3
MPIM-6702	Reflective Practice	3
Elective Courses 1		

Optional Field Course \*

#### Elective Courses

Master of Arts students are required to complete two credits of electives. Graduate Certificate students are required to complete one credit of electives. Electives may be chosen from the following:

- IEDP-5375 Special Topics in International Education
- MPIM-5000 Independent Study (maximum of 2 credits per Independent Study as determined by student and advisor; can incorporate conference attendance, committee

work, special projects, along with academic grounding and reflection as approved by adviser)

- Transfer credit, if approved, for online or face-to-face courses taken elsewhere (variable number of credits; must be approved by degree chair and registrar—see page 60 for details)
- Field courses offered by SIT as approved by faculty

\* See course descriptions on pages 34-46.

## Language and Culture Proficiency

### Language-Based Pathways to Enhance Intercultural Proficiency

The development of both language and cross-cultural competency has consistently formed two important components of all SIT programs, both in the United States and abroad. Within the Graduate Institute, students pursuing certain degrees will demonstrate their intercultural proficiency through fulfilling the Language & Culture Proficiency requirement. This requirement can be completed through the following pathways:

- **Language Proficiency**
- **Language Learning**

The **Language Proficiency Pathway (LPP)** is beneficial for students for whom proficiency in the target language aligns with their career goals and professional interests. We recommend this pathway for students who enter their program of study with mid-level to advanced knowledge of their target language. It requires documentation of language proficiency at a satisfactory (i.e. Intermediate Advanced on the ACTFL scale) level.

The **Language Learning Pathway (LLP)** is beneficial for students whose career goals and professional interests would be well served by improving their ability to interact in cross-cultural settings without attaining a specific level of proficiency in the target language. This pathway is recommended for self-motivated students who enter their program of study with no or basic knowledge of their target language. Students choosing this pathway should be comfortable learning independently. It requires documentation of language study and cultural engagement.

### Language Proficiency Pathway

*For Multilingual Speakers of English:*

Evidence of language proficiency is documented through testing. If a non-native speaker of English was admitted to SIT with evidence of TOEFL or IELTS scores, they automatically meet the language requirement.

If a non-native speaker was admitted to SIT without evidence of TOEFL or IELTS scores, their case will be reviewed to determine if they meet the language requirement. In rare cases, an Oral Proficiency Interview (OPI) may be required to fulfill this requirement.

*For Native Speakers of English:*

Evidence of proficiency in a target language is demonstrated through the following methods:

**Oral Proficiency Interview (OPI):** Pass with one language at the American Council on the Teaching of Foreign Languages (ACTFL)\* level of Intermediate High or above by completing an Oral Proficiency Interview. An Oral Proficiency Interview (OPI) can be arranged through the Office of Assessment & Learning Support: [lcd@sit.edu](mailto:lcd@sit.edu). Students who would like to refresh their oral proficiency skills in the target language prior to scheduling the OPI are welcome to complete Part I and Part II of the Language Learning Pathway.

\*Explanation of ACTFL levels can be found at [www.actfl.org](http://www.actfl.org).

**Certificate of Proficiency:** Previously completed certificates--such as Peace Corps--indicating an achievement level of Intermediate High or above may be accepted if completed within the past 3 years.

### **Language Learning Pathway (LLP)**

*For Native Speakers of English:*

Evidence of proficiency in intercultural interactions is demonstrated through the following methods:

**Part I: Independent Coursework through Mango Languages (30 hours).** Complete 30 hours of dedicated language study in Mango Languages. Typically, these hours will be devoted to completing Unit 1 for your approved language. On average, units are broken into 10 chapters comprised of 6-7 lessons per chapter. Each chapter concludes with a review and chapter quiz. Document your progress on the Language Learning Log. This component will be supervised by the Associate Dean for Assessment & Learning Support.

**Part II: Conversation Partners (10 hours).** Improve listening and speaking skills through conversation with a qualified conversation partner. Students may nominate a conversation partner or select one available through SIT. Ideally, the conversations align with the content of each chapter of coursework. Students document their progress on the Language & Culture Learning Log and Conversation Partners document progress on a separate Conversation Log. This component will be supervised by the Associate Dean for Assessment & Learning Support.

**Part III: Cultural Activities (5 hours).** Actively engage with the language of study through cultural activities in your local context, when available, and/or through media/multimedia. Appropriate activities for the target language/culture include: watching films or television programs; reading/watching news; reading/listening to books; listening to live or recorded music; listening to podcasts; and attending local cultural events such as festivals, concerts, dances, religious services, or relevant programs run through a library or community center. Document these activities and reflect on them using the Language Learning Log. This component will be supervised by the Associate Dean for Assessment & Learning Support.

**Part IV: Critical Reflection.** As part of your Reflective Practice course, complete a Reflective Practice Question (RPQ) essay in which you evaluate your ability to communicate effectively in cross-cultural settings. This reflection should synthesize your Language Learning Pathway and connect to you your field of study and your experiences as a practitioner. This component will be supervised by your advisor in your degree area.

## Teaching English to Speakers of Other Languages

The goal of SIT's Master of Arts in Teaching English to Speakers of Other Languages (MA in TESOL) program is to help language teachers become more competent and effective both in their class-rooms and as members of their profession.

The MA in TESOL program draws from a faculty with deep and diverse experience in language learning contexts in the US and abroad. The faculty is notable for its imaginative methodologies and its deep commitment to excellence in teaching.

### Vision

SIT views language teachers as thoughtful and informed practitioners who are grounded in the prevailing theories in the field as well as the realities of their teaching contexts and the diverse needs and experiences of their students. They are skilled in learning through the experience of teaching and interacting with others in the profession, and they are committed to the ongoing development of their expertise as language teachers. They actively advocate for language learning and language learners and are committed to their own multiculturalism and multilingualism as well as those of their students. Above all, they are competent and responsive teachers who contribute to world peace by consciously acting on what happens in their classrooms, schools, and communities in a way that promotes understanding, communication, and collaboration among peoples of different languages and cultures.

### Educational Philosophy

SIT teacher education programs lead students further into the field of language teaching by helping them master the knowledge, skills, attitudes, and awareness they need to succeed. Because awareness of one's own learning is fundamental to teaching, SIT teaches students how to develop a reflective practice. It does this through the cultivation of an attitude of open inquiry as a way to promote lifelong professional growth. SIT faculty encourage students to recognize that a willingness to examine and risk personal beliefs and habits is often necessary for learning to take place.

The educational practices in SIT's programs are based on experiential learning, whole-person education, and learning through individual responsibility and community. Students are invited to see, describe, inquire into, and act on their own experiences and those of their learners. They are asked to use these practices to develop a personal approach to teaching that is guided by what is happening in the profession, in their classrooms, and in the communities in which they work. The aim is not to have teachers reproduce current educational practices; rather, to have teachers to construct their own educational philosophies within a framework that recognizes and values the different ways in which people participate in and contribute to classroom learning communities.

### Competencies

SIT has identified six competency areas that lie at the heart of skillful and effective language teaching: language; culture; learners and learning; teachers and teaching; self and other; and educational institutions, communities, and professional life. The MA in TESOL program is designed to address these competencies. Graduate students in this program are expected to develop their knowledge, skills, attitudes, and awareness in these competencies and to demonstrate this learning in their classroom teaching.

**Language**

Teachers are skilled in and fascinated by language. They are knowledgeable about the structure of language, including sound and grammatical systems, and the content areas their students are studying. They are fluent in the target language and use that language appropriately in a variety of contexts. They understand the cultural bases of language use and the connections between linguistic and cultural phenomena. They are skilled at explaining language structures and use in ways that are clear and meaningful for their learners.

**Culture**

Teachers have the skills and awareness to explore cultural phenomena and compare and contrast their culture with others they have experienced. They understand the nature of culture in general and the cultures associated with the target language(s) they teach in particular. They are able to explore their own cultural experiences with rigor and insight and help students do the same. They know how to integrate cultural and cross-cultural learning into language courses.

**Learners and Learning**

Teachers are curious about people and how they learn. They are knowledgeable about learning theories and practices in general, and about language acquisition and learning theories and practices in particular. They are aware of the interrelated roles of language and culture in the acquisition process and of their relationship to how one sees the world. They respect the learner as a whole person—mind, body, emotion, spirit—and the uniqueness of each individual's contribution to the learning experience. They recognize and accept individual learning styles. They are able to observe, describe, inquire into, and generate alternative explanations for learner language and behavior, drawing on theories of first-, second-, or multiple-language acquisition as well as their own experiences as learners. Finally, they can accurately select the most valid hypotheses about learner language or behavior and identify and implement educational strategies to respond appropriately to each learner.

**Teachers and Teaching**

Teachers take pleasure and pride in the craft of teaching.

They are knowledgeable about theories, methods, and materials of language teaching. They are able to articulate and explain the principles underlying their personal approach to teaching. They can assess learners' linguistic and cultural needs and design appropriate curricula based on clearly defined learning objectives. They are able to create or select and adapt teaching techniques, materials, and other educational resources in ways that are appropriate for helping students acquire proficient linguistic skills—speaking, listening, reading, writing—and intercultural communication abilities.

They understand theories and practices of assessment and can accurately determine learner progress. They understand theories of classroom management and group learning, and they are able to identify and implement educationally appropriate group management practices. They can help students develop the skills and awareness they need for self-assessment and self-directed learning.

**Self and Other**

Teachers are self-aware. They are able to recognize their own feelings and opinions about interpersonal and group experiences and to distinguish them from the events of these shared experiences.

They actively seek out other participants' understandings of these shared experiences. They can articulate their understandings of these experiences. Teachers are aware of how they relate

to others, and they accept the importance of learning from human diversity. They recognize, value, and work with diverse perspectives in order to promote the development of the group, individuals within the group, and themselves. They are skilled at observing, reflecting on, and modifying their own behavior in the best interests of the group.

### **Educational Institutions, Communities, and Professional Life**

Teachers are committed to developing a career in second-language education. They actively draw on their experiences living in other cultures, and they are committed to becoming increasingly multicultural and multilingual. They are able to evaluate their own work and to invite and act on evaluations by colleagues and learners. They are active and contributing members of professional organizations. They are aware of their status as teachers in the schools and communities where they work, and they are committed to using their influence in socially responsible ways. They are aware of themselves as members of the world community.

### **Guidelines for Working Within the Educational Philosophy of the MA in TESOL Program**

When students enter the MA in TESOL program, they enter a community of learners—a community that includes students and faculty. This learning community and SIT's educational practices may well ask students to approach learning in new ways. Beliefs and practices will be challenged as well as affirmed. The expectation is that learning in the MA in TESOL program will effect positive change in students. To facilitate students' understanding of and adaptation to SIT's expectations, the program specifies key abilities and strategies that students should use and/or develop during the program. They are based on the following assumptions about learners, learning, and particularly about learning in community:

- The learner is a whole person (physical, emotional, mental, spiritual) and has a unique contribution to make to the group;
- Learning is change: it includes both process and result. For learning to take place, there must be a willingness to examine and often risk one's beliefs and patterns of action and thought. Learning results in the acquisition of knowledge, skills, attitudes, and awareness through interaction with the subject matter, oneself, others, and the environment;
- Learning is enhanced 1) when the learner is personally invested in the subject matter; 2) in an atmosphere where each person's contribution is encouraged and respected; 3) when the learner is asked to take responsibility for the direction, extent, and quality of their learning; 4) in an environment where personal, ethnic, and cultural diversity is valued; and 5) when it involves a variety of modes: introspection, experimentation, exploration of others' study and research, and reflection on concrete common experience in the community; and
- Learning in a group is a dynamic interaction. Therefore, it is essential that each person take responsibility for their effect on others.

### **Key Abilities and Strategies**

Experiential learning/whole-person learning is defined by the following characteristics:

- Acceptance of the importance of one's experience as a source for learning and of personal reflection as a primary tool for learning from that experience;
- Awareness of one's feelings, thoughts, and values, and acceptance of their importance in one's learning;
- Ability to express one's feelings, thoughts, and values appropriately and in a timely manner;

- Ability to distinguish one's own feelings, perceptions, and opinions of experiences from the events of those experiences;
- Willingness to seek and consider alternative explanations for one's experiences;
- Ability to weigh and evaluate alternative explanations from others;
- Ability to devise appropriate strategies for entering new experiences; and
- Ability to incorporate strategies offered by others.

Learning in community is defined by the following characteristics:

- Acceptance of the importance of learning from others;
- Ability to recognize, value, and make use of human differences in ways that contribute to the development of the group, others, and oneself;
- Ability to distinguish and express the difference between the actual behavior/intentions of others and one's own feelings and explanations of that behavior;
- Ability to monitor one's own behavior and its impact on others;
- Ability to modify one's behavior in the best interest of the group, others, and one's own learning and growth; and
- Willingness to share one's own feelings, thoughts, experience, and expertise for the benefit of others' learning.

### **Satisfactory Performance**

Satisfactory performance is based on a student's ability to meet the requirements of each individual course and on the student's ability to function within the program as a whole. The Statement on Competencies and the Guidelines for Working within the Educational Philosophy of the MA in TESOL program serve as criteria for personal, interpersonal, and professional assessment. See also the institutional policy for Satisfactory Academic Progress .

The low-residency Master of Arts in TESOL program is designed to meet the needs of the working teacher of English for Speakers of Other Languages (ESOL). Participants earn their MA in TESOL degree by completing the following components:

- Online coursework;
- Two short-term (3-week) summer sessions of coursework;
- The Interim-Year Teaching Practicum, which takes place at the student's place of employment during the academic year between the two summers; and
- The Independent Professional Project (thesis).

To be eligible for the low-residency 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.

The first semester, beginning in the summer, consists of seven weeks of online study followed by three weeks on the Vermont campus. After the first summer, students return to their regular teaching positions to carry out online coursework and the Interim-Year Teaching Practicum. Regular progress reports are submitted to the student's practicum supervisor during the interim year. 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 (thesis).

### **Interim-Year Teaching Practicum**

The Interim-Year Teaching Practicum, between the two summers of coursework at SIT, is an integral part of the low-residency 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 supervisors to assess strengths and weaknesses, and for both to determine future directions for improvement and growth.

The goal of the Interim-Year Teaching Practicum is for each student to be able to formulate and act on their teaching philosophy. To this end, the program aims for students to be able to 1) describe what they do in each of their classes; 2) discuss how they teach—their overall system; 3) articulate why they teach the way they do—their overall assumptions and the approach used to present and practice material; 4) connect their teaching approach to the techniques used and the order in which they present and practice materials; 5) recognize and assess the successes and shortcomings of each course and each semester; and 6) improve through self-assessment and the input of their teaching practicum advisor.

**Requirements:** The Interim-Year Teaching Practicum site is the student's usual place or places of employment. The teaching load must consist of a minimum of 5 hours of classroom teaching per week for a minimum of eight months. The low-residency MA in TESOL student must be the primary teacher. Any deviation from these requirements must be approved in advance by the program chair. In addition, any change in teaching situation must have the prior approval of the teaching practicum supervisor and program chair. All students are observed in the classroom by their practicum supervisor. The observation, reports, and assigned projects are a tutorial on teaching, directed by the practicum supervisor. Supervisions will take place in a four-week period, negotiated by the supervisor and student, of intense mentoring during the 8-month period of the Interim-Year Teaching Practicum.

**Evaluation:** The Interim-Year Teaching Practicum is in many ways an extension of the first summer's academic work, reflection, and planning. If the student is unable to complete one or both semesters of the practicum in their first year, they may petition to take one or both of those courses in the second year prior to the end of the two-year program

If the student's performance during the teaching practicum is deemed unsatisfactory by the supervisor, the student receives a mark of No Pass for the practicum. The entire practicum must be repeated, with supervision provided by MA in TESOL faculty, according to conditions set by the practicum supervisor and program chair.

This repeat teaching practicum must be completed by the end of the spring semester of the following year. The student is responsible for per-credit tuition costs and the supervisor's expenses.

### **Independent Professional Project (IPP)**

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.

### **Completion of the Degree**

The low-residency MA in TESOL is a two-year program. Students will complete the program, including the Independent Professional Project (theses), within the two-year time frame. If this deadline is missed, and only in the case of documented extenuating circumstances, the student may petition for an extension agreed to by the professor and degree chair not to exceed five years from the date of matriculation.

Students who do not submit their IPPs by the submission deadline of their registered IPP semester (normally the spring semester of their second year in the program) will be charged a late submission fee when they submit the thesis for a later deadline at the current fee amount. For late submissions, degrees will be conferred according to the submission schedule for portfolios outlined in the previous section.

This formal written request must include a timeline and proposed completion date, accompanied by a completed Independent Professional Project proposal form. All coursework must be completed within the approved extension period and no later than three years from the date of matriculation. If this deadline is missed, the student is no longer eligible to receive the degree.

### Language Study Requirement

During the first summer of study, all students are required to enroll in a beginning language course. The purpose of this course is to allow students to have the experience of being beginning language learners and to explore their own learning processes. The low-residency MA in TESOL program selects the language of study for each student.

The course Beginning Language Study earns one undergraduate credit. It develops in students the fundamental ability to communicate in the target language at a beginning level. Emphasis is on oral proficiency and listening skills. The language is decided by the program.

### COURSE OF STUDY

Master of Teaching English to Speakers of Other Languages (Online with Short Residency in Vermont)

Minimum required credits: 34

### Required Courses\* Credits

SUMMER 1st year *June to August, online and on campus*

EDLG-5504	Approaches to Teaching Second Languages	3
EDLG-5815	Language Analysis for Lesson Planning, Pt. 1	1
ICHR-5821	Intercultural Communication for Language Teachers, Pt. 1	1
	Beginning Language Study	1 UG
	Peer mentoring	

FALL 1st year	<i>September to December</i>	
EDLG-5690	Fall Interim-Year Teaching Practicum	3
EDLG-5817	Language Analysis for Lesson Planning, Pt. 2	1
EDLG-5523	Teaching the Four Skills	3
SPRING 1st year	<i>January to May</i>	
EDLG-5691	Spring Interim-Year Teaching Practicum	3
EDLG-5818	Language Analysis for Lesson Planning, Pt. 3	1
EDLG-5833	Curriculum Design and Assessment, Pt. 1	2
ICHR-5822	Intercultural Communication for Language Teachers, Pt. 2	1

SUMMER 2nd year *June to August*

EDLG-5809	Second-Language Acquisition, Pt. 1	2
EDLG-5834	Curriculum Design and Assessment, Pt. 2	1
EDLG-5612	Sandanona Conference Presentation	1
ICHR-5823	Intercultural Communication for Language Teachers, Pt. 3	1

FALL 2nd year	<i>September to December</i>	
EDLG-5532	English Applied Linguistics	3
EDLG-5810	Second-Language Acquisition, Pt. 2	1
SPRING 2nd year	<i>January to May</i>	
EDLG-5699	Independent Professional Project (thesis)	5
ELECTIVE		1

TOTAL CREDITS 34

\* See course descriptions on pages 34-46.

CONTACT: Conflict Transformation Across Cultures

COURSE OF STUDY

CONTACT: Conflict Transformation Across Cultures (in Vermont)  
 Minimum required credits: 3

The CONTACT program is a three-week, three-credit, intensive workshop on peacebuilding and conflict transformation that takes place on SIT's Vermont campus and satellite locations each June. CONTACT participants explore the causes and complexities of contemporary conflict, examining methods that manage and mitigate conflict and reduce cycles of revenge, hostility, and division. Guided by the far-reaching experiences of the faculty, participants develop the capacity to analyze deep-rooted conflicts and learn culturally appropriate skills of intervention that help prevent conflict and support the restoration of broken communities. Through participatory educational methods such as case studies, simulations, role-playing, and interactive exercises, participants gain skills and awareness in such areas as conflict prevention, conflict mapping and analysis, interventions in conflict environments, social change strategies, multicultural sensitivity and communication, interethnic dialogue, active nonviolence, group facilitation, negotiation, mediation, and reconciliation.

CONTACT participants become part of a supportive global network of dedicated professionals seeking to create sustainable peace and justice throughout the world. Working around the globe—with governments, nongovernmental organizations (NGOs), religious and secular institutions, civil society, academic institutions, the media, the private sector, and elsewhere—CONTACT peacebuilders help communities promote justice, support change, solve problems, and encourage reconciliation.

During the first two weeks, faculty and participants build a learning laboratory for practicing peacebuilding. In the third week, CONTACT offers a choice of special electives designed to

refine skills and deepen practice. Electives may vary; recent offerings have included Conflict and Development, Design in Experiential Learning and Social Action, and Non-violent Social Action.

CONTACT participants have the option of registering for the program for graduate credits or no graduate credits. All participants receive a certificate in Peacebuilding and Conflict Transformation upon the completion of the three-week course.

## Courses

ICHR-5210 CONTACT Peacebuilding I: Conflict Transformation and Global Relations  
ICHR-5211 CONTACT Peacebuilding II: Professional Practices in Peacebuilding

## Course Descriptions

CLIM-5010

Science of Global Climate Change

*3 credits*

This core course introduces the interdisciplinary science of global climate change. It reviews the fundamental physical and natural processes of the Earth's climate in addition to the natural and anthropogenic mechanisms of recent climate change. Furthermore, the course introduces the historiography, key methods of study, modelling, and marine and terrestrial evidence for climate change. Human-climate interfaces, climate geopolitics, and key policies are discussed and connected to the practice of public science.

CLIM-5020

Political Economy of Sustainable Development and Environmental Change

*3 credits*

This core course examines the political economy of sustainable development and environmental change. It both applies and critiques political-economic theories about the complex causes and outcomes of ecological degradation, including from climate change. The course reviews theoretical and historical frames of analysis to understand the relationship between political-economic systems and environments at multiple scales of geography and during key historical moments. Course content follows a periodization of the evolution of capitalism: the transition from feudalism; imperialism, mercantilism, and colonialism; modernization and industrialization; the rise of Keynesianism; post-WWII development; the consolidation of neo-liberalism, and; the emergence of a sustainable development paradigm. Relations among capital, the state, labor, civil society, markets, technology, and nature are engaged in a synthetic manner.

CLIM-5030

Human-Climate Interface I: Energy and Climate Policy in Iceland

*3 credits*

This topical course addresses energy and climate policy in Iceland, a resource rich, well-developed, and sparsely populated island in the North Atlantic Ocean. The course examines Iceland's energy economics and its policies related to energy and climate. Currently, the country struggles to find a balance between natural resource utilization (including alternative energy sources and energy export to mainland Europe) versus conservation, especially green energy approaches. Rapid climate change has melted ice and opened-up previously sealed

transportation corridors to the north that influence Iceland's national economy and strategic geopolitical position. These factors influence Iceland's governance, policies, and practices related to energy and climate policy.

CLIM-5035

Human-Climate Interface II: Water, Food and Climate Economics in Zanzibar

*3 credits*

This topical course introduces environmental economics, especially as linked to climate change influences on water and food in the Zanzibar Archipelago. Content, activities, and excursions highlight the following: fresh water supply, access, and use; agriculture and aquaculture; food chains and markets; food quality and nutrition; water and food safety; food security; health and sanitation; internal and external trade; industry; consumer behavior; and government policy. Macroeconomic factors and household practices related to climate change in the islands are featured.

CLIM-5040

Climate Change in the Arctic: Methods and Impact Assessment

*3 credits*

This methods course introduces key ecological methods for studying contemporary climate change and its environmental and, to a lesser extent, human impacts in the Arctic region. Classroom study and activities emphasize oceanic and coastal ecosystems and topics, including methods for characterizing sea currents, sea level rise, glacial retreat and melt, erosion and sedimentation, geothermal activity, fresh water runoff, and plant and animal populations and dynamics. Impacts to human communities in Iceland are briefly addressed. Core concepts and methods interlink with the implementation of environmental impact assessments that comply with European Union standards.

CLIM-5050

Climate Change and Sustainable Livelihoods in the Indian Ocean Region

*4 credits*

This course addresses climate change and sustainable livelihoods in the Indian Ocean region, including through a short practicum. The course engages the ecosystems and stakeholders of Zanzibar and the oceanic region on three sustainability topics: energy; health and urban planning; and tourism. For instance, participants evaluate Stone Town (a World Heritage site) and how, through urban planning, the government in Zanzibar attempts to mitigate climate change-induced coastal erosion to protect its primary harbor and fishery. During the semester, students make excursions in the Zanzibar Archipelago and engage communities, wildlife, markets, plantations, innovators, scientists and their laboratories, activists, and government offices and officials. Experiences in Zanzibar are compared against cases drawn from Seychelles, Dubai, and other Indian Ocean settings.

CLIM-5060

Natural Resource Management in East Africa

*3 credits*

This topical course critically engages natural resource management. It emphasizes the management of terrestrial and marine ecosystems and their relevant ties to human communities

in East Africa. The course provides historiographic and theoretical frames to contextualize natural resource management case studies at global, regional, country specific, and local scales. Cases are drawn from the Zanzibar Archipelago, but also from mainland Tanzania, Kenya, and Uganda. Through the comparative study of management approaches to marine and terrestrial ecosystems, students learn concepts and strategies to mitigate and manage the impacts of climate change on natural resources.

CLIM-5070  
Climate Change on Tropical Coasts: Social and Ecological Methods  
*3 credits*

This methods course introduces social science and ecological methods to study climate change along tropical coasts. Classroom study and excursions in the Zanzibar Archipelago address coastal ecosystems and African communities. Content and activities draw on geology, oceanography, paleontology, archaeology, history, zoology, botany, anthropology, economics, and urban planning. For instance, the course explains or demonstrates methods and techniques useful in the tropics to study evidence of climate change: coastline attrition, altered water chemistry, sea level rise, coral bleaching, diminished biodiversity, impacts to animal behavior, impoverishment of communities, and threatened cityscapes. Ancient, current, and future climate changes can be determined or predicted by synthetic, interdisciplinary analysis and interpretation.

CLIM-5080  
International Environmental Policy and the Challenge of Climate Diplomacy  
*3 credits*

Dominant narratives that offer climate change solutions often are centered on technical interventions that focus on the use of science, technology, markets, and legal/regulatory mechanisms. This core course deepens and broadens the inquiry to assess the overarching impact of politics, including both domestic political processes and international diplomacy. In this pursuit, students will examine the contentious politics of environmental governance, and center the role of power in both constraining and enabling opportunities for social change and, potentially, effective policy making. The course applies different political theories of power from the field of international relations to understand, through multiple perspectives, the structures and functions of global environmental governance. The course takes a historical approach to examine how legal mechanisms emerged and evolved over the last three decades to tackle global-scale environmental problems, from the creation of the UNFCCC at the Earth Summit in 1992 to the Paris Agreement of 2015. Participants consider the opportunities for social change and effective climate action in light of a shifting world order and the evolving structural and cultural elements of globalization.

CLIM-6709  
Climate Change and Global Sustainability Project  
*3 credits*

In this capstone project course, students synthesize and demonstrate what they learned during the MA program. Course deliverables include a professional presentation (open to the public) and a linked research-based paper, digital portfolio, or policy-advocacy position paper. Both assignments together address a facet of climate change and global sustainability. The visual

and oral presentation can be delivered from a remote location through an e-distance learning interface.

#### EDLG-5180

##### Special Topics in TESOL

*1–2 credits; graded P/NP only*

This course will cover a topic or set of closely related topics not covered in the rest of the curriculum. The course is initiated by a member of the faculty, often in response to student interest. The specific content and methods will vary based on the topic.

#### EDLG-5504

##### Approaches to Teaching Second Languages

*3 credits; graded P/NP only*

Students will develop a personal approach to teaching through examination and integration of past and present learning and teaching experiences in a variety of contexts. Study of teaching/learning processes and various approaches to language teaching, such as the Silent Way and Community Language Learning, will be explored.

#### EDLG-5523

##### Teaching the Four Skills

*3 credits; graded P/NP only*

Students will develop their personal approach to teaching in relationship to integration of the four skills: reading, writing, listening, and speaking. Students will design course units that develop and integrate learning in the four skills.

#### EDLG-5532

##### English Applied Linguistics

*3 credits; graded P/NP only*

Students will analyze patterns of the English language for the dual purposes of developing greater comprehension of how languages work and for developing skills of linguistic analysis for use in their own teaching. Course areas include morphology, syntax, lexicon, and phonology. Students will examine learner data collected from a variety of sources for the purposes of comparing and contrasting linguistic systems and identifying the challenges learners face in the target language.

#### EDLG-5612

##### Sandanona Conference Presentation

*1 credit; graded P/NP only*

The Sandanona Conference is the culmination of the second on-campus phase of the program. Patterned after major language conferences, it occurs in the final week of the second summer. Students plan and deliver a professional presentation that explores in depth a chosen area in the field of second- language teaching/learning.

#### EDLG-5690

##### Fall Interim-Year Teaching Practicum

*3 credits; graded P/NP only*

The teaching practicum is an opportunity to put into practice theories and approaches explored during the on-campus phase. The practicum strengthens each student's ability to determine what is appropriate in any given context and to assess strengths and weaknesses. Faculty members, or selected adjunct faculty members, provide substantive and critical feedback for further development.

EDLG-5691

Spring Interim-Year Teaching Practicum

*3 credits; graded P/NP only*

This course is a continuation of the fall teaching practicum.

EDLG-5699

Independent Professional Project (thesis) *5 credits; graded P/NP only*

The Independent Professional Project is the culmination of the MA in TESOL low-residency program. The project may take the form of a professional paper, a materials development project, or a classroom-based research project. In addition to being a significant personal experience, it should be of interest and value to others in the profession and of publishable quality.

EDLG-5809 and 5810

Second-Language Acquisition, Pts. 1 & 2

*3 credits total; graded P/NP only*

Students will explore language acquisition and learning processes (L1 and L2) and implications for their approach to teaching and learning a second or foreign language. The course covers processes, stages, strategies, and styles of language development and looks at significant personal, psychological, sociocultural, biological, and linguistic factors that influence language development. Students will examine degrees and types of bilingualism and differences between naturalistic and classroom language learning. This course begins during the second summer, online and face-to-face, and continues online in the fall.

EDLG-5815, 5817, and 5818

Language Analysis for Lesson Planning

*3 credits total; graded P/NP only*

Students will analyze basic concepts and patterns of language in areas of phonology, lexicon, morphology, and syntax. Students will develop lesson plans and explore pedagogical implications that affect implementation. This course is in three parts: face-to-face the first summer, then online during the fall and spring.

EDLG-5833 and 5834

Curriculum Design and Assessment

*3 credits total*

Students will examine theories and methods of curriculum design and assessment appropriate for a variety of language learning contexts. They will critically examine how language policies and views of the role of language learning and bilingualism affect how textbooks and curricula are designed, and how schools make curricular and assessment decisions. Students will apply their understanding of curriculum and assessment by engaging in a curriculum and assessment planning process for a specific context. Course consists of a classroom component and a contextualized teaching project. This course is fully online. It begins during the first spring and continues during the second summer.

#### ICHR-5210 CONTACT

Peacebuilding I: Conflict Transformation and Global Relations  
*2 credits graded P/NP only*

This core course serves as a learning laboratory for multicultural community, building, self-reflection, and deepening relationships with others across the differences of experience, culture, and history. Course content focuses on the complex and interrelated causes and dimensions of protracted violent conflict, the recurrent cycles of conflicts, and the steps that lead to healing and reconciliation. The course introduces micro-skills such as the fundamentals of mediation, negotiation, facilitation, and training as well as strategies for change in places of communal conflict.

#### ICHR-5211 CONTACT

Peacebuilding II: Professional Practices in Peacebuilding  
*1 credit graded P/NP only*

This elective provides opportunities for students to build on the awareness and skills developed in ICHR-5210. Each section focuses on a different topic, and topics change from year to year. Sections may be taken more than once for credit. Recently offered sections include:  
Peacebuilding and Development: Peacebuilding and Development explores the effects of war economies, trade, and globalization on peacebuilding, and provides participants with an opportunity to reflect on and share practical approaches to development and peacebuilding. It examines the interests and needs of various actors in development, as well as the complex web of relationships that need to be developed and sustained.

#### ICHR-5821, 5822, and 5823

Intercultural Communication for Language Teachers  
*3 credits; graded P/NP only*

Students will develop intercultural competence and explore implications and applications for the teaching and learning of languages. Students will examine the theoretical aspects of language, culture, and worldview; communicative competence, intercultural competence, and intercultural contact; issues of diversity and commonalities among human beings; and implications and applications for the class- room situation and for oneself as a language teacher. This course consists of one credit in the first summer, one credit online during the IYTP, and one credit in the second summer.

#### 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-5375

### Special Topics in International Education

*1–3 credits*

This course will cover a topic or set of closely related topics not covered in the rest of the curriculum. The course is initiated by a member of the faculty, often in response to student interest. The specific content and methods will vary based on the topic.

### 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 in both formal and nonformal 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 inter-national 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-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.

### MPIM-5000

Independent Study

*1–2 credits*

The Independent Study provides an opportunity to pursue an activity that enhances learning and professional development related to one's studies. The student, guided by a faculty member, is responsible for taking the initiative for identification of a project or activity. Details regarding the registration processes, financial aid policies, and forms for registration are available from the Registrar's Office and online.

### MPIM-5001

Language and Culture Proficiency *Undergraduate credit only; graded P/NP only*

The language and culture proficiency requirement can be fulfilled in a variety of ways, depending upon the skills and needs of the student.

### 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 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 nonformal learning opportunities.

#### MPIM-5510

##### Practitioner Inquiry

3 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. The emphasis will be on qualitative inquiry although there will be aspects of quantitative research covered. 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 (including interviews, observation, focus groups, etc.) and analysis developed. Participants will 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. Additionally, students will be exposed to applied descriptive statistics and will be given practice in interpreting basic descriptive statistics in reports.

*This course is required for all students in the peacebuilding and conflict transformation, Vermont sustainable development, international education, and self-designed degree programs.*

#### MPIM-6701 / MPIM-6702 / MPIM-6703 / MPIM-6704 / MPIM-6705

##### Reflective Practice

3 credits, repeated to maximum of 15 credits; *graded P/NP* only; Must be taken in consecutive order

Reflective Practice (RP) is a question-based practitioner inquiry and practice experience leading to an enhanced capacity for lifelong reflection, professional development, and contribution to the global community. It presents the opportunity for students to connect their coursework with their ongoing professional practice by identifying, connecting, analyzing, and applying the theories and concepts highlighted in their courses. RP consists of five components: practice site, planned learning, advisor/cluster communications, final learning portfolio, and capstone paper/seminar.

#### MPIM-6709

##### Capstone Presentation

1 credit; *graded P/NP* only

*Prerequisite: MPIM-6701-MPIM-6705. May be taken concurrently with MPIM-6705.*

The Capstone Seminar provides an environment in which you demonstrate, assess and synthesize previous learning, as well as generate new learning. It is also an opportunity for you to improve and refine your skills in oral communication and presentation. You will critically read and give, as well as receive, peer critique of your presentation during the seminar.

#### PRAC-6706

##### Climate Policy-Advocacy Practicum

4 credits

During the policy-advocacy practicum, students intern with a climate change or environmental sustainability think tank, NGO, government agency, or other organization involved in policy-advocacy work at a global destination of their choice. The practicum entails completion of a professional project identified as a priority by the sponsoring organization. Placements provide in-depth, hands-on learning that enhance familiarity and skillsets. The practicum expands students' professional networks and strengthens their ability to develop grounded expectations about what constitutes feasible or appropriate climate change action and advocacy strategies. During the practicum, faculty supervise students and provide substantive and critical feedback to further their intellectual and experiential development. As one result, participants will deepen their professional and applied interests in the field of climate change. Students will engage in guided and structured reflection with peers via remote, digital means to cross-fertilize their diverse experiences.

SDIS-5310

International Policy and Citizen Advocacy

*1 credit*

Throughout the world, social, economic, environmental, educational, and human rights issues at both local and national levels are increasingly affected by policy decisions made by northern governments, multilateral institutions, and transnational corporations. This course provides students with a practical, real-life, inside understanding of how public policy on international matters is formulated, implemented, and enforced, and how citizens can advocate to influence the development of that policy. The focus of the course is on the process by which public policy is made and on the advocacy strategies and activities employed to influence that process. In order to best illustrate those processes, each section focuses on a single policy area—a case study.

## SIT Graduate Institute Admissions

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### Overview

Professional experience, academic ability, demonstrated experience in the related program field, career goals, cross-cultural experiences, ability to work well with others, capacity to analyze cross-cultural and professional experiences, and learning style are considered when reviewing an applicant's file. A variety

of methods are used to assess these qualities, including an essay, review of past academic performance, and references, and in some cases a personal interview.

SIT admissions officers work with individual applicants from initial inquiry to enrollment. Their job is to assist prospective students with the admissions process and to inform them of what they can expect from an SIT education and what SIT will expect of them as students.

### Selection Process

Our admissions staff works one-on-one with every applicant to facilitate a highly informed and multidimensional admissions experience: applicants are encouraged to visit campus in person or virtually, talk with SIT faculty and staff, and hear from current students and alumni.

SIT welcomes students from all economic backgrounds. Students commonly fund their SIT degree through a variety of sources including federal and private loans, SIT grants and scholarships, scholarships from other sources, and personal and family funds.

SIT recommends that applicants begin the process of applying for financial aid concurrently with the application for admission.

### **Application Checklist for Degree**

Graduate Degree Programs and Graduate Certificate in International Education

- Completed online application;
- \$50 (US) application fee;
- Required essays, typed in English;
- Professional résumé or curriculum vitae;
- Three (3) letters of reference; and
- Final official transcripts may be traditional paper transcripts or certified electronic transcripts. In either case they are sent to us only from the issuing institution or its authorized agent. If the transcript you are sending is for a degree program only have the final transcript sent showing the award of the degree - no interim transcript is necessary. **If your institution is able to send a certified electronic transcript it should be sent to: [admissions@sit.edu](mailto:admissions@sit.edu).** In cases where the transcript is not in English, an original certified translation must accompany the official document. A transcript must include the following information:

- Your name;
- The institution's name;
- Student identification number;
- Date of birth;
- The dates you attended the institution;
- The titles of the specific courses or subjects in which you were enrolled;
- The number of hours of instruction or other learning involved in each course or subject;
- The grade, mark, or other evaluation you received for each course or subject; and
- Any degree, diploma, certificate, or other qualifications awarded for completion of studies.

SIT does not require applicants to take the Graduate Records Examination (GRE).

### **Admission Criteria**

To be considered for admission to a master's or certificate program, you must have the following:

- US bachelor's degree or an equivalent that demonstrates academic ability;
- Demonstrated English language ability (see details below);
- Intercultural and professional experience; and
- Demonstrated ability to use experience as a source of learning.

### **Additional Admissions Criteria**

For low residency degree programs:

- Experience and familiarity with instructional technology, distance learning, and/or independent learning.

For all degrees it is recommended, but not required:

- Two years of professional experience in the field of your chosen degree program;
- Or holding a position in the field of your chosen degree program while completing the degree.

### *Professional and Academic Training Programs*

- Short essay
- Demonstrated experience in the related program field structure
- Demonstrated English language ability (see details below)

### **Verification of English Language Ability**

Applicants whose first language is not English or who did not graduate from an English-speaking institution in a country whose official language is English must submit test scores for the TOEFL (Test of English as a Foreign Language), the IELTS (International English Language Testing System), or the PTE (Pearson Test of English).

- Applicants taking the **TOEFL** must receive a minimum score of
- **600** on the paper-based test (PBT),
- **250** on the computer-based test (CBT), or
- **100** on the internet-based test (iBT).
- Applicants taking the **IELTS** must receive a minimum score of **7.0**
- Applicants taking the **PET** must receive a minimum score of **68**

*These scores are considered the minimum proficiency needed to undertake graduate-level work. Scores must be dated within two years of the start date of your academic program at SIT.*

### **Deferral Policy**

Applicants accepted into an SIT graduate program may defer their application for up to two years. To defer an application, the applicant must submit a deposit of \$400 for US students, or \$150 for international students to reserve their spot in the class. This deposit will be applied to the first semester tuition. Prior to enrollment, the student will be asked to submit an updated resume.

### **Application Reactivation Policy**

Applicants who have been admitted to an SIT program and withdrew before enrollment, can reactivate their application by contacting the SIT Admissions office, and submitting an updated resume, essay, and one additional reference.

### **Non-Matriculated Students**

Individuals may take courses at SIT Graduate Institute, on a space-available basis; priority is given to matriculated SIT Graduate Institute students.

### **Admissions Criteria**

In order to enroll as a non-matriculated student in an SIT Graduate Institute course, an individual must possess a college degree or the equivalent, have relevant professional or academic experience (a résumé may be required), and conduct a short (typically 15-minute) phone interview with an SIT faculty member. Official transcripts are required.

### **Expectations**

Because SIT's educational approach is based on the principles of adult learning, of experiential education, and of learner empowerment, non-matriculated students are expected to attend and participate in all classes and complete coursework and projects as assigned.

## Credits

Non-matriculated students may take up to six credits of course-work without applying for admission to SIT Graduate Institute. After completing a total of six credits, an individual will be required to apply and gain admission to SIT Graduate Institute should she/he wish to enroll in more SIT courses.

## Tuition and Fees

ACADEMIC YEAR 2018-2019

### EXPLANATION OF COSTS

#### *Enrollment Deposit*

Upon acceptance to the degree program, students make a \$400 deposit that will reserve their place in the class and is credited toward the first semester tuition. This deposit is nonrefundable. In the case of student deferment, the enrollment deposit may be retained on account for a maximum of one year.

#### *Dismissal for Nonpayment of Fees*

Students are expected to pay their tuition and fees in full and on time. If payment is not made on schedule and if satisfactory payment arrangements are not made with the Student Accounts office, the student is administratively withdrawn for nonpayment.

#### Related Educational Expenses

Students may be encouraged by their programs to participate in regional or national meetings of appropriate professional organizations. Students may be able to reduce their costs by using group and student rates and/or by networking with alumni and friends. Program expenses vary depending upon the individual's choice of location and position.

#### *Per-Credit Rates*

Students with a course load of four or fewer credits and not living on campus, or who are auditing a single course, are charged tuition at the rates listed below. These fees also apply to matriculated students who take more than the maximum number of credits specified in their degree program:

Undergraduate credit*	\$765 per credit
Graduate credit	\$965 per credit
Graduate audit	\$485 per credit

#### *Maximum Credit Load*

Students should check their program information for specific credit requirements. Students' tuition covers the cost of courses required for their respective degree programs plus the required number of elective credits, if applicable. Any course load taken beyond the program requirements will be assessed an additional per-credit fee as noted above.

#### *Low-Residency Programs*

(Master of Arts in International Education and Master of Arts in TESOL)

The program fee is divided over six payment terms. Fees associated with these terms are posted each academic year and will be charged accordingly. This includes tuition, fees, and any on-campus room and board.

### *Withdrawal Procedures and Refunds*

Students withdrawing from the program before the first semester begins are entitled to a 100 percent refund of all institutional charges (except nonrefundable deposits) when notification is received by the SIT Admissions Office on or before the first day of orientation. When the registrar receives written notification of withdrawal after the first day of orientation and before the first 50 percent of the semester is over, a student will realize an adjustment of charges according to the following schedule:

Time of Withdrawal:	Refund amounts
Prior to the first day of orientation	100%
During the first 10 percent of the semester	90%
Between 11 percent and 25 percent of the semester	75%
Between 26 percent and 50 percent of the semester	50%
After 50 percent of the semester	No refund
On or before October 29, 2018	50%
After October 29, 2018	No refund

Fees are nonrefundable. The amount of refund, if any, will be calculated as of the date the student's written request for withdrawal is received by the registrar.

### *Non-Matriculated Students*

The cost to enroll in an SIT Graduate Institute course for non-matriculated students is outlined below. These costs are for individuals desiring to receive course credit. Non-matriculated students may audit an SIT course for half the amount of the fees shown below.

1 credit	\$965
2 credits	\$1,930
3 credits	\$2,895

### *Field Course Payment and Withdrawal Policy*

Field course costs include both direct and indirect expenses and are based upon the minimum enrollment limits for the courses. For these reasons, a special withdrawal policy is applied to field courses.

Students commit to a non-refundable deposit of \$500 due upon registration; the remaining course fee balance is due no later than the payment deadline. There is no drop/add period for field courses. Students who withdraw from a field course prior to the start of the course are not eligible for a refund, although an exception may be made if there is a documented medical emergency, or if another student on the waitlist confirms participation in the course. Students who withdraw after the start of class are responsible for the full program fee.

If payment of the field study fee is made in full or in part, with federal financial aid, and a student withdraws, the Financial Aid Office will calculate the percentage of aid that must be returned, as required by Federal law. The student may still be responsible for any unpaid portion of the program fee.

Non-matriculated students may enroll in an intensive field course on a space-available basis. For non-matriculated students, the cost of a field course is the course fee plus the per-credit fee.

**MA in Climate Change and Global Sustainability**

Academic Year 2018-2019

Fall Term – payment due August 1

Tuition	Fees
13,517	660

Spring Term – payment due November 14

Tuition	Fees
13,517	660

Summer Term – payment due May 113,517 660

**MA in International Education (IE)**

Academic Year 2018-2019

First Semester - payment due May 1

Second Semester - payment due August 1

Third Semester payment due May 1

Tuition	Fees
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\$6,765	\$485	\$420 estimate meals	\$490 estimate room
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\$6765	\$485
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\$6765	\$485
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**MA in Teaching English to Speakers of Other Languages (TESOL)**

Academic Year 2018-2019

First Semester - payment due May 1

Second Semester payment due August 1

Third Semester payment due May 1

January 8 to May 12, 2019)

Tuition	Fees
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\$3,600	\$485
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\$3,600	\$485
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\$3,600	\$485
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\$630 estimate meals \$735 estimate room

**Financial Aid**

SIT financial aid is available from federal, institutional, and private resources to degree-seeking students enrolled in approved SIT graduate programs.

Students with financial need are encouraged to contact the Financial Aid Office at 802-258-3281 or [finaid@sit.edu](mailto:finaid@sit.edu). The Financial Aid Office is located in the Graduate Admissions Building, and office hours are Monday through Friday from 8:30 AM to 5:00 PM. Information

is also available on our website at [graduate.sit.edu/sit-graduate-institute/pn/prospective-students/financial-aid/](http://graduate.sit.edu/sit-graduate-institute/pn/prospective-students/financial-aid/).

### **Costs and the Student Budget**

The student budget used to calculate financial aid eligibility includes tuition, fees, room and board, books and supplies, estimated loan fees, and an allowance for personal and travel expenses. Financial aid eligibility (described as “need”) is the difference between the student’s budget and the determined family contribution. A student is eligible for financial aid if the determined family contribution is less than the student Cost of Attendance (COA).

The Financial Aid Office at SIT uses the Free Application for Federal Student Aid (FAFSA), for US students. By completing the FAFSA, the expected family contribution (EFC) is determined; if that number is less than the cost of attendance, then the student has demonstrated financial need. International students do not need to complete an additional application to determine a student’s unmet need. The Financial Aid Office then determines the student’s eligibility for federal and/or institutional funds to help make up the difference between the COA and the EFC or unmet need.

### **Financial Aid Application Process**

To receive a financial aid award, students must first be admitted to an aid-eligible degree program. US students must file a FAFSA each year at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) and indicate that the results should be sent to SIT (FASFA School Code 008860).

International students must do the following, once they’ve received their financial aid award and prior to their first semester of enrollment:

- Complete the [Certification of Finances](#) form and return it to SIT. Your Certification of Finances form must demonstrate and document that you have sufficient funds to pay the expenses related to your education in the US and your return home at your program’s conclusion.
- Provide a copy of their passport
- SIT must receive payment for the first enrollment period for your degree program  
**Note:** A \$200 SEVIS (Student and Exchange Visitor Information System) fee will be added to the above total. This fee is required by the U.S. Department of Homeland Security for all international students applying for a student visa.

Continuing students need to complete a Continuing Student Financial Aid Application, in addition to the FAFSA. This form should be submitted to the SIT Financial Aid Office by April 15, or as soon as RP or portfolio plans are finalized.

Once a student’s financial aid file is complete, a financial aid award will be posted to their Web Advisor account listing each type and dollar amount of aid they are eligible to receive. Please note that most types of aid require at least half-time enrollment. Financial aid notifications will be sent beginning in early March and will continue on a rolling basis from that point forward.

### **Requests for Additional Aid**

The Financial Aid Office will accept requests for reconsideration of institutional aid including financial support of other family members, unreimbursed medical expenses, or long-term

loss of employment. Requests for reconsideration should be sent directly to the Financial Aid office at [finaid@sit.edu](mailto:finaid@sit.edu). While an increase in aid cannot be guaranteed, we make every effort to assess the situation as fairly as possible. All students must maximize the unsubsidized federal loan available to them before additional institutional aid is awarded.

## **Types of Financial Aid**

### *SIT Scholarships*

SIT recognizes students' academic achievement and those who reflect the SIT mission through their professional and personal lives. Financial need is considered for all merit-based awards. SIT scholarships range from \$500 to full tuition annually. For all students, SIT scholarships are awarded and applied directly to tuition and fees. A complete list of available SIT scholarships is available on the SIT website at [graduate.sit.edu](http://graduate.sit.edu).

### *External Gift Aid*

All external gift aid, from any source, including scholarship and fellowship programs from government and private funding sources, must be reported to the SIT Financial Aid Office. Federal regulations require that all financial resources be considered when determining a student's financial aid award. Students should notify the SIT Financial Aid Office of all outside awards. For additional information on outside scholarship opportunities, please visit [graduate.sit.edu](http://graduate.sit.edu).

### *Federal Student Loans for U.S. Students and Permanent Residents*

The federal student loan programs available to SIT graduate students include: Federal Direct Unsubsidized Student Loan, and the Federal Direct Grad PLUS Loan.

### *Federal Direct Unsubsidized Student Loan*

Eligibility for the unsubsidized student loan is not based on financial need; students are responsible for interest that accrues on the loan from the time the loan funds are disbursed until the loan is repaid in full. You may choose to pay the interest while you are in school to reduce your final repayment amount. Or, you may choose to capitalize the interest, which is to defer interest payments while enrolled in school and let the accrued interest be added to the loan principal, thus increasing the amount that must be repaid. The annual loan limit is \$20,500, with a maximum aggregate total of \$138,500, which includes all undergraduate loan amounts. The current interest rate for the 2017-18 academic year is fixed at 6.00 percent, with an origination fee of 1.066 percent charged by the federal government. Repayment begins six months after graduation, dropping below half-time status, or withdrawal.

Master Promissory Note – If you are borrowing a Federal Direct Unsubsidized Student Loan for the first time at SIT, you must complete a Master Promissory Note. The Master Promissory Note that you sign will be used for all of your subsequent Federal Direct Unsubsidized Student Loans at SIT. The Master Promissory Note should be completed online at [www.studentloans.gov](http://www.studentloans.gov).

### *Unsubsidized Loan Application Process*

Entrance Counseling – If this is the first time you have borrowed a Federal Direct Unsubsidized Student Loan at SIT, you are required to complete an entrance counseling session to inform you of your rights and responsibilities as a borrower. Your loan funds will

not be disbursed to SIT until you have fulfilled this requirement. The entrance counseling session should be completed online at [www.studentloans.com](http://www.studentloans.com)

#### *Exit Counseling*

All students who borrow through the Federal Direct Unsubsidized Loan program must complete exit counseling, as required. Exit counseling must be completed within 30 days of graduation, dropping below half-time enrollment, or when you are no longer enrolled. Exit counseling can be completed on-line at [www.studentloans.gov](http://www.studentloans.gov).

#### *Disclosure Statements*

The Master Promissory Note does not list the amount of your loans. At the time of your first disbursement of your loan(s), you will receive a disclosure statement from the U.S. Department of Education listing the amounts and types of your direct loans. You will receive a new disclosure statement for each new loan you borrow and if any changes are made to the amount of your loans. Be sure to keep your disclosure statements as a record of the loans your borrowing while enrolled at SIT.

#### *Federal Direct Grad PLUS Loan*

The Federal Direct Grad PLUS Loan is a non-need-based loan that allows the student to borrow up to the cost of attendance less all other financial aid received. In order to be eligible, the student borrower must not have an adverse credit history. Graduate students may borrow up to the cost of attendance minus all other financial aid received including Federal Direct Student Loans and private educational loans. The interest rate is fixed at 7.00 percent. Interest starts accruing on this loan at the time of disbursement. An origination fee of 4.264 percent will be charged. Federal Direct Grad PLUS Loan repayment can be delayed until six months after you graduate, are no longer enrolled at least half time, or upon withdrawal.

#### *Credit Check*

A borrower cannot have an adverse credit history. Adverse credit is defined as being 90 days or more delinquent on any debt, having a credit report that shows bankruptcy, default, discharge, foreclosure, repossession, tax lien, wage garnishment, or write-off of a Title IV debt during the five years preceding the date of the credit report.

Lack of credit history or insufficient credit history is not considered adverse credit. If you are denied, you can apply with an endorser (cosigner) whose credit history will be considered.

#### *Grad PLUS Application Process*

**Master Promissory Note** – If you are borrowing a Federal Direct Grad PLUS Loan for the first time at SIT, you must complete a Master Promissory Note online. The Master Promissory Note you sign will be used for all of your subsequent Direct Grad PLUS Loans at SIT. You will not need to sign a new promissory note for each academic year nor will you sign a new note if you decide to change the amount of your direct loan. The Master Promissory Note should be completed online at [www.studentloans.gov](http://www.studentloans.gov).

**Entrance Counseling** – If this is the first time you have borrowed a Federal Direct Grad PLUS Loan at SIT, you are required to complete an entrance counseling session to inform you of your rights and responsibilities as a borrower. Your loan funds will not be disbursed to SIT until you have fulfilled this requirement. The entrance counseling session should be completed online at [www.studentloans.gov](http://www.studentloans.gov).

### Entrance Counseling

If this is the first time you have borrowed a Federal Direct Grad PLUS Loan at SIT, you are required to complete an entrance counseling session to inform you of your rights and responsibilities as a borrower. Your loan funds will not be disbursed to SIT until you have fulfilled this requirement. The entrance counseling session should be completed online at [www.studentloans.gov](http://www.studentloans.gov).

### Exit Counseling

All students who borrow through the Federal Direct Grad PLUS Loan program must complete exit counseling, as required. Exit counseling must be completed within 30 days of graduation, dropping below half-time enrollment, or when you are no longer enrolled. Exit counseling can be completed on line at [www.studentloans.gov](http://www.studentloans.gov).

### *Disclosure Statements*

The Master Promissory Note does not list the amount of your loans. At the time of the first disbursement of your loan(s), you will receive a disclosure statement from the U.S. Department of Education listing the amounts and types of your direct loans. You will receive a new disclosure statement for each new loan you borrow and if any changes are made to the amount of your loans. Be sure to keep your disclosure statements as a record of the loans you have received at SIT.

### *Financial Awareness Counseling*

If a student is denied a Federal Direct Grad PLUS loan due to adverse credit, you may re-apply with an endorser or appeal the decision directly to the Department of Education if you have extenuating circumstances. Steps to appeal or re-apply with an endorser are available at [www.studentloans.gov](http://www.studentloans.gov). Applicants must complete the required Financial Awareness Counseling. For all subsequent Grad PLUS loans that are denied, applicants must complete a new Master Promissory Note, and Financial Awareness Counseling.

### **Private Education Loans**

Private loans are designed to meet costs not covered by other forms of financial aid. Students are encouraged to pursue federal student loans (if eligible) and outside scholarships before applying for private student loans.

Approval for private loans is based on an individual's creditworthiness.

Students who do not meet a lender's credit qualifications may need to apply with a credit-worthy cosigner. Interest rates, grace periods, repayment options, and fees are determined by the lender and can vary considerably from lender to lender. Because these loans are approved by lenders based on your credit history, we strongly encourage you to review your credit report prior to applying. You may receive a free credit report at [www.annualcreditreport.com](http://www.annualcreditreport.com). If you are interested in receiving your FICO score you can go to [www.myfico.com](http://www.myfico.com) and for a fee they will release your score.

### ***Disclosures and Self-Certification***

Title X of HEOA, the Private Student Loan Transparency and Improvement Act, contains information regarding the loan disclosure forms that are required by the federal government. A borrower self-certification form is required to be completed, signed, and submitted to the lender before loans can be disbursed. Lenders will provide students with a blank self-

certification form by mail and/or online. A blank self-certification is also available on our website at [graduate.sit.edu](http://graduate.sit.edu).

Lenders must allow sufficient time for an applicant to receive the final disclosure. The final disclosure outlines the three business-day rescission period, allowing applicants a final opportunity to evaluate their needs for a private student loan and/or cancel the loan without penalty. Based on the time for an applicant to receive the final disclosure and carry out the rescission period, a lender will not disburse funds until approximately seven days after the final disclosure is issued. Please allow sufficient time for the approval process of a private educational loan so that your tuition charges are paid in a timely manner.

### **International Students**

Non-federal student loans are available to international students through private lenders and usually require a creditworthy US citizen cosigner. Additional information is available by contacting the Financial Aid Office.

### **Veterans Benefits**

SIT Graduate Institute is approved by the US Veterans Administration. Students who have served in the United States armed forces may apply for benefits through the GI Bill's educational benefits. Additional information can be found by contacting the SIT Registrar's Office. For details, contact the Veterans' Administration, White River Junction, VT 05009; phone 802 296-5177; website [www.gibill.va.gov](http://www.gibill.va.gov).

### **Federal Loan Repayment and Forgiveness Plans**

Federal student loans provide a variety of repayment options as well as loan forgiveness for employment in designated occupations. For more information about these programs, go to [www.studentloans.ed.gov](http://www.studentloans.ed.gov).

### **Disbursement of Funds**

All Federal funds are disbursed directly to the student account no earlier than ten days prior to the start of each term. Federal aid funds are required to have multiple disbursements throughout the academic year. When a credit balance is created, the credit balance is released directly to the student, typically by direct deposit, if the student has completed and submitted the required form.

### **Satisfactory Academic Progress**

Federal regulations require SIT to review each student's academic progress on an annual basis. SIT Graduate Institute is required to apply both qualitative and quantitative standards in measuring academic progress for financial aid purposes. These standards apply to all students who receive financial aid funds administered by SIT. Student academic progress is measured by the registrar each semester. Please see the Academic Policies section, beginning on page 43, for additional information.

Any student who is placed on academic probation will also be on probation for financial aid. The student may continue to receive financial aid during the semester on probation but must regain satisfactory academic progress prior to the next semester to continue to receive aid.

### **Qualitative Standards**

Students must meet the cumulative grade point average required for their program or have academic standing consistent with requirements for graduation as established by the faculty and monitored by the registrar. Students not meeting this standard are not eligible for any aid.

### **Quantitative Standards**

Recipients of financial aid from any source are expected to complete a degree within 150 percent of the standard expected time frame for completion of their program. Students who do not successfully complete the required minimum percentage of attempted credits in two consecutive semesters will be ineligible for further aid consideration. Eligibility can be regained by making satisfactory quantitative progress at the student's own expense.

### **Appeal Process**

The registrar will notify students who fail to meet the academic standards of satisfactory academic progress outlined above and provide information about the appropriate academic appeal process. Students will be notified by the Financial Aid Office if they are being placed on Financial Aid probation, or are deemed ineligible for financial aid due to lack of satisfactory academic progress.

### **Financial Aid Withdrawal Process**

If a student is receiving federal financial aid and withdraws before completing greater than 60 percent of the period of enrollment, the Financial Aid Office will perform a Return of Title IV Funds calculation to determine the amount of federal aid the student did not earn. These requirements are based on federal law, and there is no provision for a waiver.

The withdrawal becomes effective on the date the student's written notification is received. The student will be notified by mail of the unearned amounts returned to the financial aid programs. The student may be responsible for reimbursing SIT Graduate Institute for any funds returned on his/her behalf. Until the student's debt is paid, he or she cannot register for classes in future semesters and/or have their official academic transcripts released.

Students must complete an exit interview that outlines rights and responsibilities in repaying their student loan if they have received a Federal Direct Unsubsidized Student Loan, or Federal Direct Grad PLUS Loan during their attendance at SIT Graduate Institute.

SIT Graduate Institute will report a student's withdrawal (official or unofficial) to the National Student Loan Data System. The student may receive further information from their student loan servicer regarding repayment of the loan and may be required by the servicer to immediately repay additional unearned amounts due.

## **Academic Policies**

### **Registration Eligibility**

Students are eligible to attend classes and receive grades only if they are officially registered and have received all necessary clearances. Clearance processes include financial, health, financial aid, and satisfactory academic status. A student may be blocked from registration for reason of a negative balance on the student account or other outstanding obligations, including failure to complete and submit course evaluations. Returning students register for each term the term prior, i.e. in fall for spring, in spring for summer, in summer for fall. Entering students register for classes during orientation.

Fulfillment of registration requirements is the student's individual responsibility. Students should consult with their academic advisors when preparing their schedules.

### **Independent Study Registration**

Independent studies are optional experiences for which students do not pay additional fees to the institution provided the credit(s) do(es) not represent an overload. The individualized nature of an independent study means there can be no applicable standard for costs (e.g., travel, housing, miscellaneous expenses, etc.) a student might incur as part of the independent study experience and upon which federal aid eligibility must be determined. As a result of these considerations, financial aid from any source managed by SIT (including federal student loans and institutional scholarship aid) is not available for independent study experiences as a stand-alone registration. The independent study form is a special course contract used for registration of the course and is available on MySIT and in the Registrar's Office. Independent studies must be added during the first two weeks of classes each semester. Students may take no more than two credits of independent study each semester.

### **Add/Drop Period**

Students have the first two weeks of each term to make changes to their schedules. Students may drop and add only through the second class meeting. Students who register for a course after the first session must have the signature of the instructor. Courses that are dropped do not appear on a student's transcript. Students are responsible for any changes required to correct their enrollment. Credit will not be awarded to students who attend class without officially registering for the course. The add/drop form is available from the Registrar's Office.

Low-residency students may add or drop electives during the first two weeks of each semester. Changes must have the approval of the academic advisor and must be submitted to the Registrar's Office. Dropping required classes requires permission of both the academic advisor and the degree chair.

### **Course Withdrawal**

Withdrawal from one or more courses after the add/drop period will result in a W grade for each course; the grade will appear on the student's transcript but does not impact the student's GPA calculation. The student may withdraw from classes during the first eight weeks of classes for 12-week courses. Courses meeting less than the full semester will have a prorated withdrawal period equal to two-thirds of the course length.

Withdrawal forms are available on MySIT and in the Registrar's Office. Before being submitted, they must be signed by the instructor and the student's advisor or degree chair. Students who consider withdrawing from a course should be aware of the effect the withdrawal may have on their credit status, financial aid, and their ability to meet graduation requirements.

### **Course Workload**

Graduate students enrolled in nine or more credits in a semester are considered full time; those enrolled in seven to eight credits inclusive are considered three-quarter time, and those enrolled in three to six credits inclusive are considered half time. Fewer than three credits attempted in a semester is less than half-time status. Students should consult the appropriate section of the catalog regarding program-specific requirements.

### **Medical Leave of Absence**

Recommendations for medical leave of absence take the form of a written statement from a health provider to the dean of students. Under certain circumstances, upon recommendation of

a health provider and the dean of students, a student may be placed on a required medical leave of absence. A copy of this policy is available at the dean of students and student affairs offices. A medical leave of absence may not exceed one semester.

### **Personal Leave of Absence**

A student may take a personal leave of absence with the written permission of the academic dean. A plan for completion of the degree program must be submitted to the degree chair, registrar, and student's academic advisor. A personal leave of absence may not exceed two semesters.

### **Withdrawal from SIT**

SIT Graduate Institute will report a student's withdrawal (official or unofficial) to the National Student Loan Data System. Financial Aid Withdrawal Process, for more information on how withdrawal may impact student loans.

Any student who wishes to withdraw from SIT during a semester must complete a withdrawal and separation clearance with the registrar and the academic dean. Withdrawal becomes effective on the date the student's written notification is received by the registrar. The amount of refund, if any, will be processed by Student Accounts and calculated as of the effective date of withdrawal. A student who stops attending classes without officially withdrawing from SIT will receive failing grades for all courses in which he or she is enrolled.

### **Dismissal for Nonpayment of Fees**

Students are expected to pay their tuition and fees in full and on time. If payment is not made on schedule, and if satisfactory payment arrangements are not made with the office of Student Accounts, the student is administratively withdrawn for nonpayment.

### **Participation Policy**

Due to the intensive nature of SIT programs and the importance of consistent student and teacher contributions throughout each semester, full participation is expected and required. Criteria for evaluation of student performance for each course always includes participation. This policy requires that a student who expects to miss part of a course must inform the instructor and make arrangement for making up the missed material in advance.

### **Enrollment Status**

Enrollment status is based on the credit load for which a student is registered. The normal enrollment status for each SIT degree program is as follows:

#### ***MA in Climate Change and Global Sustainability***

Students enrolled in the MA in Climate Change and Global Sustainability program are considered full-time students for each semester in which they are enrolled.

#### ***MA and Graduate Certificate in International Education***

Students enrolled in the low-residency MA and Graduate Certificate in International Education program are considered half-time students for each semester in which they are enrolled.

#### ***MA in Teaching English to Speakers of Other Languages***

Students enrolled in the low-residency MA in Teaching English to Speakers of Other Languages program are considered half-time students for each semester in which they are enrolled.

## Academic Accommodations for Religious Holidays

Given the diversity of our community, religious holidays affect a significant number of students and faculty. Consistent with SIT's commitment to creating a community that is respectful of and welcoming to persons of differing backgrounds, every reasonable effort is made to allow members of the community to observe their religious holidays without jeopardizing the fulfillment of either their religious or academic obligations.

In particular:

- Faculty should make every effort to avoid scheduling exams and/ or other key activities on religious holidays. It is the responsibility of students to consult the faculty member promptly regarding any possible conflicts. Upon the timely request of students, faculty members should, whenever possible, reschedule exams, assignment deadlines, and/or other key activities that may fall on religious holidays.
- Students should not be penalized for class absences because of religious holidays. This does not, however, relieve students of meeting their academic obligations and completing assignments. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday.
- Faculty should be permitted to reschedule class meetings that conflict with their observance of a religious holiday, assuming appropriate advance notice is provided to both students and the academic dean.

It is hoped and expected that such accommodations, when necessary, will successfully be handled by informal discussions among students, faculty, and administrators.

Dates of known holiday observances are available at the Student Affairs office; students may add other observances by request.

## Academic Credits

### Credit Hour Rule

The semester credit hour is the unit of measurement of academic work at SIT. The number of credit hours assigned to a course is one way to measure the learning outcomes expected, the mode of instruction used, and the amount of time expected for both outside preparatory and in-class work in order for a student to successfully complete the course. The SIT Graduate Institute standard is *1 credit hour = no less than 45 hours of coursework*. The calculation is based on the standard 50-minute academic hour. The number of credits each course carries determines how many total hours each course involves in a semester.

For face-to-face courses, this is usually calculated as, for each hour spent in classroom activities or direct faculty instruction, students will spend two hours outside of class. For example, for one academic credit, students will spend approximately 15 hours in face-to-face, classroom-based instruction and approximately 30 hours completing additional coursework.

For courses that are offered in an intensive, seminar, or online format, the ratio of in- and out-of-class work will vary, but the total numbers of hours spent on coursework/credit will remain the same.

For all courses, out-of-class activities will include some mix of reading, writing, group work, online discussions, research papers, and/or other activities as assigned.

### Transfer of Credit

There are a number of factors relating to the determination of transferable credits:

- Evaluation and transfer of credits must be done from an official transcript, sent directly to SIT. Unofficial transcripts, grade reports, and faxed transcripts are not considered.

- The college or university must be listed in Accredited Institutions of Postsecondary Education (American Council on Education). Credit is accepted from regionally accredited institutions. International institutions should be recognized by the Ministry of Education of the country issuing the document. International documents must be accompanied by certified English translations. If a translation is not available, the student must use an international credential evaluation service to provide the transcript evaluation.
- No official evaluation is processed until all transcripts and supporting documents are received. Students wishing specific requirements to be substituted by transfer credit must provide course descriptions. All final transcripts must be received prior to orientation.
- Coursework taken at SIT should not duplicate coursework accepted as transfer credit. If coursework is repeated, transfer credit is removed, which may jeopardize the student's eligibility.
- Quarter-hour credits are converted to semester hours by multiplying by 0.6.
- Students wishing to transfer credit earned after their matriculation to SIT in order to fulfill either a credit deficiency or to substitute for a requirement, must receive written permission from the degree chair and the registrar prior to enrolling in the course at the other institution.
- A maximum of six graduate semester hours taken at another institution may be transferred, if permission for the transfer is approved in writing by the degree chair and credit is accepted by the registrar. All courses must have a grade of B (3.00) or better, or the equivalent for international documents. No tuition reduction is granted in these cases.
- Courses taken more than five years prior to matriculation will not be considered for transfer.
- One elective credit may count toward completion of the Graduate Certificate in International Education.

## Grading and Evaluation Policies

The SIT grading system uses the following set of grades and abbreviations:

### Symbol Explanation

F	Fail
P	Pass (B or better for graduate courses)
W	Withdrawal (student initiated)
AW	Administrative Withdrawal
I	Incomplete
AU	Audit (no grade or credit awarded)
NP	No Pass
NR	No grade reported by instructor
R (or M)	Designates a repeated course

Grade Symbol	Points
A	4.00
A–	3.70
B+	3.30
B	3.00
B–	2.70
C+	2.30
C	2.00
C–	1.70
F	0.00

The MA in TESOL degree program uses only the Pass / No Pass grading system. No GPA is awarded.

All other degree programs use both the Pass / No Pass and the letter grading systems. Students may choose to take all classes as Pass / No Pass or a combination of both. Students who wish to earn a GPA must take at least 60 percent of the courses for a letter grade, except for students in the low-residency MA in International Education program, who must take at least 50 percent of the courses for a letter grade in order to receive a GPA. Students must choose the grading system they want when they register. A course may not be changed from Pass / No Pass to letter grades or letter to Pass / No Pass after the add/drop period for the semester in which the course is taken.

Final grades for courses are due in the Registrar's Office two calendar weeks (14 days) after the last day of the semester. If that day falls on a weekend or holiday, grades are due the following banking day. Because semester grades are used in determining the academic progress of students, eligibility to continue studies, and may have financial implications, final grades must be submitted by instructors by the deadline.

Students may view their final grades via WebAdvisor. Grade reports are available upon written request.

#### Course Grading Rubric (Revised June 4, 2009)

##### Grading Rubric—Letter Grades

##### **A (Outstanding, 94–100)**

Work reflected constant engagement throughout the term. Individual showed excellent progress in working on class assignments/projects. Assignments were thorough and thoughtfully completed, always reflecting additional work, insights, and/or integration of ideas. Assignments were always completed on time and reflected a sense of how each piece of work built on previous assignments. Outstanding progress was made in almost all of the specific outcomes of the course. Individual was always prepared for class, contributed thoughtfully and constructively to class discussions and activities, and was actively involved throughout the course. Individual showed excellent sophistication in integrating the general ideas discussed in class as they related to his/her own project.

Work demonstrated initiative beyond the requirements. Individual sought out additional opportunities for learning or demonstration of learning.

##### **A– (Very Good, 90–93)**

Work reflected consistent engagement throughout the term. Individual showed very good progress in working on class assignments/ projects. Assignments were thorough and thoughtfully completed, most often reflecting additional work, insights, or integration of ideas. Assignments were consistently completed on time and reflected a sense of how each piece of work built on the previous assignments. Very good progress was made in the majority of the specific outcomes of the course. Individual was usually prepared for class, contributed thoughtfully and constructively to the class discussions, and, in the majority of cases, was actively involved throughout the course. Individual demonstrated an increasing sophistication in integrating the general ideas discussed in class as they related to his/her own project.

Work demonstrated some initiative beyond the requirements. Individual often sought out additional opportunities for learning or demonstration of learning.

**B+ (Good, 87–89)**

Work reflected frequent engagement with the course throughout the term. Individual showed good progress in working on class assignments/projects. Assignments were thorough and complete, often reflecting additional work, insights, or integration of ideas. Assignments were often completed on time, were complete, and showed some additional work, insight, or integration of the topics being discussed. Good progress was made in the majority of the specific outcomes of the course. Most of the time, assignments reflected a sense of how each piece of work built on the previous assignments. Individual was often prepared for class, often contributed thoughtfully to the class discussion, and was often involved in the course. Individual showed facility in integrating the general ideas discussed in class discussions as they related to their own project.

Work demonstrated good initiative beyond the requirements. Individual at times sought out additional opportunities for learning or demonstration of learning. Individual was frequently engaged as a member of the learning community.

**B (Satisfactory, 84–86)**

Work usually reflected engagement with the course throughout the term. Individual showed some progress in working on class assignments/projects. Assignments were complete, at times reflecting additional work, insights, or integration of ideas. Assignments were usually completed on time and reflected a sense of how each piece of work built on the previous assignments. Satisfactory progress was made in the majority of the specific outcomes of the course. Individual was usually prepared for class, contributed thoughtfully to the class discussion, and was involved in the course. Individual sometimes showed reasonable facility in integrating the general ideas discussed in class discussions as they related to their own project.

Work demonstrated some initiative beyond the requirements. Individual rarely sought out additional opportunities for learning or demonstration of learning. Individual was at times engaged as a member of the learning community.

*B–, C+, C, and C– can all be assigned as final grades. Note that only grades of B (3.000) and above may count toward degree completion. Any course required for one's degree program for which B– (B minus) or below is earned must be repeated (see page 55 for information about Repeats).*

**F (Failing)**

Work does not meet criteria identified above.

### **Grading Rubric—Pass / No Pass**

**Pass:** Work meets at least the criteria for a B as described above.

**No Pass:** Work does not meet criteria identified above.

### **Grade of Incomplete**

All course requirements are due on the dates set by instructors in the course syllabi unless prior arrangements are made. Grades of Incomplete (I) are a serious matter and should not be taken lightly. They may be awarded due to extenuating circumstances that make it impossible for a student to successfully complete a course within the prescribed period of time. When a grade of Incomplete is given, a Request for Incomplete form must be generated by the instructor or student and signed by both. The form must be submitted to the Registrar's office by the instructor no later than the semester dead-line for final grades. The student must complete and submit all outstanding work to the instructor within 60 days of the last day of the semester. The instructor is required to submit the final grade to the Registrar within 90 days of the last day of the semester.

### **Grade Change Policy**

When a grade is submitted to the Registrar's Office, it is considered final, except for Incomplete (I) grades. The grade cannot be changed except by the instructor. The student has the right to appeal a grade in writing to the instructor within six months of the posting of the grade. If the instructor accepts the appeal, the instructor will submit a Grade Change Form to the registrar. If the instructor denies that appeal, the student may appeal to the Academic Review Board. See the Academic Review Board section below for more details. All grade changes must be submitted on the Grade Change Form.

Note: If grade change is submitted more than six months from the end of the semester in which the course was offered, the change must be approved by the Academic Dean. No grade change will be considered after one year from the end of the semester in which the course was offered.

### **Evaluation of Student Learning and Performance**

Students at SIT are expected to take responsibility for their learning by setting goals and working toward them systematically. SIT believes that the standards one sets for oneself are the key to professional success and personal satisfaction. The importance of taking initiative and setting goals and standards of quality for one's own work is emphasized throughout the SIT evaluation process.

### **Peer Evaluation**

Students come from a wide range of experiential and education backgrounds, which offers an invaluable resource. Throughout the program, students ask one another for feedback and in turn provide feedback to others. Development of the abilities of receiving, using, and giving feedback in this non-threatening community environment allows students to use these skills during their off-campus work and throughout their professional lives.

### **Faculty Evaluation of Student Work**

The faculty member responsible for facilitating a particular course and/or advising the student's work on a practicum will evaluate the student's work based on criteria that will have been established by the faculty member and shared in writing with students at the beginning of the course or practicum. The evaluation of student performance includes a statement of the minimum requirements for successful completion of the course. In addition, the evaluation forms may include a summary assessment of the student's performance, based on tests, papers,

class participation, projects, and self-evaluations. Students may request written narrative evaluations from their course instructors. This is recommended for those students planning to continue their studies at the postgraduate level.

## Grade Appeal

### **Phase One**

A student seeking a grade change must first, within 60 days of the posting of the grade, write a formal grade appeal letter directed to their academic director or program director, or Graduate Institute faculty (henceforth all referred to as faculty), providing any supporting documents for the grade appeal. In considering the appeal, the faculty relies on the materials and information the student submitted. The faculty may also consult with appropriate in-country faculty, re-evaluate work that may have remained in country, and any other documentation relevant to the specific course(s) being appealed. Within 30 days of receipt of the appeal letter, the faculty must send a written response to the student. If the grade has been changed the faculty submits a grade change form to the SIT registrar. (For Standard Procedures Manual only – the AD/PD/ or Faculty/Chair will send a copy of the decision letter to their dean, and the grade change form if necessary.)

### **Phase Two**

If the student is not satisfied with the decision of the first phase and wants to proceed further, they must submit a second appeal letter, in writing within 30 days, to the appropriate academic dean. This second appeal letter must include all relevant materials, documentation, and information. The faculty is also asked to provide documentation. The academic dean then gathers all the documentation and forwards all documents to a SIT Academic Review Board which is comprised of one academic dean and two relevant faculty who are not in any way connected to the case.

The Academic Review Board will decide on the appeal and their decision will be communicated to the student by the academic dean within 30 days after receiving the appeal letter and documentation. The academic dean will also communicate with the faculty and the registrar, in case of a grade change.

### **Phase Three**

Should the student want to appeal the Academic Review Board's decision they must send a third appeal letter to SIT's Chief Academic Officer, with a copy to the academic dean. This must be done within 30 days of receipt of the Academic Review Board's decision. This appeal must be based only on the evidence and rationale previously considered by the SIT Academic Review Board. The Chief Academic Officer will review the official record of these proceedings. The Chief Academic Officer's decision is final, and they will notify the involved individuals within 30 days of receipt of the student's final appeal.

If the student's appeal results in a change to the academic record, the SIT registrar updates **s** on the Web Advisor and will forward an updated transcript to the student's school of record.

### **Satisfactory Academic Progress**

The U.S. Department of Education implemented Program Integrity Rules, to protect Title IV students and taxpayers, effective July 1, 2011. One component of the rules requires SIT to adopt an institutional Satisfactory Academic Progress Policy to ensure (Title IV) students are making measurable progress toward satisfactory completion of a program.

They include the standards by which we must measure progress toward satisfactory completion of a program.

### **Student Grade Point Average (GPA)**

Students who maintain a minimum semester and cumulative grade point average of 3.00 each semester are considered to be in good academic standing. Students who fall below this minimum, or students who fail classes taken Pass / No Pass, may be placed on probation or dismissed.

### **Student Pace of Progression**

Students are expected to earn at least 67 percent of credits attempted in a semester. Failed courses, repeats, courses from which a student has withdrawn, and transfer credit are counted in this calculation.

### **Maximum Credit Hours (Program Duration)**

Students are expected to complete their degree program requirements within no more than 150 percent of the total hours required for the program.

### **Good Academic Standing**

Students in graduate degree or certificate programs must maintain a minimum 3.00 (B) GPA to be in good academic standing. A grade of B- (B minus) or below or a grade of NP in any course is considered a failing grade and is not applicable toward degree requirements. If a student's GPA falls below 3.00 or the student earns grade(s) of NP, the following policies may apply:

### **Academic Probation**

Any graduate student whose cumulative GPA falls between 2.99 and 2.50 or who passes less than 67 percent of credits attempted in a semester will be placed on academic probation for one semester.

The student is required to discuss their academic status with the dean and make a plan for regaining satisfactory status.

To regain satisfactory status, the student who has failed a course must retake and pass the course no later than the next semester during which the course is offered.

A student who has been placed on probation is instructed to take specific actions or demonstrate particular changes in performance. The Academic Review Board reviews the student's case at the end of the semester on probation or at an earlier date if specified in the probation letter to determine the student's eligibility to continue in the program.

### **Academic Dismissal**

A student on probation who fails to raise their cumulative GPA to at least 3.00 or who fails to pass repeated courses by the end of the semester on probation will be dismissed from the program for academic reasons. A student whose cumulative GPA falls below 2.50 will be dismissed.

### **Appealing Academic Dismissal**

Students who have been dismissed from the Graduate School due to poor academic performance may appeal the academic dismissal decision to the office of the Dean of the Graduate School.

The affected party must submit an appeal of the academic dismissal to the office of the Dean of the Graduate School no later than 30 days after the date of dismissal. The letter of appeal should include (a) the reasons for the appeal; (b) any relevant summary of discussions that took place between the student and representatives of the student's program of study and or advisor; and (c) outcome or solution proposed by the student. The Dean of the Graduate School informs the representatives of the student's program of study of the appeal by sending them a copy of the student's letter of appeal.

**Reasons for appeal:** (a) inaccurate calculation of grade; (b) inappropriate application of standards for academic performance and satisfactory progress; (c) Circumstances that are relevant to the dismissal but only became known after the dismissal.

**Process for responding to appeal:** The Dean of The Graduate School may (a) act on the appeal; (b) appoint a designee to collect additional information on behalf of the Dean; (c) constitute a review committee constituting at least three persons to provide a recommendation to the Dean of the Graduate School. The committee may review all materials and communications, and request additional information.

### **Repeats**

Courses in which the student has earned a grade of No Pass (NP) or B- (2.70) or below may be repeated for credit. In such cases, the original grade and credit will not be calculated in the cumulative GPA, although a record of the course will remain on the student's transcript and be identified with an "R" or "M" by the original final grade. All course repeats must be filed with the Registrar's Office. Repeated courses may incur additional tuition charges at the current rate per credit.

### **Veteran's Readmission Policy**

The Higher Education Opportunity Act (HEOA) provides that any student whose absence from an institution of higher education is necessitated by reason of service in the armed services shall be entitled to readmission upon return from military service without an application if:

- the cumulative length of the absence does not exceed five years;
- the student submits a notification of intent to reenroll to the registrar; and
- the student's service did not end in dishonorable or bad conduct discharge or dismissal.

### **Graduation and Completion of Degree Requirements**

SIT has three dates for degree conferral, in September, in December, and on the date of the graduation ceremony in May/June.

Students must apply to graduate by Census day of the term preceding their intended conferral date:

- by October 15 for December graduation;
- by March 15 for May/June graduation;
- by July 1 for September graduation.

Intent to Graduate forms can be obtained at My SIT.

### **Eligibility to Participate in Graduation Ceremonies**

Any student who has completed all requirements for the degree conferral and who has applied and been approved for graduation is eligible to participate in their graduation ceremony.

### **Reinstatement Policy**

Full-time SIT Graduate Institute students have five years from the time they matriculate to complete their chosen degree requirements. Part-time SIT Graduate Institute students have six years from the time they matriculate to complete their chosen degree requirements. Any student who does not complete the degree within this time frame will be withdrawn from the program. However, SIT acknowledges that certain circumstances might arise that could prevent a student from completing a degree within the prescribed time frame and will consider student appeals for extension. The purpose of the reinstatement policy is to provide an opportunity for these students to complete the degree; increase our number of graduates; recognize the accomplishments of students who have established meaningful careers without the degree but for whom a degree is now seen as valuable; and expand the global community of SIT alumni who are contributing to their fields in important ways, thereby enhancing the international reputation of SIT Graduate Institute.

The reinstatement process has been designed to serve as a form of reapplication, reviewed on its own merits, and to ensure that the student's learning is active and current in their field. Upon approval of the reinstatement application, the student may be granted up to an additional two years to complete outstanding degree requirements, in any case, not to exceed ten years from the date of matriculation. Those seeking reinstatement can find the necessary forms at MySIT. For more information about the reinstatement process, please contact the registrar's office at [registrar@sit.edu](mailto:registrar@sit.edu).

## **Academic Integrity Policy and Procedures**

At the heart of School for International Training Graduate Institute's mission is academic excellence, along with the development of intellectual, ethical and leadership qualities. These goals can only flourish in an institutional environment where every member of the Institute affirms honesty, trust, and mutual respect. All members of the SIT Graduate Institute academic community are expected to understand and follow the basic standards of honesty and integrity, upholding a commitment to high ethical standards. Students are expected to read and abide by the SIT Code of Conduct (see the Graduate Institute Student Handbook) and are expected to behave as mature and responsible members of the SIT academic community. Students are expected to follow ethical standards in their personal conduct and in their behavior towards other members of the community. They are expected to observe basic honesty in their work, words, ideas, and actions. Failure to do so is a violation of the Graduate Institute's Academic Integrity Policy.

Some common violations of these basic standards of academic integrity include, but are not limited to:

**Cheating:** Using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work, or preventing or attempting to prevent another from using authorized assistance, material, or study aids. (Examples: using a cheat sheet in a quiz or

exam; programming a calculator or other electronic device with information for an exam, test, or quiz; soliciting information regarding an exam or test from another student; altering a graded exam and resubmitting it for a better grade, etc.)

**Plagiarism:** Using the ideas, data, or language of another without specific and proper acknowledgment. Likewise, students may not use Internet source material, in whole or part, without careful and specific reference to the source. All use of the Internet must be thoroughly documented. Examples: misrepresenting another's work, (i.e., paper, lab report, article, or computer work) as one's own original creation and submitting it for an assignment; using someone else's ideas without attribution to source; failing to cite a reference or to use quotation marks where appropriate, etc.) The Library provides guidelines to aid students in documenting source materials. Internet plagiarism includes but is not limited to submitting downloaded term papers or parts of term papers or articles, paraphrasing or copying information from the internet without citing the source, and "cutting and pasting" from various sources without proper attribution to source.

**Fabrication:** Submitting contrived or altered information in any academic exercise. Examples: making up data for an experiment; "fudging" data; citing nonexistent or irrelevant articles; presenting fraudulent excuses, lies, letters of recommendations.

**Multiple submissions:** Submitting, without prior permission, any work submitted to fulfill another academic requirement. Example: submitting the same paper for two different classes without the expressed consent of both professors.

**Misrepresentation or falsification of academic records:** Misrepresenting or tampering with or attempting to tamper with any portion of a student's transcripts or academic record, either before or after enrolling at SIT. Examples: forging a registration form or a change of grade slip; forging signatures of advisors; falsifying information on an official document such as drop/add form, ID card or other SIT documents; tampering with computer records, etc.

**Facilitating academic dishonesty:** Knowingly helping or attempting to help another violate any provision of this code. Example: working together on a take-home exam or other individual assignments, discussing an exam with a student who has yet to take it, giving tests or papers to another student, etc.

**Unfair advantage:** Attempting to gain unauthorized advantage over fellow students in an academic exercise. Examples: gaining or providing unauthorized access to examination materials (either past or present); obstructing or interfering with another student's efforts in an academic exercise; lying about a need for an extension for an exam or paper; continuing to write even when time is up during an exam; destroying, hiding, removing, or keeping library materials, etc.

Every student is responsible for reading and abiding by the Academic Integrity Policy. All faculty members should announce the policy at the beginning of each semester and include the policy statement in their course syllabus for each class. Faculty should also establish a climate that encourages honesty and enhances learning while emphasizing the Graduate Institute's no tolerance stance on academic dishonesty, i.e. academic dishonesty will not be tolerated. Violations of academic integrity may occur on four levels:

**Level One Violations** may occur because of inexperience or lack of knowledge of principles of academic integrity on the part of persons committing the violation. These violations are likely to

involve a small 36 World Learning SIT Graduate Institute Vermont Student Handbook 2015–2016 graduate.sit.edu policies and procedures policies and procedures fraction of the total coursework, are not extensive, and/or occur on a minor assignment. Examples of Level One Violations include but are not limited to working with another student on an assignment when such work is prohibited and failing to footnote or give proper acknowledgement in an extremely limited section of an assignment. Level One Violations may be handled by the professor of the course in consultation with the Dean. There are no appeals afforded for Level One Violations. A repeat of such violation will constitute a Level Two Violation. Level Two through Four Violations must be referred to the Dean of the Graduate Institute. See sanction for Academic Integrity Violations for more information.

**Level Two Violations** are characterized by dishonesty of a more serious character or affect a more significant aspect or portion of the coursework. Level Two Violations include, but are not limited to, the following examples: 1) Plagiarizing a moderate portion (1/3 or more) of a written assignment. 2) Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructor. 3) Using data or interpretative material for an assignment without acknowledging the sources or the collaborators. All contributors who prepare data and/or contribute to the assignment must be named. 4) Receiving assistance from others, such as research, statistical, computer programming, or field data collection help without acknowledging such assistance in a paper, examination or project.

**Level Three Violations** include dishonesty that affects a major or essential portion of work done to meet course requirements or involve premeditation. Examples include, but are not limited to, the following: 1) Plagiarizing major portions (1/2 or more) of a written assignment. 2) Copying on any examination. 3) Acting to facilitate copying during an exam. 4) Using prohibited materials, (e.g., books, notes, or calculators, cell phones, PDA's, etc. during an examination.) 5) Collaborating before an exam to develop methods of exchanging information and the implementation thereof. 6) Altering examinations for the purposes of re-grading. 7) Acquiring or distributing an examination from unauthorized sources prior to the examination. 8) Presenting the work of another as one's own. 9) Using purchased term paper or other materials. 10) Removing posted or reserved material or denying other students access to it. 11) Fabricating data by inventing or deliberately altering material (this includes citing "sources" that are not, in fact, sources). 12) Fabricating evidence, falsification of data, quoting directly or paraphrasing without acknowledging the source, and/or presenting the ideas of another as one's own in papers or capstone. 13) Using unethical or improper means of acquiring data.

**Level Four Violations** represent the most serious breaches of intellectual honesty. Examples include, but are not limited to, the following: 1) All academic infractions committed after return from suspension for a previous academic integrity violation 2) Infractions such as forging a transcript, stealing an examination from a professor, buying an examination; forging a letter of recommendation; 3) Having a substitute take an examination or taking an examination for someone else 4) Sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment.

#### Sanctions for Academic Integrity Violations

Academic misconduct is considered to be a violation of the behavior expected of a SIT Graduate Institute student in an academic setting as well as a student conduct violation. A student found responsible for academic misconduct is therefore subject to appropriate academic penalty.

### **Level One Violations**

The professor of the course has the authority to handle an incident of student misconduct on this level. Prior to exercising sanctions, the professor is encouraged to consult with the Dean. An accusation of a Level One Violation requires a fact-finding discussion between the professor and student. The meeting should be prompt, private, and informal. While there is no prescribed procedure, the student should be allowed to respond. Depending on the situation and level of comfort, the professor may wish to have the Academic Director present to corroborate any exchange of information. If the professor concludes that the student is not in violation of the policy, this meeting should end the matter. If the professor concludes that there is indeed a violation and can resolve the matter, after consulting with the Dean, the professor will normally assign a penalty grade of zero on the assignment and the accompanying reduction in the course grade. However, a professor may assign, but is not limited to, one of the following penalties:

- rewriting the paper as originally assigned or with additional requirements
- retaking an exam or test as originally assigned or with additional requirements
- redoing an assignment as originally assigned or with additional requirements
- issuing a verbal or written reprimand
- required completion of information literacy course through the Watt Library

If the violation occurs near the end of the course or cannot be resolved prior to final grade submission, the professor should assign an Incomplete (I) until the sanction(s) are fulfilled, not to exceed the maximum allowable sixty days from the end of the term of registration for completion of outstanding work. Once concluded, a grade change form must be submitted. The professor must submit a "Report of Academic Misconduct" form to the Dean and Registrar. When a professor has cause to question a student's work based on inferential circumstances, but responsibility cannot be established, the professor may send a "letter of reprimand" to the student. This letter will constitute a formal acknowledgment by the Graduate Institute that a possible violation has occurred. Letters of reprimand do not become part of the student's individual permanent record but will be placed in their file in the Dean's Office and may be taken into account in judging the seriousness of any future violations.

### **Level Two – Four Violations**

The professor must file a "Report of Academic Misconduct" form to the Dean and the Registrar, including all appropriate evidence. The Dean will inform the student of the allegation(s) in writing. The student will be requested to arrange an appointment with the Dean to discuss procedures and to set a time, date, and place for the hearing. The letter of notification will include a description of the specific acts, date and time of the occurrence, and the sanctions authorized for the offense. The Dean will conduct a pre-hearing with the student to clarify procedures and charges. The student will be asked to acknowledge in writing that the procedures have been explained and that she understands the process. The hearing will be conducted by the Academic Integrity Committee and will be chaired by the Dean or their designee. The Academic Integrity Committee is comprised of one faculty representative from the appropriate degree area, and two faculty or staff members appointed by the Dean of the Graduate Institute. Care will be taken to resolve any conflict of interest in individual cases. The Committee will first hear the professor's evidence of the charge of academic misconduct. The student will have an opportunity to present matters and evidence refuting the charge. The student may be accompanied to the hearing by his/her advisor or someone else of their choice and will give the Dean reasonable advance notice of who the advisor will be. The student will be expected to speak for herself. The advisor may counsel their advisee but has no official voice in the hearing. The Academic Integrity Committee will have the opportunity to question both parties and will render a decision within one week of the hearing. The parties will be notified in writing of the Committee's decision. The sanctions below are available to the Academic Integrity Committee and are the most commonly used.

However, there is a range of sanctions available to the Committee. Sanctions are assigned with the intent of maintaining consistency and fairness, and the degree of sanction is primarily correlated with the extent and severity of the violation. A student who is found responsible for their first violation of the academic integrity policy will receive a grade of "F" in the course in which the offense occurred. In addition, the student will be subject to SIT code of conduct sanctions, conditions and/or restrictions. A student who is found responsible for a second violation will receive a grade of "F" in the course and will be suspended from the Graduate Institute for the following semester. In addition, the student will be subject to SIT Code of Conduct sanctions, conditions and/or restrictions. A student who is found responsible for a third violation will receive a grade of "F" in the course and will be dismissed from the Graduate Institute at the end of the semester or earlier, based upon the severity of the offense. If the alleged act of academic misconduct occurs near the end of the semester or within a time frame in which the opportunity for a fair hearing would be difficult, the professor may submit an Incomplete (I) until the hearing process can be initiated, not to exceed the maximum allowable sixty days from the end of the registration. The student will be informed that the decision can be appealed to the Academic Integrity Appeals Committee, comprised of one faculty representative from each division, and two faculty or staff members appointed by the Dean. The Appeals Committee will not include the same individuals who heard the case previously. Care will be taken to resolve any conflict of interest in individual cases. SIT allows only one appeal for a sanction of Level Two - Four Violations. Appeals must be written and will only be accepted from the student(s) involved in the case. Appeals from others will not be considered. Appeals must be filed with 10 working days of the initial notification. If an appeal is not filed with the Office of the Dean within the allotted time, the decision of the Academic Integrity Committee will stand. All appeals must be based on substantial new evidence and or sufficient grounds for good cause. Substantial new evidence is defined as evidence that was not available at the original hearing and which has a direct bearing on the case. It is the student's responsibility to demonstrate that the penalty should be modified. Sufficient grounds for good cause are defined as an infringement on the rights of the student because of any irregularities in the way the Academic Integrity Committee originally conducted the hearing. The Academic Integrity Appeals Committee will uphold the sanctions of the Committee or reduce the sanctions of the Committee. In no case will a more severe sanction be imposed. All materials relating to an allegation of academic misconduct will be kept in confidence in the Office of the Dean. If the student is found responsible for a violation of academic integrity, all materials relating to the case of academic misconduct will be kept in confidence in the Office of the Dean and the student's permanent record. It is fairly common for potential employers, other institutions of higher learning, and governmental agencies to solicit information about a student's conduct. If the student has signed a release form accompanying such a request, the Office of the Dean will review the disciplinary records file to determine if the student has been found responsible for academic misconduct or behavioral misconduct on file in the Office of Dean of Student Affairs. In those cases where the student has such a record, the information will be provided to the requesting party.

(Adapted with permission from the "Academic Integrity Policy", Spelman College)

## Educational Records

### FERPA and Your Privacy

FERPA, the Family Educational Rights and Privacy Act of 1974, is a federal law that pertains to release of and access to education records. The law, also known as the Buckley Amendment, applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA applies to personally identifiable information in education records. This includes items such as the student's name, name of family records, addresses, personal identifiers such as social security numbers, and personal characteristics or other information that make the student's identity easily traceable.

Education records are all records that contain information directly related to a student and are maintained by SIT Graduate Institute or by a party acting on its behalf. A record means any information recorded in any way, including handwriting, print, tape, film, microfilm, microfiche, and digital images.

*Education records do not include the following:*

- Sole possession records—records kept in the sole possession of the maker that are used only as a personal memory aid and are not accessible or reviewed by any other person except a temporary substitute for the maker of the record;
- Medical or psychological treatment records that include those maintained by physicians, psychiatrists, and psychologists;
- Employment records, provided that employment is not contingent upon being a student;
- Law enforcement records; and
- Records collected about an individual after that person is no longer a student.

FERPA rights apply to students. A student is a person who is or has been in attendance at the institution.

*Under FERPA, a student has a right to:*

- inspect and review their education records;
- request to amend their education records;
- have some control over the disclosure of information from their education records;
- file a complaint with the Department of Education concerning an alleged failure by the institution to comply with FERPA.

SIT may at its discretion (but is not obligated to) release directory information without prior written consent. Directory information is limited to name, ID photo, address, telephone numbers, email address, dates of attendance, degree and concentration, date of degree conferral, practicum/internship location, and organization.

Directory information may be released freely unless the student files a written request to withhold disclosure of information with the registrar. The block will remain in effect until a written statement from the student releasing the hold on directory information is received by the registrar.

The school notifies students annually of their FERPA rights in the SIT Graduate Institute Course Catalog. If students believe that such rights have been violated, they may contact the Family Policy Compliance Office at the U.S. Department of Education, 400 Maryland Ave SW,

Washington, DC 20202-4605. Additional information is available at [www.ed.gov/policy/gen/guid/fpco/index.html](http://www.ed.gov/policy/gen/guid/fpco/index.html).

Upon written request, the student may request to inspect and review their education records. By law, the registrar has 45 days to respond to the request. If the records contain information on more than one student, the requesting student may inspect, review, or be informed on only the information specific to their own records. The contents of a student's education records may be challenged by the student on the grounds that they are inaccurate or misleading or are otherwise in violation of the privacy rights of the student, by submitting a written statement to the registrar, the official custodian of records, who will review all such allegations.

#### 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 expanded the circumstances under which education records and personally identifiable information (PII) contained in such records—including Social Security Number, grades, or other private information—may be accessed without the student's 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 a student's records and PII without the student's 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 a student's education records and PII, without their consent, to researchers performing certain types of studies, in certain cases even when SIT objects to or does not request such research. Federal and state authorities must obtain certain use-restriction and data security promises from the entities they authorize to receive a student's 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 the student's consent, PII from their education records, and they may track the student's participation in education and other programs by linking such PII to other personal information about the student 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.

#### **Student Privacy Notice: European Union GDPR**

This Notice explains how the School for International Training ("SIT") SIT will collect and use your personal data. SIT is the data controller for personal data we process about you. Throughout this Notice "SIT", "we", "our", and "us" refers to SIT, its umbrella organization, World Learning Inc, and World Learning Inc's affiliated entities. "You", and "your" or "their" refers to those expressing an interest in becoming a student at SIT (both prior to and at formal application stage), together with those who later become a registered student at SIT. The European Union may be referred to throughout this Notice as "EU".

Until May 24, 2018 we will process your personal data in accordance with the Data protection Act 1998 ("DPA"). From May 25, 2018 we will process your personal data in accordance with General Data Protection Regulations ("GDPR"). This Notice meets the requirements of both the DPA and GDPR.

Prior to and after the effective date of the GDPR, we may make changes to this Notice. We will inform you of any changes to this Notice. Notification will be through an appropriate medium of

communication, such as email, text, written notice, website notice, depending on the contact information that we have for you. You can find the current version of this Notice on SIT's website. If you have any questions about this Notice, please contact our Data Protection Officer ("DPO"), who will be happy to answer any queries you may have concerning this Notice or the way in which we process or use your personal data. SIT's DPO, as of the date of this Notice, is Dr. Kathryn Inskeep, at [kathryn.inskeep@sit.edu](mailto:kathryn.inskeep@sit.edu).

SIT obtains your personal data from you when you provide us with your personal information, such as (but not limited to) when you fill out any form or application, when you interact with our website or staff, or when you communicate with us in any way. In addition, we obtain your personal data from various third-party sources (for example, student loan administrators, other institutions that we partner with in providing our programming, your other academic institutions, and other service providers). All such information obtained about you is handled in accordance with our policies and with DPA and GDPR, as well as FERPA and other applicable legislation.

In general, we process or use your personal data for the administration of all of the offices and functions associated with operations of SIT related to your role as student or prospective student with us and all of the support functions that arise from those roles in the legitimate operation of SIT. All your data is processed for SIT's institution purposes, connected to or related to activities carried out by SIT or its affiliates, such as (but not limited to) academic programs operated in the United States or for study abroad programs or workshops in the European Union, or related to your immigration requirements and entry/exit for any country for the purpose of participating in any program, or for the performance of contractual obligations related to operation of our programming in the United States or European Union. In particular the data supplied or collected will be processed for the following purposes and will be handled according to the following terms, as indicated:

1. Your personal data will be collected and processed to fulfill the obligations established by any applicable law, including the regulations or the European Union Law;
2. Your personal data will be collected and processed to execute the contractual obligations with reference to your enrolment with the SIT study programs organized in the EU at SIT (such as but not limited to courses, attendance certification, student health and safety protection);
3. Your personal data will be collected and processed with reference and in connection to data provided by public authorities or by hospitals should an accident or aggression occur to the student, in order to take the necessary actions.
4. Your sensitive data regarding your health conditions and food habits will only be processed for the purpose of protecting student safety or of fulfilling the obligations established by law, by regulations or by the European Union Law; sensitive data regarding judicial measures which may have been provided to SIT by public bodies will be processed only for purposes relating to a health or safety emergency and complying with any applicable mandatory provision of local or European Union law.
5. Submittal and processing of personal data is necessary in order for SIT to achieve the purposes above specified.
6. Any opting out or refusal to allow such processing and use will make it impossible to carry out the necessary activities and the correct administrative, operational and academic

management of student programs necessary to accomplish the contractual obligations of SIT in connection with your graduate and/or study abroad stay at SIT in the EU as well as the obligations imposed by law.

7. All personal data, including sensitive data, will be collected and processed automatically and/or manually in compliance with the provisions of the EU GDPR and by adopting the appropriate data protection measures, securing strictly monitored access.
8. Data processing will take place, according to the aforementioned criteria, only within those offices of SIT which are exclusively dedicated to SIT graduate or study abroad programs; the data will be handled only by the persons who are responsible for the related activities and by other persons working on the same areas as specified in internal communications; sensitive data will be handled only within those offices of SIT which are exclusively dedicated to SIT graduate or study abroad programs, for the purposes above specified, by persons officially appointed to this task. Your personal data you have provided may be transferred overseas pursuant to the terms, conditions and limits specified by Chapter V of the EU GDPR.
9. In particular, your data may be communicated, in compliance with the rules above indicated, to public or private subjects to whom they may necessary in order to fulfill obligations set forth by local laws, regulations or EU laws; sensitive data may be communicated to public bodies and authorities (such as public hospitals, public safety authorities, Police offices, courts, magistrates and the like) and to private subjects (such as private hospitals and clinics, security supervisors, insurance companies) only for purposes relating to health and safety emergency and for the purposes of fulfilling obligations set forth by local laws, regulations and EU laws.
10. You will be able to exercise any and all other rights, as applicable, foreseen by Articles from 15 to 22 of the EU GDPR, namely right of access, right to rectification, right to erasure or “to be forgotten”, right to restriction of processing, right to data portability, right to object; you can read Regulation (EU) 2016/679 at:  
  
[http://ec.europa.eu/justice/data-protection/reform/files/regulation\\_oj\\_en.pdf](http://ec.europa.eu/justice/data-protection/reform/files/regulation_oj_en.pdf)
11. Please be also informed that:
  - a) the period for which your personal data will be stored will be from now until the information is no longer needed for the purposes articulated herein and until the applicable retention period has expired and the information is deleted or destroyed.
  - b) you can withdraw your consent, if granted below, at any time and even only orally, but this will not affect the lawfulness of processing your personal data based on your consent before withdrawal.
  - c) you have legal rights and remedies against any breach of your personal privacy according to articles from 77 to 84 of the EU GDPR.

**You can find a consent form on SIT’s website at [www.sit.edu](http://www.sit.edu).**

### **Change of Name or Address**

It is the obligation of each student to notify the registrar of any change of name or address. Name changes are made only with two official documents providing legal proof of name change.

### **Transcripts**

An official transcript is the permanent academic record validated with the school seal, facsimile signature of the registrar, and date of issue. Students must provide the Registrar's Office with a written, signed request to obtain a copy of their SIT transcript. The request along with the \$10 per copy processing fee should be sent to the Registrar's Office, SIT Graduate Institute, 1 Kipling Road, PO Box 676, Brattleboro, VT 05302-0676. Transcripts will not be released if the student is not in financial good standing with SIT and has not satisfied all obligations, including the Financial Aid exit interview, if applicable.

### **Student Identification Cards**

Student IDs are issued to all matriculated students at the start of their program. Students needing a replacement ID card should contact Student Affairs.

## **SIT Statement on Academic Freedom\***

### **Purpose**

An institution of higher learning is a center for the pursuit of truth and a forum for the free exchange of ideas. Academic freedom is essential to those purposes. Its protection is among the most important responsibilities of any organization committed to learning. Freedom in research is fundamental to the advancement of truth; freedom in teaching and learning is basic to the free exchange of ideas. Freedom to accept extramural professional tasks is essential to the development of the individual and the individual's profession. The common good requires that all individuals are free to express opinions in extramural settings. Academic freedom, like other liberties, is only effective when exercised with responsibility. This statement is intended to outline both the freedom and the obligations of members of this community as they relate to academic freedom.

### **Section One (Research)**

Academic personnel are entitled to full freedom of research without restrictions on subject, methodology, reports of findings, or any other impediment. Research involving human beings as subjects of the research is subject to all legal and ethical obligations regarding the protection of privacy and welfare of the participants in that research.

### **Section Two (Teaching/Learning)**

Teachers are entitled to freedom in the classroom in discussing their subject. No limitations on materials used, external speakers involved, approaches, methods, content, or expression in classes will be tolerated. The same degree of freedom in expressing opinion or conclusions and discussing materials, content, and subject matter is extended to students.

### **Section Three (External Professional Tasks)**

Academic personnel are entitled to seek and accept external professional opportunities such as consulting, editing, writing, guest lecturing, and conference presentations. Such opportunities are an integral part of the professional responsibilities of the individuals as well as an essential aspect of the individual's growth as a professional involved in the free exchange of skills and ideas within the profession.

#### **Section Four (Responsibilities as Private Citizens)**

All employees and students of this institution, as community members, have the rights and obligations of other citizens. When they speak or act as private citizens, they avoid creating or permitting an impression that they speak on behalf of the institution. As citizens engaged in a profession that depends on freedom, academic personnel have a particular obligation to promote free inquiry and public understanding of the need for freedom.

#### **Section Five (Responsibilities of Academic Freedom)**

Freedom without responsibility is license, and so the exercise of freedom on one's own behalf requires an equal commitment to the rights of others. Academic personnel therefore take no action which restricts, abridges, or reduces the right of others to the same freedom and responsibility they enjoy.

#### **Section Six (Individual's Responsibilities for External Arrangements)**

Academic personnel are free to accept any external research, teaching, consulting, editing, writing, and other professional engagements, whether for financial reward or not. However, it is the individual's responsibility to inform the institution of any such external arrangements.

*\*This statement adheres to the principles of academic freedom as published by the American Association of University Professors.*

## **Academic Resources**

SIT's academic support services include academic resources, services, and staff to support and complement both course requirements and the pursuit of individual interests. Please contact each department for details regarding their services and availability.

### **Textbooks**

Textbooks are listed on the SIT website eight weeks prior to the beginning of a course at <http://graduate.sit.edu/academics/textbooks-coursework/>. This list is intended to facilitate students' purchasing the textbooks from the book vendor of their choice.

### **Donald B. Watt Library and Information Commons**

The Donald B. Watt Library and Information Commons provides a broad collection of materials relevant to the curriculum of SIT. These materials include books, DVDs, e-books, electronic databases, foreign language materials, periodicals, and student research. Most of the collection in the library and information commons is available electronically to facilitate research by students and faculty at SIT sites around the world. The Library and Information Commons also provide remote research assistance and instruction via e-mail, chat, Skype, WebEx, etc. To search our catalog, databases, schedule a research appointment, or to find library hours and lending policies and contact information, please visit our homepage at <http://library.sit.edu>.

### **Library and Information Commons Reserves and Electronic Reserves**

Reserves are required readings and/or supplementary materials chosen by the faculty in support of classroom instruction. For Low Residency students, physical reserves are available in the Donald B. Watt Library on the Vermont campus when students are resident on campus.

Access to all or portions of these texts will be made electronically when students are off campus.

Electronic Reserves (E-Reserves) are required readings and/or supplementary materials chosen by the faculty in support of classroom instruction. These items will be accessible during the term that class is in session through a link provided by the instructor in the online learning management system.

### **Academic Computing**

SIT Graduate Institute offers a variety of student computing services. All instructional activities that apply technology in the teaching and learning process and coordinate with instructional uses of appropriate technologies are supported. Offerings include an online learning course management system (Moodle) and virtual learning environments as well as adaptive and assistive technologies. A multimedia lab can be scheduled for classes, projects, meetings, video/audio conferencing, and presentations. A special lab with computers equipped with assistive technology and higher-level software packages is also available.

The World Learning Information Technology Department supports all student-related email, the network, file sharing, the online course management system, and wireless connectivity on campus, as well as all student-accessible computers in labs, public areas, and residence halls on campus. Computers are available on campus 24 hours a day, and are equipped with appropriate hardware, software, and Internet connections to support research, classroom, and individual use.

### **Media Services**

Media Services supports technology needs by scheduling, lending, and receiving equipment; by providing training to students, staff, and faculty in the proper use of equipment; by operating equipment for special events and presentations; and by recording, duplicating, and/or producing audio and video class use (within restrictions of copyright law).

Specific services offered include:

- training and support for campus LCD projectors and sound systems;
- SMART Board training and support;
- web conferencing and video conferencing training and support; and
- telephone conferencing support.

Computer-based presentation equipment is available in all classrooms.

### **Moodle: Online Learning/Course Management System**

The Moodle online learning/course management system collects the course webpages for SIT Graduate Institute, SIT Study Abroad, and other programs of World Learning. Moodle courses are used by instructors to share course resources with students, collect assignments, and facilitate discussion between students online.

Moodle can be located at the following URLs:

- <http://courses.sit.edu>
- <http://courses.worldlearning.org>

Email [Moodle@sit.edu](mailto:Moodle@sit.edu) with any questions.

## Email

Email accounts are activated once a student begins at SIT Graduate Institute. The SIT email account is the primary means of contact with students. SIT provides this email account for communication of official information for academic programs, with individual professors, with various departments on campus, and between students themselves. Sensitive information should never be emailed to an email address that is outside of the SIT / World Learning organization. Information sent via SIT email is often of a time-sensitive nature; failure to read emails does not excuse one from adhering to deadlines, assignments, requests, etc. Only @mail.sit.edu email addresses will be used for academic program listservs, Moodle communication, and other official academic supports. It is highly recommended that students regularly check their email accounts or forward this account to another account that is checked regularly.

## Career Coaching and Practicum Support Services

The SIT Career and Practicum Services Center empowers students and alumni to become leaders in their chosen field by utilizing self-assessment techniques and identifying career goals. Experiential learning opportunities are offered to develop articulation of skills to prospective employers and to cultivate careers goals that are aligned with one's passion, values, and skill sets. Drawing on our global partnerships with staff, faculty, and organizations, the Career Center facilitates practicum, internship, fellowship, and job assistance.

Through Career Connections, SIT Graduate Institute's online job list database and career tool, students and alumni have direct access professional postings, can easily manage their job and internship searches, and can apply for current vacancies.

Along with one-on-one meetings with career coaches, career resources include:

- Career mapping workshop (since it is non-credited), to help students develop an individualized career strategy
- Self-assessment
- Career exploration
- Branding
- Networking for professional development
- Résumé and cover letter customization
- Interview practice
- Enhanced résumé builder
- Alumni networking
- Career development e-books and videos
- LinkedIn alumni group, Career Services Facebook
- Salary negotiation
- Funding / Fellowship links on LibGuides and application support

## Online Writing Center

Academic writing support is available to all SIT students through the Online Writing Center. Tutors work with students individually in synchronous or asynchronous sessions to improve their writing skills

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## Disability Services

The mission of Disability Services (DS) is to facilitate an accessible educational experience for students with disabilities and to serve as a resource for all members of the academic community in furthering this goal. Students with all types of disabilities — including learning, physical, and mental health — are encouraged to contact DS as early as possible for information, support and to learn about the accommodation process.

The process for requesting an accommodation includes:

1. Completing an [Accommodation Request Form](#).
2. Providing current medical documentation (with a diagnosis) that supports the requested accommodations.
3. Meeting with DS staff to discuss specific accommodation needs.

Accommodation requests are considered on a case-by-case basis and include an interactive process between the student and Disability Services. Students should submit accommodation requests as soon as possible prior to the start of their programs to allow sufficient time for arranging approved accommodations.

For more detailed information regarding the accommodation process, including a link to the Accommodation Request Form, visit the Disability Services website at <https://graduate.sit.edu/student-support/disability-services/>.

Students are encouraged to contact Disability Services at 802 258 – 3390 or [disabilityservices@sit.edu](mailto:disabilityservices@sit.edu) with any questions, concerns or to request an accommodation request form in an alternate format.

## Student Rights and Responsibilities

### Philosophy

The mission of SIT Graduate Institute includes the promotion of understanding among people from different parts of the world. In performance of its role as an educational institution, SIT endeavors to provide the support needed by students as they work to achieve satisfactory academic performance in their courses and within the program as a whole. As members of the SIT community, students share in the school's dedication to goals of mutual learning, mutual enjoyment of each other's company, and mutual respect. However, these goals can only be realized if individuals honor the rights and privileges of all community members and take responsibility for their own actions. Every community has guidelines to direct the behavior of its members and to ensure the basic rights of individual members for the benefit of the community as a whole. The guidelines and procedures outlined below are designed to serve this purpose.

Students should be aware that SIT's Academic Review Board is responsible for hearing and resolving all academic grievances from and concerning students, including 1) evaluation and/or grading of individual assignments, 2) implementation of courses according to the published syllabi, and 3) fair application of program and school policies. Sexual harassment complaints are handled in accordance with the school's sexual harassment policies and procedures. Procedures required to file such grievances are detailed under the World Learning / SIT Policy Prohibiting Harassment.

Student complaints involving the conduct of a World Learning or SIT faculty or staff member should be directed to the director of Human Resources or the Coordinator of Graduate Student

Affairs and will be handled in accordance with applicable human resource policies and procedures.

### **Student Code of Conduct**

The following is a list of actions that the school considers impermissible:

1. Violation of safety practices or action or inaction that might cause injury or death to oneself and any other person.
2. Sexual harassment or harassment of any kind;
3. Creating excessive noise, disturbing the peace, violating individual rights or privacy, or disrupting lawful activities of others;
4. Deliberately or carelessly damaging or stealing SIT Study Abroad property or the property of those associated with SIT or a host community.
5. Deliberately or carelessly damaging or stealing SIT or World Learning property.
6. Tampering with or misusing fire alarms, firefighting equipment, or other emergency equipment or reporting mechanisms on program sites;
7. Theft or unauthorized use of property from any other person or entity.
8. Unauthorized entry or use of campus or program facilities, including host facilities such as host universities, hotels, or offices of program staff and contacts.
9. Possession or use, including the threat of use, of a weapon or other hazardous materials, such as, but not limited to, a firearm, knife, explosive, or other object that could be considered a weapon while on the program.
10. Violation of host country or US laws, including, but not limited to, those that relate to the use of alcohol and controlled substances on the program. Violation of local laws may result in fines, punishment, imprisonment, or deportation in addition to punitive actions by SIT.
11. Smoking in prohibited areas;
12. Failure to comply with the reasonable directions of program or Institutional officials acting in the performance of their duties;
13. Violations of any approved SIT policies and regulations as published in the SIT Graduate Institute Course catalog and Student Handbook or other official SIT publications, including infringements of SIT's academic dishonesty and plagiarism policy and World Learning's appropriate use policy; and
14. Any conduct which jeopardizes SIT's ability to maintain positive relations in host communities or to continue to carry out its programs, including but not limited to culturally inappropriate behavior or defamatory statements regarding the host community, local organizations, or countries in "blogs" or other public media
15. Any conduct the school determines to be contrary to the interests of the SIT Graduate Institute and World Learning community in preserving an environment of mutual learning, mutual enjoyment, and mutual respect.

## **Student Responsibilities**

It is incumbent upon every student to try to work out disagreements before involving Student Affairs or the academic program staff in a complaint. If the student cannot make satisfactory arrangements, he or she may file a written complaint with the student affairs coordinator or the dean of students, or, in the case of SIT's academic dishonesty and plagiarism policies, with the director of the academic program.

The director may try to resolve the complaint through mediation or through an informal or formal hearing, depending upon the seriousness of the complaint. Please note that sexual harassment complaints shall be handled in accordance with the school's sexual harassment policies and procedures. Student complaints involving the conduct of a World Learning or SIT faculty or staff member should be directed to the director of Human Resources or assistant dean of students for international programs and Title IX coordinator and will be handled in accordance with applicable human resource policies and procedures.

### **Student Conduct Process**

Any member of the SIT community may file a complaint against any student for misconduct. Complaints should be made in writing to the coordinator of graduate student affairs or the dean of students, or, in the case of SIT's Academic Dishonesty and Plagiarism policy, to the respective director of the academic program. Complaints should be submitted as soon as possible after the event(s) take place, preferably within 10 days. The student who is the subject of the complaint may be addressed with the sanctions as detailed herein and in the specific policies and procedures maintained by SIT. Once reported and investigated, a decision will be made by the relevant director to take one of the following courses of action:

**Handle the Infraction Informally without Formal Hearing:** In some cases, the coordinator of graduate student affairs or dean of students (and/or the director of the academic program, if appropriate) will dispose of the case informally. In such cases, the sanction, should a sanction be warranted, will be limited to an official warning.

**Initiate Formal Proceedings:** The student affairs coordinator will serve as the hearing officer for most cases. At the discretion of the coordinator, a disciplinary panel may hear cases of a more serious nature. The panel will consist of three hearing officers appointed by the student affairs coordinator or dean of students. All proceedings will remain private, consistent with policies and procedures maintained by the school. At the disciplinary hearing, the technical rules of procedure and evidence applicable to civil and criminal cases shall not apply.

Hearing Procedures: ***Preliminary Provisions and Definitions***

**Complainant:** The complainant is a person who alleges that they are the victim of a violation of SIT policy.

**Respondent:** The respondent is a person who has been accused of an alleged violation of SIT policy.

**Hearing Officers:** A charge is heard by one or more trained hearing officers. A respondent and any complainant will receive written notice of the name(s) of the hearing officer(s) assigned to the case via email prior to the scheduled hearing.

**Impartiality:** Hearing officers shall remove themselves from resolving a case if they believe they cannot be impartial. A respondent or complainant may seek the removal of a hearing officer where either the respondent or complainant believes that any assigned hearing officer cannot be impartial. The student must submit a written statement to the assistant dean of students for Campus Life stating the specific reasons the student believes the individual(s) cannot be impartial. This written statement must be submitted to the assistant dean of students for Campus Life within 24 hours of receipt of the notice of the hearing officer(s) selected to hear the case. If the assistant dean of students for Campus Life or designee determines that the challenged individual may not be impartial, that individual will be removed from the case. If at all feasible, the hearing date will not be changed.

**Scheduling Hearings:** Hearings will be scheduled as expeditiously as possible, taking into consideration the schedules of assigned hearing officer(s), the respondent and any complainant. A respondent or complainant seeking to have a matter heard more than 20 academic days after a charge is sent must submit to the coordinator of graduate student affairs or dean of students a written request, including the reasons for the request no later than 24 hours after receipt of notice that a hearing has been scheduled. SIT retains the discretion whether to grant the request, but the request will not be granted if (1) an extension would make a hearing impractical, (2) SIT's interest is deemed too great to postpone the hearing, or (3) the extension would be fundamentally unfair to any other party to the proceeding. SIT may, due to an administrative need, extend the hearing date beyond 20 academic days or hold a hearing during a vacation period. If a respondent withdraws from SIT before a case is heard, SIT retains discretion to proceed with a hearing to resolve the matter and the respondent will be provided all notice and communication at the contact information provided upon withdrawal.

If the respondent fails to attend the hearing, except when there are exigent circumstances, the hearing will proceed, and a finding will be reached based upon available evidence. Failure of the respondent to appear will not be considered evidence of responsibility.

**Advisors:** A respondent and any complainant may bring an advisor to the hearing. The respondent and/or complainant must notify the coordinator of graduate student affairs in advance of the hearing of their intent to have an advisor and provide the advisor's name. This person may not act as an advocate, or representative, or have any voice in the hearing.

**Documents to be Presented:** A respondent and any complainant may obtain copies from Student Affairs of any police report, incident report, or other documentation that is relied on for a determination of charges and any other document or evidence that the hearing officer(s) may consider in deciding the case. A respondent and any complainant will have the opportunity to present documents in support of their case. Requirements for timing of submitting documents and for providing a copy to any other party to a case will be provided in writing to the respondent and any complainant.

**Hearing Officer Discretion:** The determination of admission of any testimony or documents is reserved for the hearing officer(s). Upon review of the documents and summary of expected testimony, the hearing officer(s) may exclude any evidence deemed not relevant to a fair consideration of the charges. The hearing officer(s) may exclude any witness or document not submitted in accordance with the provisions of the paragraphs above and the requirements provided to the respondent and complainant for submitting documents and providing notice of witnesses. Such witnesses or documents will only be admitted upon a showing of good cause as to why they were not available for timely submission.

The respondent and any complainant are responsible for bringing their witnesses to the hearing at the specified place, date and time for the hearing. Student Affairs may request the presence of any person to be present as a witness and may request documents to be considered. If Student Affairs requests a witness to be present, the identity of the witness shall be provided to the complainant and respondent with the witness list. Any and all additional documents to be presented during the hearing, including, but not limited to, names of witnesses (including a brief summary of their expected testimony) and the advisor's name (if bringing one) are due to Student Affairs prior to the hearing.

## Hearing Procedures

**Notice of Charge:** Any student accused of violating SIT policy will receive an official Notice of Charge letter via email detailing the specific policy violation(s) in question. This letter will also specify the date, time, and location of the scheduled hearing.

**Closed Hearing:** All proceedings are closed and will only involve those persons directly involved in the adjudication of the case. The complainant, respondent, and any non-student victim and their advisors may be present throughout the hearing. Witnesses shall be present only during their own testimony.

**Hearing Record:** Hearings are not recorded, as the decision letter serves as documentation of the evidence presented and decision reached.

**Maintaining Order:** The hearing officer(s) are responsible for maintaining order during the hearing and may take all steps reasonably necessary to ensure an orderly hearing up to and including removal of disruptive individuals.

**Presenting Evidence and Questioning Witnesses:** The respondent and any complainant will have an opportunity to present relevant information and witnesses in response to and in support of the charge. The respondent and any complainant will have the opportunity to examine or present all relevant information leading to the charge and to respond to all witness testimony. The hearing officer(s) may question witnesses. Neither the respondent nor any complainant may question witnesses directly but may submit questions to the hearing officer(s), who will decide which, if any, of the questions to ask witnesses.

**Remote Testimony:** A victim of a violent offense, including offenses involving threats of violence or non-physical abuse, may testify via an intercom or other remote audio or video device, so that they may testify without face-to-face contact with the respondent. The identity of all witnesses who testify must be made known to the respondent. In no event may testimony via intercom or other remote device be used to keep the alleged victim's identity from the respondent.

**Anonymous Evidence and Evidence Received Outside the Hearing:** The hearing officer(s) will not accept or hear any evidence coming from an anonymous source or evidence that is presented outside of the hearing nor will any such evidence be considered in the determination of the outcome of the case.

**Relevant Evidence:** The hearing officer(s) will decide whether to admit evidence. The rules of evidence used in courts of law are not followed in this student conduct process. Generally, a hearing officer will agree to hear evidence that is relevant to the subject matter of the hearing and is fair and reliable under the circumstances of the case. Character evidence is generally not considered relevant.

**Adjudicatory Standard:** The hearing officer(s) will determine whether the respondent is "responsible" or "not responsible" for the alleged violation. The respondent will be presumed "not responsible" until proven otherwise by a preponderance of the evidence. A preponderance of the evidence is reached when the hearing officer(s) concludes that it is more likely than not that the respondent violated this code as alleged in the charge.

**Close of Hearing:** After the complainant and respondent have had the opportunity to present evidence and witnesses and the hearing officer(s) has introduced any additional witnesses, documents, or evidence to be considered, the hearing will be considered closed. Further evidence will not be considered in the decision.

**Written Hearing Decision:** The hearing officer(s) will send notice of a decision to the respondent via email. The decision will state what evidence was considered and a rationale for the decision that was reached. If the respondent is found responsible, the hearing decision will state what sanctions will be imposed. In cases involving a complainant and respondent and where the allegations include conduct that could constitute a crime of violence, the complainant will be copied on the notice of decision to the respondent.

**Notice of Appeal Right:** The respondent and any complainant will be notified upon receiving the hearing decision that they have a right to appeal that decision, as described below, to the dean of students or designee within five business days of the date the hearing decision was sent.

#### Appeal Procedures

**Bases for Appeal:** The hearing decision may be appealed for the following reasons only: (1) a procedural error unfairly and materially affected the outcome of the case, (2) evidence has been discovered that was not reasonably available at the time of the hearing, or (3) there was a clear abuse of discretion on the part of the hearing officer(s).

**Submitting an Appeal:** To appeal, the respondent and/or any complainant must submit a written statement to the dean of students or designee within five business days of the date of the hearing decision letter stating, as precisely as possible, the basis for the appeal. When submitting an appeal, the appealing party must provide a rationale for the appeal and adequate information (including documentation) to support the appeal.

If an acceptable basis for appeal is stated, the dean of students will determine the outcome of the appeal.

**Written Appeal Decision:** The dean of students or designee will render a written decision. The appeal decision may uphold the original hearing decision, modify the hearing decision, overturn the hearing decision, or refer the case back to the original hearing officer, as warranted. The appeal decision is the final action taken by SIT.

#### Sanctions

Violations of the code of conduct may bring one or more of the following sanctions:

**Official Warning:** The individual involved will receive a written statement that he or she has violated SIT policy and that any additional violations may result in more serious disciplinary action during the stated period of reprimand. A copy of this statement will be kept on file in the Student Affairs office or in the academic department, as appropriate, for the stated period of reprimand.

**Disciplinary Probation:** A student's actions will be subject to close examination for a specific period of time. Any offense committed during this time can result in dismissal from the residence halls or other SIT sponsored housing, dismissal from the program, or other sanctions considered appropriate. While on probation, it is possible that a student may be

restricted from serving on any campus committee, denied participation in certain program activities, or denied admission into certain program buildings. A copy of the statement will be kept on file in the Student Affairs office or the academic department, as appropriate, for one full year following the decision.

**Program Housing Dismissal (when applicable):** The student will not be able to live in program housing for the amount of time specified. This can be accompanied by dismissal from any program dining facilities. The dean of students reserves the right to remove any student from program housing before disciplinary proceedings or between the initial hearing and the appeal if the student's presence in the program housing facilities is judged to be potentially dangerous or overly disruptive to other students. A copy of this statement will be kept on file in the Student Affairs office for three full years following the decision.

**Withdrawal:** The student will be temporarily separated from the program/site for a specified period of time not to exceed two years. The time period will be specified by the hearing panel and acknowledged by the program director of the academic program. The program director will notify the student in writing of academic standing at the time of withdrawal and work remaining if readmission is approved. After the specified time has elapsed, the student may apply for readmission through the director of the academic program. The student will be expected to demonstrate clearly, through references and job and/or educational experiences, what behavioral changes have occurred that would make the return a successful one. Students will be allowed to reenter on the recommendation of the dean of students after consultation with the director of the academic program and the approval of the president of SIT. A copy of this statement and the statement on academic standing will be kept on file in the Student Affairs office and in the student's permanent file until the specified time period has elapsed. The file would then reflect permanent withdrawal.

**Expulsion:** Permanent separation of the student from the program/site requires the approval of the president of SIT. Notification of expulsion will appear in the student's permanent file. These special considerations may be made: past violations may be considered when applying sanctions; restitution of payment to Sit and/or other persons or organizations for damages incurred as a result of disciplinary action may be part of any sanctions; alternative sanctions may be offered to students to lessen the severity of the sanctions.

## Policy Changes

Changes in this policy require the approval of the dean of students.

## Student Grievance Policy

### Policy Statement

SIT Graduate Institute is committed to establishing and maintaining a respectful learning environment for all members of the SIT Graduate Institute community. Students have the right to seek a remedy for a dispute or disagreement when they believe they have been treated in an improper, unfair, or arbitrary manner. In addition, students have the right to seek a remedy for issues of institutional or program quality. No retaliation of any kind shall be taken against a student for participation in a complaint or grievance.

### Applicability of the Policy

This policy applies to all student complaints and grievances that fall outside of the policies already established for harassment, sexual harassment, sexual assault, student conduct, academic integrity, and the Academic Review Board.

#### Procedures

1. If a student has a complaint or grievance, s/he should first seek to resolve the issue informally with the faculty member, staff member, or administrator directly involved with their complaint. For full consideration, the complaint or grievance should be filed during the semester in which the concern arises.
2. Should the complaint or grievance remain unresolved after consultation with the involved faculty member, staff member, or administrator, or should the student feel uncomfortable or unsafe confronting the involved person, the student may file a written complaint to the appropriate academic dean in cases involving a faculty member, or the appropriate supervisor in cases involving other SIT Graduate Institute employees. This notification should detail the complaint and indicate what outcome the student is seeking. The appropriate dean, supervisor, or designee will respond in writing within ten working days of receipt of the written grievance.
3. If the grievance is not resolved through communication with the dean or supervisor, the student may appeal to the appropriate vice president for the area. The vice president shall consider the appeal and make a decision. The decision will be communicated to the student in writing within ten working days.
4. If the grievance involves the vice president, the student may appeal to the president of SIT Graduate Institute, who will consider the case and make a decision. The president will respond in writing within ten working days of receipt of the written complaint. The decision of the president is final and binding.

#### **Student ADA / Section 504 Grievance Policy**

The School for International Training (SIT) is committed to establishing and maintaining a learning environment that supports students in achieving their academic potential. Differences in ability and learning styles are valued as an integral component of a diverse student body and academic community.

The institution is prohibited from discriminating on the basis of disability under the Americans with Disabilities Act (ADA) and Section 504 of the Federal Rehabilitation Act of 1973 to include subsequent amendments and final rulings. SIT has adopted the following internal grievance process for the prompt and equitable resolution of student grievances relating to disability-based discrimination.

This grievance process is available to any student who believes that they have been discriminated against on the basis of their disability or have been denied access or accommodation required by law. Issues that may be raised through this process include, but are not limited to:

- Denial of requested accommodations, including appeals of accommodation decisions by the Office of Disability Services
- Failure to provide an approved accommodation or inadequacy of an accommodation
- Inaccessibility of a program or activity due to disability

- Discrimination or harassment based on disability

The Office of Disability Services can provide students with information regarding the process for appealing an accommodation decision or submitting a formal grievance, as well as support in facilitating an informal resolution.

#### I. Appeal of an accommodation decision

Students who have concerns over an accommodation decision, including a denial of requested accommodation, are encouraged to discuss their concerns with the Assistant Director of Disability Services. Disability Services makes every effort to first resolve disability-related issues or concerns through informal processes. Students can also pursue a formal appeal of an accommodation decision.

Students wishing to formally appeal an unfavorable accommodation decision must submit their request in writing to the Dean of Students for review. The appeal request must contain a statement of the student's reason(s) for the appeal. SIT may require additional documentation or information from the student in consideration of an appeal. Failure by the student to provide any such additional documentation may be grounds for denying the appeal. Appeal decisions are made by the Dean of Students or their designee within thirty (30) days of receipt of the completed appeal request.

### **Grievance Procedure**

#### I. Informal resolution

Students experiencing disability-related concerns are encouraged to discuss their concerns and pursue an informal resolution with the involved faculty member, staff member, or administrator. The Office of Disability Services can assist students by facilitating an informal resolution when appropriate. Students can choose to end an informal resolution process to pursue a formal grievance at any point and students are not required to pursue an informal resolution before filing a formal grievance.

#### II. Filing a formal grievance

Students filing a formal grievance should submit their concern in writing to the Dean of Students within thirty (30) days of the incident causing the concern. The grievance should contain the following and be signed by the student:

- The student's name and contact information;
- A detailed description of the concern, including the names of any individuals involved;
- A summary of any steps the student has already taken to resolve the concern informally;
- The student's desired resolution; and
- Any supporting documentation.

Students requesting an alternate method for submitting a grievance (ex: recorded statement) must discuss this as a possible accommodation in advance with the Office of Disability Services.

After receiving the grievance, the Dean of Students will review and forward the grievance and any supporting materials to the appropriate academic dean, in cases involving a faculty member, or supervisor, in cases involving other SIT employees. Resolution efforts will involve the Dean of Students and appropriate academic dean or supervisor and include a

review of the grievance and any supporting materials as well as gathering additional information from involved or interested parties, where appropriate. Resolution efforts can take up to thirty (30) days at which point the Dean of Students will forward a summary of the grievance and advised resolution to the student.

### III. Appeal of a grievance resolution decision

Once the resolution decision has been received, a student can appeal the resolution decision. A request for appeal should be submitted in writing to the Dean of Students and SIT President within fifteen (15) days of receipt of the resolution decision. The SIT President or their designee shall consider the appeal and make a final decision. The decision will be communicated to the student in writing within ten (10) working days of receipt of the completed appeal request.

A student may withdraw a formal grievance and/or an appeal of a resolution decision at any point in the process by submitting a signed request to the Dean of Students.

### IV. Non-Retaliation

SIT strictly prohibits retaliation against any individual participating in this grievance process. Students who believe they have experienced retaliatory action(s) should contact the Office of Disability Services.

### V. Confidentiality

A student's documentation records are confidential and maintained by the Office of Disability Services. However, appropriate information may be shared with designated SIT/World Learning staff, in accordance with federal and SIT/World Learning confidentiality policies, for processing an appeal of an accommodation decision or formal grievance. All participants involved in reviewing an appeal or formal grievance will be advised of the institution's obligations to maintain student confidentiality to the greatest extent possible.

### VI. Office of Civil Rights (OCR) Complaint

While students are encouraged to use SIT's internal grievance procedure in attempting to resolve disability-related concerns, students have the right to file a complaint directly with the U.S. Department of Education, Office of Civil Rights (OCR).

## Harassment Policy and Procedures

### *Introduction*

Harassment, sexual harassment, and sexual assault, whether verbal or physical, are acts of aggression. They include various forms of sexual abuse and sexual assault, including both acquaintance and stranger rape. All such behavior is illegal under both state and federal law. It is also a violation of standards of conduct that are cherished in the SIT community and is not tolerated under any circumstances. An individual who engages in harassment, sexual harassment, or sexual assault is subject to appropriate disciplinary action by the administration, including, but not limited to, reprimand, suspension, termination, or expulsion. In addition, he or she may face possible criminal or civil liability. It is further illegal for an employee or student to attempt in any way to retaliate against a person who makes a claim of sexual harassment. Any such retaliation will also result in disciplinary action, up to and including

expulsion, and may also result in criminal or civil liability. SIT, in an effort to create an environment where all people can work and study without fear of discrimination, harassment, exploitation, or intimidation, is committed to the following: educating the community about harassment, sexual harassment, and sexual assault; implementing appropriate, consistent, and prompt procedures for protecting the rights and well-being of victims, respondents, and the community at large; and assisting victims in securing needed services. Students and staff from other countries must abide by US laws and regulations while members of this community. Students and/or staff involved in programs in countries other than the United States must abide by US laws and regulations while overseas and observe local laws and regulations of their host country. Harassment, sexual harassment, and sexual assault, as defined below, are never acceptable, although a special effort is made to explain and clarify the rules for those from other cultures who may not be familiar with such a code of behavior.

### ***Definition of Harassment***

Harassment is a form of discrimination and is defined as verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her age, ethnic origin, gender, nationality, physical and learning ability, race, religion, sexual orientation, gender identity, protected veteran's status, or any other characteristic protected by law, or that of his/her relatives, friends, or associates, and that:

- has the purpose or effect of creating an intimidating, hostile, or offensive work, educational, or living environment;
- has the purpose or effect of unreasonably interfering with an individual's work or academic performance; or
- otherwise adversely affects an individual's employment or educational opportunities.

Harassing conduct includes, but is not limited to, epithets, slurs, or negative stereotyping; threatening, intimidating, or hostile acts; denigrating jokes; and written or graphic material that denigrates or shows hostility or aversion toward an individual or group and that is placed on walls or elsewhere on World Learning / SIT premises or program site.

### **Sexual Misconduct and Harassment: Policy and Procedures**

#### ***Policy Statement***

Sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual exploitation, domestic violence, dating violence, and stalking are prohibited, and will not be tolerated by any program of the School for International Training (SIT), including SIT Graduate Institute, SIT Study Abroad, and the International Honors Program. Any act or attempted act that falls within the definition of sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual exploitation, domestic violence, dating violence, or stalking is a violation of SIT policy. Disciplinary sanctions for any member of the SIT community engaging in such conduct may include suspension or dismissal from SIT, termination of employment and referral for criminal investigation and prosecution by local law enforcement. Victims of any such conduct are encouraged to contact the director of counseling and disability services for confidential support and assistance (services are available to all regardless of gender identity and expression or sexual orientation). All other SIT staff and faculty are required to report such conduct to SIT's Title IX coordinator. Victims of sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual exploitation, domestic violence, dating violence, or stalking are also encouraged to notify SIT's Title IX coordinator immediately.

#### ***Reason for the Policy***

SIT is committed to creating and maintaining a community in which its members are free from all forms of harassment, exploitation, intimidation, and violence. SIT recognizes the long-lasting and detrimental effects of sexual misconduct and assault on the individual victim, on the entire community, and on SIT's mission to prepare its students to lead productive, responsible, and creative lives.

***Applicability of the Policy***

This policy applies to all members of the SIT community.

***Notice of Nondiscrimination***

SIT does not discriminate on the basis of race, color, ethnic or national origin, sex, sexual orientation, gender identity, religion, age, ancestry, disability, military status, veteran status, or other non-merit reasons, in admissions, educational programs, or activities and employment, and complies with all applicable federal and state laws regarding nondiscrimination and affirmative action, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, and Title VII of the Civil Rights Act of 1964.

Title IX of the Education Amendments of 1972 is a federal law that specifically prohibits sex discrimination in education. Sex discrimination includes sexual harassment and sexual assault.

***Title IX Coordinator***

The assistant dean of students for international programs is the designated Title IX Coordinator for SIT and is responsible for coordinating SIT's efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator's core responsibilities include overseeing SIT's response to Title IX reports and complaints and identifying and addressing any patterns or systemic problems revealed by such reports and complaints. To accomplish this, subject to the exemption for confidential employees discussed below, the Title IX coordinator must be informed of all reports and complaints raising Title IX issues, even if the report or complaint was initially filed with another individual or office or if the investigation will be conducted by another individual or office. The Title IX coordinator is available to meet with students, employees, or third parties regarding Title IX-related issues, such as issues related to SIT's compliance with Title IX, response to Title IX reports or complaints, related grievance procedures, relevant patterns of conduct, or related education and prevention programs. The contact information for the SIT Title IX coordinator is:

Jennifer Core

Assistant Dean of Students for International Programs

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Appel Building, Room 104  
1 Kipling Road, PO Box 676  
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802 258-3562

Individuals experiencing harassment or discrimination also always have the right to file a formal grievance with government authorities:

*Office for Civil Rights Regional Office for Vermont:*

Office for Civil Rights, Boston Office

Department of Education 5 Post Office Square, 8th Floor Boston, MA 02109-3921  
Telephone: 617-289-0111; FAX: 617 289-0150; TDD: 800 877-8339  
Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

*Office for Civil Rights Regional Office for Washington, DC:*  
Office for Civil Rights, Washington DC (Metro) Office  
U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-1475  
Telephone: 202 453-6020, FAX: 202 453-6021; TDD: 800 877-8339  
Email: [OCR.DC@ed.gov](mailto:OCR.DC@ed.gov)

In the event that an incident involves alleged misconduct by the Title IX Coordinator, reports should be made directly to the Dean of Students, Michael Smallis, at [michael.smallis@sit.edu](mailto:michael.smallis@sit.edu) or 802 258-3570.

#### Definitions of Prohibited Acts

##### ***Sexual Harassment:***

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct, written (including electronic) communication of an intimidating, hostile, or offensive sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; or
2. submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or
3. such conduct has the effect of substantially interfering with an individual's academic or job performance or creating a hostile, intimidating, or offensive employment, educational, or living environment for the person as a student and/or employee.

A hostile environment is created when sexual harassment is:

- sufficiently severe; or
- persistent or pervasive, and objectively offensive.

Examples of conduct which may constitute sexual harassment include but are not limited to: conditioning a promotion, pay raise, or course grade upon the receipt of sexual favors; unwelcome hugging, kissing, embracing, patting, pinching, or any other unwelcome touching; leering; persistent unwelcome social invitations; use of vulgar language of a sexual nature; graphic comments about a person's body; displaying sexually explicit pictures or other materials; making sexually suggestive comments or telling sexually suggestive or "dirty" jokes or stories; asking an employee or student questions about their sex life; and/or continuing to engage in any such behavior if it is known or should be known that the behavior is unwelcome.

##### ***Nonconsensual Sexual Contact***

Nonconsensual sexual contact is defined as any intentional sexual touching, however slight, with any body part or object by a person upon another person that is without consent and/or by force.

Examples of sexual contact include but are not limited to: intentional contact with the breasts, buttock, groin, or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; or any other intentional bodily contact in a sexual manner.

### ***Nonconsensual Sexual Intercourse***

Nonconsensual sexual intercourse is defined as any sexual intercourse, however slight, with any body part or object, by a person upon another person that is without consent and/or by force.

Examples of sexual intercourse include but are not limited to: vaginal or anal penetration by a penis, finger, tongue, or object, and oral copulation (mouth to genital contact), no matter how slight the penetration or contact.

### ***Sexual Exploitation***

Sexual Exploitation occurs when one person takes nonconsensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to: invasion of sexual privacy; prostituting another person; nonconsensual digital, video, or audio recording of nudity or sexual activity; unauthorized sharing or distribution of digital, video, or audio recording of nudity or sexual activity; engaging in voyeurism; going beyond the boundaries of consent (such as letting your friend hide in the closet to watch you having consensual sex); knowingly exposing someone to or transmitting an STI, STD, or HIV to another person; intentionally or recklessly exposing one's genitals in nonconsensual circumstances; or inducing another to expose their genitals.

### ***Domestic Violence***

Domestic violence may include violent acts by a current or former spouse; by a person with whom the victim shares a child in common; by a person who is or has cohabitated with the victim as a spouse; by a person similarly situated to a spouse; between a parent and child; between members of the same household in an intimate relationship; or by any other person similarly situated. Domestic violence can be physical, sexual, emotional, or economic in nature.

### ***Dating Violence***

Dating violence can be violence or abusive behavior used by one partner to gain or maintain control over another partner. It can be violence committed by a person who is or has been in a social, romantic, or intimate relationship with the victim. The existence of such a relationship will be determined by factors such as the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved.

### ***Stalking***

Stalking is a series of unwanted or obsessive attention, behaviors, or actions toward a specific person that would cause a reasonable person to fear for their safety or the safety of others or to suffer substantial emotional distress. Stalking may involve following, lying in wait for, or harassing a person by demonstrating a pattern of conduct composed of two or more acts evidencing a continuity of purpose. Stalking may include the monitoring of an individual online or involve the use of social media, email, or other technology. It may also include unwanted observation or surveillance.

## General Definitions

**Consent:** Consent is defined as willingly giving permission or agreement to a particular sexual activity or behavior, without coercion, fear, or threat of harm, or other unwanted consequences. Consent is an informed, voluntary agreement to participate in a specific act. Consent is communicated either by words or clear, unambiguous actions that are not achieved through manipulation, intimidation, fear or other acts that a reasonable person would construe as coercion. Consent cannot be given by one who is mentally or physically incapable of giving clear consent at the time of the sexual activity. It is the responsibility of any person who wants to engage in a sexual activity with another person to ensure that they have the affirmative, expressed, and unequivocal consent of that other person to engage in the particular sexual activity. Silence, lack of protest or lack of resistance does not mean consent. The existence of a dating relationship between the persons involved or the fact of a past sexual relationship is not a sufficient basis to assume consent. Consent is present only where an individual is fully conscious and is not incapacitated due to physical challenge and/or helplessness, or incapacitation due to alcohol or other substances.

**Complainant:** The complainant is a person who alleges that they are the victim of a violation of SIT policy.

**Respondent:** The respondent is a person who has been accused of an alleged violation of SIT policy.

## Safe Bystander Interventions

Observers of a sexual assault or other types of gender- or intimate partner-based misconduct, such as domestic violence, dating violence, or stalking, may be able to help the victim. However, it is important that you do so in a positive manner and in a way that keeps you and the victim safe. Appropriate interventions will depend on the situation. Safe and appropriate options for bystanders may include calling the police to report violent or potentially violent situations, intervening if you believe someone is in a potentially uncomfortable or unsafe situation, and/or encouraging the target of such conduct to report the incident and seek support.

## Retaliation

SIT prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports. Any attempt by a member of the SIT community to intimidate, penalize, or threaten a person who reports or who is otherwise involved or cooperating in, a report of discrimination, misconduct, or harassment is strictly prohibited. Any person found to have participated in an act of retaliation will be disciplined accordingly.

## Procedures

SIT's greatest concern is for the safety and physical and mental health of all its students, faculty, staff, and guests. SIT is committed to maintaining a welcoming and supportive educational climate. Therefore, the following procedures are available to all students, staff, and faculty who feel they have experienced or witnessed gender-based misconduct, including sexual harassment and gender discrimination as discussed above.

SIT will promptly and equitably respond to all reported incidents of sexual misconduct. It may be necessary to adjust, on a case-by-case basis, the procedures and time frames discussed in this section due to the nature and complexity of the issues, the parties involved, and SIT's academic calendar. All parties involved will be notified of any procedural or time frame adjustments.

#### Reporting Misconduct

All members of the SIT community who experience, witness, or hear about an incident of sexual misconduct, including sexual harassment and sexual assault, are encouraged to immediately contact SIT's Title IX coordinator.

In an emergency, please call 911 or contact local law enforcement in the case of overseas programs. There is no time limit on how long after an incident you can make a report of misconduct; however, SIT's ability to respond to a report may be hindered by the length of time between the alleged misconduct and the report itself.

Once SIT is informed of alleged misconduct, the Title IX coordinator or their designee will notify the complainant and any respondents of their rights pursuant to Title IX. The Title IX coordinator will help the parties involved navigate the formal complaint process and access appropriate medical, mental health, or academic services; discuss possible interim arrangements during the investigation and adjudication processes; explain individual rights; and answer questions along the way.

SIT is obligated under Title IX to investigate and resolve all complaints thoroughly, impartially, and promptly, whether made formally or informally. The Title IX coordinator or their designee will therefore respond to every report of alleged sexual misconduct or harassment, facilitate the implementation of measures to stop the behavior, and take steps to prevent its recurrence.

While not required, any person who believes they have been a victim of sexual harassment, sexual misconduct, sexual assault, domestic violence, dating violence, or stalking is strongly encouraged to report the incident to local law enforcement. In certain circumstances, depending on the type of conduct alleged and the parties involved, SIT may be independently obligated to contact the police.

#### Confidential Reporting

SIT Counselors are licensed mental health professionals who respect and protect confidential communications with clients. A person may report an incident of sexual harassment, sexual misconduct, sexual assault, domestic violence, dating violence, or stalking to SIT Counseling Services with the understanding that SIT will not take any action based on the report. Please be aware that all counselors have the responsibility to disclose otherwise confidential information appropriately when they perceive an immediate and/or serious threat to any person or property. In addition, medical and mental health professionals are required by law to report any allegation of sexual assault of a person under age 18.

All other SIT faculty and staff members who are informed or otherwise made aware of possible sexual harassment, sexual misconduct, sexual assault, domestic violence, dating violence, or stalking must report the incident to the Title IX coordinator.

If a complainant reports an incident but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, SIT must weigh that request against its obligation to provide a safe, nondiscriminatory environment for all students, faculty, and staff. The Title IX coordinator will in most cases determine whether SIT needs to perform an investigation and/or take some other action in cases where a complainant would prefer complete confidentiality. If for some reason the Title IX coordinator is not able or is not the appropriate person to make students or another appropriate person designated by the president. If an individual who makes a report insists that their name or other identifiable information not be revealed, and SIT is able to respect that request, the individual must understand that SIT will be unable to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator. Upon receipt of a report, the Title IX Coordinator and those assisting with an investigation and those participating in any disciplinary proceedings, will make all reasonable efforts to maintain confidentiality and respect the privacy of those involved. SIT understands that reports of this nature can be difficult, emotional and stressful. Therefore, SIT will only share information as is needed to conduct a prompt, thorough and effective investigation. All members of the SIT community should understand that even if the complainant asks that SIT not to pursue an investigation, or decides to attempt to resolve the situation informally, SIT may still investigate the allegations and address the conduct as may be warranted under the circumstances.

**Respectful (not confidential) SIT Resources: -**

Local Program Director or Program Coordinator

Jennifer Core, Assistant Dean of Students for International Programs  
 Title IX Coordinator 802 258-3562 [jennifer.core@sit.edu](mailto:jennifer.core@sit.edu)

Caitlin Holden, Student Affairs Coordinator 802.258.3370 [caitlin.holden@sit.edu](mailto:caitlin.holden@sit.edu)

Michael Smallis, Dean of Students 802.258.3570 [michael.smallis@sit.edu](mailto:michael.smallis@sit.edu)


**Confidential SIT Resources:**

SIT Counselors [counseling@sit.edu](mailto:counseling@sit.edu)

## Investigation

After the receipt of a report of discrimination, harassment (including sexual harassment), or sexual misconduct, the Title IX coordinator or designee will speak with the complainant to gather as much information as possible. The Title IX coordinator or designee will also speak with any witnesses or individuals who may have information about the alleged misconduct.

If after this initial fact-finding phase SIT determines that a violation of SIT policy may have occurred, it will proceed with a full investigation. The complainant and the respondent will be notified that an investigation is underway and will be afforded the opportunity to speak independently with the Title IX coordinator or designee to review this procedure and to have his/her rights explained. The Title IX coordinator or designee will also speak with the respondent to listen to their side of the story and to gather any evidence he or she may offer to better understand the nature of the alleged misconduct. The complainant and the respondent will have the opportunity to submit names of individuals with knowledge of the situation and SIT will follow up with those individuals. The Title IX coordinator or the designee will counsel the complainant and the respondent on academic and other emotional supports available.

During an investigation, the Title IX coordinator or designee may ask for written statements and other documents or evidence that may aid in the investigation. Therefore, it is important to preserve all evidence associated with the conduct or that you think might help others understand what happened. Such evidence can include, but is not limited to, text messages, Facebook or Instagram posts, photos, voicemails, emails, or items of clothing.

Depending on the type of conduct and the parties involved, SIT may contact local law enforcement. SIT will continue its own investigation into the alleged conduct, regardless of whether the police decide to pursue their own investigation. SIT will cooperate with all police investigations and will honor and enforce any judicial no-contact, restraining, or protective orders the parties may obtain outside the SIT process.

During the investigation process, interim measures will be discussed with the parties and implemented as may be appropriate. Interim measures may include changes in class schedules, housing arrangements, work arrangements, no-contact orders, or interim suspensions. All efforts will be made to minimize the impact that these interim measures have on the complainant.

In some cases, mediation may be appropriate. Mediation is a process in which SIT can arrange for the complainant and the respondent to meet to see if they can resolve the situation with the assistance of a third-party mediator who will attempt to help guide the respondent and the complainant to a mutually acceptable outcome. The mediator will likely be an administrator and will be assigned by SIT. Mediation is completely voluntary and will only be pursued with the consent of both the complainant and the respondent. At any time during the mediation process the complainant or the respondent may stop the mediation. In cases involving a potential sexual assault or other forms of sexual violence or intimidation, however, mediation is not an appropriate option.

Both the complainant and the respondent will be updated throughout the investigation process. Typically, an investigation will take 60 days, but that may vary depending on the nature and complexity of a case. At the close of an investigation, the Title IX coordinator or the designee will prepare a brief report detailing the essential content of interviews and the pertinent evidence gathered. Both parties will be provided copies of that report.

#### Adjudication Process for Cases Involving Student Respondents

Alleged violations of SIT's Sexual Harassment and Misconduct Policy involving a student respondent will be adjudicated in accordance with the Student Conduct Process section of this handbook.

#### Adjudication Process for Cases Involving Employee Respondents

Alleged violations of SIT's Sexual Harassment and Misconduct Policy involving an employee respondent will be adjudicated by Human Resources in accordance with their applicable procedures.

#### Dual Relationships

Employees and students should be aware of conflicts of interest that are inherent in personal relationships where professional and educational careers are also involved, as well as potential abuses of authority. This is especially true of amorous or sexual relationships between faculty and students or between administrators and students, given the inherently unequal structure of power between them within colleges.

It is the policy of SIT that faculty and administrators are not permitted to engage in consensual sexual relationships with students of SIT. Should a charge of sexual harassment arise from such a relationship, the burden and cost of providing a defense falls on the faculty member or administrator. Members of the SIT community should know that, in such instances, defenses are extraordinarily difficult to prove.

#### Confidentiality Policy

SIT's responsibility regarding confidentiality is to protect the rights of the individual and to ensure the institution's ability to make appropriate decisions regarding student life issues. Because students at SIT are educated in a holistic manner, faculty and staff are concerned about all aspects of a student's life. From time to time, staff members may need to confer with each other regarding health or personal issues, community living, and disciplinary matters. In order to protect students' rights and best serve the SIT community, the following guidelines have been established.

#### Counseling

Conversations, records, and referrals are kept confidential by SIT Counseling Services. However, confidentiality may be breached if 1) a staff member considers that a student is in clear or imminent danger to self or others or 2) there is reasonable suspicion of abuse/ neglect of a child or an elderly or disabled adult.

#### Public Right to Information

As soon as feasible after an incident that seriously disrupts student life, Student Affairs may notify the student body regarding an incident or actions being taken in one of several ways, including through the program staff or faculty advisor, a program community meeting, or written memos. Generally, disruptive incidents are handled on an individual basis first, and then a program-specific announcement might follow. Incidents that may involve the program site community are made public, when necessary, through the Communications office of World Learning, in collaboration with the Dean of Students.

#### Use of Institutional Name

Permission from SIT / World Learning is required before students, or groups of any kind affiliated with World Learning, may use the name, trademarks, letterhead, and/or logo of World Learning or SIT Graduate Institute, including for online and printed promotional projects. Guidelines on permissible usage are available through SITSA (SIT Student Association) or Student Affairs. All requests of an academic nature should be directed to the director of the program involved.

### **Publicity**

Future publicity materials may include statements made by students or their photographs and film or video images and voices, and students consent to such use of any comments, photographic likenesses, and film or video images and voices in any medium.

## **Student Health, Safety & Wellbeing**

### **STUDENT AFFAIRS**

The Office of Student Affairs is comprised of a dedicated team of student affairs professionals on our Vermont campus that work closely with our field-based program staff to ensure that our policies and program specific contingency plans evolve to meet current global health and safety realities. Student Affairs support includes, disability services, health administration, counseling services, crisis management, safety and security analysis, program emergency preparedness, student diversity, student conduct, and staff training in support of the student experience. SIT Global Masters students are invited to contact the Student Affairs team at any point in your program at [studentaffairs@sit.edu](mailto:studentaffairs@sit.edu) or +1.802.258.3212.

The Office of Student Affairs provides support programs and services to enhance the learning that each student pursues within their chosen academic program. The school recognizes that, to round out the student's experience, it must also attend to those interests and needs that lie beyond a specific course of study—interests that may range beyond the intellectual to the physical, emotional, and spiritual aspects of the learner.

### **SAFETY STATEMENT**

Student safety is SIT Graduate Institute's highest priority. Due to SIT's extensive experience with risk assessment, emergency preparedness, and crisis management, SIT is able to adapt quickly to dynamic international challenges. Given that socioeconomic, political, environmental, and medical conditions vary widely across the countries in which SIT operates, SIT specifically tailors health, safety, and security measures to each location and current circumstances.

The SIT Student Affairs team is dedicated to addressing health, safety, and risk management issues first from a preparation and prevention approach to reduce risks. Student Affairs also responds to incidents 24 hours a day, 7 days a week. The various types of health and safety situations that arise for individual students or for the programs in the field are reported to Student Affairs who work closely with the program director and local program coordinator to respond carefully, appropriately, and swiftly to all situations that arise. The Student Affairs Office maintains 24/7 emergency system staffed by a trained professional staff for any emergencies that occur on our programs globally.

SIT program directors are trained in risk assessment and crisis management, and we continuously gather information from a variety of sources to evaluate safety and security conditions, as noted below:

1. SIT monitors US government advisories, considering those issued both by in country embassies and consulates and by the State Department in Washington, DC.

2. SIT program directors and local program coordinators also rely on the considerable in-situ knowledge and analysis from local institutional colleagues with whom SIT has long and trusted relationships.
3. SIT consults with local academic and nongovernmental organizations using global networks.
4. SIT maintains close contact with other intercultural education networks and professionals around the world using academic, personal, and online networks.
5. SIT staff have lived and worked in the regions where our programs operate, and they use their familiarity with local institutions and resources to inform their decision making.

SIT Graduate Institute infuses safety and security throughout the Global Masters program curriculum. Key elements of the SIT model help to maximize in-country safety, including a detailed orientation. During the initial orientation period, the program director, program coordinator and other local affiliates educate students around potential safety risks and strategies for students to keep themselves safe within their new context. SIT staff provide further safety and security briefings at key junctures throughout the semester, most notably at times of movement to different program locations.

Total safety cannot, of course, be guaranteed abroad just as it cannot be guaranteed in the United States. SIT Study Abroad is committed to taking the necessary steps to maximize student safety at each program site throughout the SIT experience.

#### STUDENT RESPONSIBILITY

One of SIT's goals is to promote understanding among people from different parts of the world through a commitment to mutual learning and respect for others. Students attending an SIT program become an integral part of a community striving toward these goals, which can only be realized if individuals honor the rights and privileges of all community members and take responsibility for their own actions. The following guidelines, policies, and procedures are designed to support this purpose.

#### RESTRICTED ACTIVITIES

Certain activities deemed potentially dangerous to individual safety and program integrity are not permitted. Any instances of these activities are violations of our code of conduct and will be subject to our disciplinary process. These include, but are not limited to: motorcycling, hitchhiking, driving, parachuting, bungee jumping, branding, hang-gliding, surfing, riding in private airplanes, rock climbing, white water rafting, and scuba diving. Program directors will inform students during orientation of other activities that are prohibited due to specific factors in country. When a student requests to participate in an activity not listed above, the program director or program coordinator will work with the Office of Student Affairs to determine if it is a sanctioned activity.

#### POLICY ON ALCOHOL AND DRUG USE

In keeping with its mission, it is the intent of SIT to provide an environment that fosters tolerance, a commitment to learning, personal development, and respect for others. While there does exist some latitude for individual choice regarding the personal use of alcohol, this freedom of choice exists within certain guidelines. Students are required to obey all applicable local laws regarding the possession, use, and distribution of alcohol, comply with SIT policies, and take full responsibility for their conduct. This includes respect for individual and collective rights and property. Behavior which threatens to create disorder, public disturbance, damage to oneself or to others, or that otherwise interferes with the proper functioning of the program will

not be tolerated. Appropriate use of alcohol will be shaped by local laws, cultural norms, individual program regulations, and safety considerations.

SIT reserves the right to prohibit alcohol use on any of its programs at any time. SIT staff will not purchase alcoholic beverages for students. Excessive alcohol use and/or alcohol abuse is not permitted and will result in disciplinary action.

If moderate consumption of alcohol, within the limits of local law, cultural norms, program standards, and safety considerations is permitted, the following guidelines apply:

- Students must obey local laws and take full responsibility for their conduct.
- Students must behave in a culturally appropriate manner.
- Behavior must not violate the rights of roommates, host community members, other students, program staff, program contacts, or others.
- Inappropriate behavior resulting from alcohol consumption, including but not limited to behavior which is offensive to others; and/or poses unreasonable risk to the student or others; and/or results in damage to property; and/or affects student performance; and/or causes embarrassment or otherwise interferes with the proper functioning of the program, is not permitted and will result in disciplinary action.

SIT expressly prohibits the unlawful manufacture, distribution, possession, or use of any controlled substance by students or staff. Convincing indication of drug use requires immediate dismissal from any SIT program. Medical marijuana use is not permitted on SIT programs.

Students who violate the SIT Alcohol and Drug Policy are subject to disciplinary action, including, but not limited to, immediate dismissal from the program, and may face possible criminal or civil liability. Such persons may be referred to law enforcement authorities for prosecution and/or referred to substance abuse programs for evaluation or treatment.

SIT supports the prevention of substance abuse and encourages the rehabilitation of those persons who may be affected by alcohol and other drug problems. Information and counseling availability vary by program, and the program coordinator is the primary resource informing students of the counseling options in the program area.

#### STUDENT LEGAL FEES

Students are expected to abide by all of the laws, policies, and procedures of the program country. In the event of a legal matter during the academic program, the student is responsible for all penalties, costs, and legal fees associated with the incident. SIT will not be liable for the selection, hiring, or vetting of legal professionals for the student or for any legal fees incurred.

#### DATING APPS

Officially, SIT discourages the use of dating sites and applications while on our programs globally. We feel that the potential risks of engaging these tools while abroad with limited language and cultural skills compromise our commitment to student safety and security.

## DRONE POLICY

Leave drones at home please. SIT Study Abroad does not permit the usage of any drone technologies.

## INDEPENDENT TRAVEL (Applicable for Global Masters programs)

Independent travel during Global Masters programs is highly restricted and requires prior written authorization from the program director. Independent travel is defined as travel arranged for and conducted by a student that is not part of the SIT program itinerary or an approved homestay activity. Each program may have regional or country-specific policies with respect to independent travel locally. In general, independent travel is limited and only authorized within country. Travel policy violations may result in dismissal from the program.

Program related in country travel, specifically for the purpose of completing academic research must be approved in advance by the academic/program director. Deviations from an approved itinerary must be communicated immediately to SIT staff and if not approved will be considered independent travel. While travelling, students continue to be responsible for abiding by the program's Conditions of Participation and are responsible for their own actions and safety.

## LOCAL TRANSPORTATION

All local motorized transportation must be done with registered and insured transportation options when possible. Students are prohibited from renting cars, flying in private airplanes and helicopters, and riding on or driving motorcycles.

## WATER SAFETY

There are dangers inherent to any water activity including boating, wading, swimming and snorkeling. Some SIT programs include certain water activities within the program itinerary. In such cases, SIT staff will provide water safety guidelines for local conditions prior to any program activity i.e. orientation to tides, currents, water temperatures, site specific water hazards, water animals that could pose a risk to students and relevant weather concerns.

In accordance with the SIT Conditions of Participation, some activities are expressly prohibited, including but not limited to surfing, scuba diving, white-water rafting and jumping into waterbodies from heights. Engaging in these activities may be grounds for dismissal. Any student who chooses to swim during free time should never swim alone, should defer to local knowledge regarding swimming safety in various locations and should limit swimming to locations where there is a posted lifeguard on duty, if possible. Students are not permitted to enter the water for any reason within 12 hours of consuming any alcohol.

Any student conducting water-based academic work, must stay within 5 meters of a swimming/snorkeling partner. This partner may be another student, program staff member or advisor. Any student who is not feeling well should speak with SIT staff and stay out of the water. Any student who is required to carry an inhaler must ensure the inhaler is close at hand, and its location is known by the water partner, other students, and staff. Further detailed water safety guidelines for the local context will be covered by SIT staff on our programs where more program time is spent engaging in water activities.

## INVOLUNTARY LEAVE

Students may be placed on involuntary medical leave when their health, or behavioral manifestations of their health, render them unfit to continue the program. Prior notice and the

opportunity to be heard will, under ordinary circumstances, be given before the imposition of an involuntary leave. However, SIT reserves the right to conclude that, on certain occasions, conditions exist which warrant an immediate leave of absence resulting in a return to the student's home community to ensure appropriate mental health resources are available and/or to avert imminent harm to the student or to other persons involved in the program or in the host community.

## Student Support

### GLBTQ STUDENT INFORMATION

Sexual orientation and sexual identity are viewed differently in the various host communities a student may have contact with during the program. While on the program, students may be challenged by vastly different beliefs and boundaries than those in their home community. Specific local cultural and religious realities, as they apply to GLBTQ issues, should be discussed with the academic director during orientation. Students may also contact the SIT Office of Student Affairs at [studentaffairs@sit.edu](mailto:studentaffairs@sit.edu). For more information about GLBTQ information abroad, visit the NAFSA: Association of International Educators GLBT Special Interest Group's Web site at [www.indiana.edu/~overseas/](http://www.indiana.edu/~overseas/). This site has information on lesbian and gay issues, as well as links to international lesbian and gay organizations, overseas support and other important information.

### SOCIAL IDENTITY AND LEARNING ABROAD

Given that social identity is defined by context, SIT students often encounter multiple challenges based on distinctions between how they perceive themselves and how the local community perceives them. Navigating one's identity in a context in which certain aspects are more apparent or emphasized than those aspects most 'seen' at home provides an opportunity for a more complex understanding of social identity. We invite students to embrace these moments with curiosity in an effort to understand the local context and how our social identities shift in a new environment.

Additionally, you are likely to find yourself in a comparatively small learning community relative to your home campus. In such a context, students often find that their notions of social identity evolve and become more multifaceted. The peers in your SIT group will undoubtedly differ from those you might have selected at your home community.

### TRANSGENDER STUDENTS

As an institution that values inclusion, SIT Study Abroad welcomes transgender students and participants in transition. As such we respect a participant's gender identity at the time of program participation. We ask all program participants to understand and respect the context, customs and attitudes in the host country.

### STAYING HEALTHY

Students receive a copy of SIT's Health Guidelines and Requirements specific to their global program as part of the pre-departure materials. Students should read these guidelines and requirements carefully and discuss precautions and preventive measures with their health care professionals before departure. Students must acknowledge that they have read and understood the contents of this document before they will be permitted to participate on the program. During orientation, students will receive an additional health briefing and are expected to follow the recommendations to promote good health locally set forth by program staff.

## HEALTH REVIEW

SIT health review process allows our medical staff to determine whether a student has any health issues that may require support in a particular program setting. Full and timely disclosure of any medical or mental health issues or special student needs is required and helps SIT students to have the best possible program experience.

All students must submit a complete the SIT health forms by the stated deadline. Please note that SIT does not accept health forms completed by a relative. The information contained in the health form is not used in the admissions process, and documented health issues do not necessarily preclude acceptance. Each student's health information must be cleared by our medical staff in order for a student to participate in the program.

All students are fully expected to disclose their medical history so that we can properly prepare them for their experience, make arrangements for any special accommodations if necessary, and in some cases assess whether there may be any medical reasons that a student should consider another program. Failure to disclose complete and accurate information on the health form could result in denial to participate prior to the program or dismissal from the program.

Health information will be kept confidential. A basic summary with important information such as serious allergies will be provided to our program coordinator. If our medical staff has any questions about a completed health form, a Student Affairs staff member will be in touch to request further information.

We require that all students participating on SIT programs show medical and mental health stability for no less than six months prior to the program's start date.

## SUPPORT FOR STUDENT MENTAL HEALTH

SIT programs offer exciting academic and personal challenges, including in many cases, the experience of adapting to another culture. The cultural adjustment process requires psychological flexibility in the face of different customs, beliefs, and living conditions. These new situations may trigger "culture shock" while learning abroad, marked by symptoms such as sad mood, anxious thoughts, homesickness, and difficulties eating and sleeping, to name a few. Students who are currently managing a mental health condition are encouraged to discuss any concerns with their health professional and/or SIT Student Affairs. SIT's medical review process is designed to support students in making the safest and most reasonable choices regarding their mental health; full disclosure on health forms is required to aid in this process.

Cultural views on mental health vary greatly around the world, as do the types of resources that are available. Some countries have a broad range of services, including access to Western-trained providers, while others have more limited options. SIT has identified counseling resources in each country, where available. However, students can best prepare for a positive learning abroad experience by developing a set of healthy coping strategies that they can utilize while on the program.

Students who meet regularly with a mental health provider may consider setting up distance therapy via skype or otherwise during their time abroad to ensure continuity of care. Additionally, SIT provides supplemental remote counseling services to students in the field. These services are designed to complement the local counseling services and other mental health resources available in each country.

## STUDENT HEALTH INSURANCE

SIT provides students outside the United States with travel accident and illness insurance as specified in the accident and illness policy available on the SIT Graduate Institute Web site <https://graduate.sit.edu/admitted-students/climate-change-and-global-sustainability-pre-departure/>. All students are automatically covered by SIT accident and illness insurance for the period of enrollment abroad. Please note that this coverage is not in effect within the U.S. All students should read the insurance policies carefully and arrange personally for any supplemental coverage desired. Although SIT can make no representation as to the availability or level of proficiency of medical care in all circumstances, in the event of accident or illness we will attempt to ensure that appropriate care is provided. Insurance fees for participating students are part of the non-refundable deposit given upon acceptance into the program.

Note that students are responsible for paying medical expenses on-site and filing claims with the insurance company. To file a claim, students simply need to complete the claim process at <http://www.cignaenvoy.com>. The insurance company will then reimburse the student for approved expenses per injury or illness. Any questions regarding insurance coverage, filing a claim, or medical bills should be directed to the Student Affairs team at [studentaffairs@sit.edu](mailto:studentaffairs@sit.edu). SIT has no control over any insurer's policies or decisions regarding coverage.

## ILLNESS AND CRIME REPORTING

It is each student's responsibility while a participant on an SIT program to report any illness or crime that happens to the student or that the student is involved in, to the program coordinator immediately. Communication of this information allows SIT to provide optimal support to students and can also assist students with later insurance claims. SIT also analyzes incident reports to assess and adjust programs to minimize health and safety risks.

All health and crime incidents are reported to SIT's Office of Student Affairs in Vermont, with serious incidents reported immediately. Both health and crime incidents are considered confidential information and only shared with staff members at SIT on a "need-to-know" basis.

## Residence Halls—Vermont

SIT Graduate Institute has seven residence halls for students who wish to live on campus during any on-campus program segments. The residence halls are small, housing 12 to 30 students of different ages, language groups, and cultures. Students choosing to live in campus residence halls become part of a multicultural living and learning community. The residence halls feature single rooms with shared bathrooms and tend to have a quiet environment. All students living on campus for any on-campus program segment are expected to follow relevant policies and procedures.

## International Student Services

The Office of Student Affairs provides visa and immigration information to all SIT Graduate Institute students and short-term program participants. In addition, the office addresses the needs of international students, including helping with cultural adjustment, and practical training.

## Dining Services—Vermont

For any Vermont on-campus phase, our dining services staff members prepare a variety of foods for daily meals and special events. SIT students represent many nationalities, and the favorite foods of some may be quite different from those of others. Dining Services staff members try to satisfy student needs as much as possible. They can accommodate some special dietary requests, but they also appreciate students' understanding of the complexities involved.

## Student Organizations

SIT students and staff are encouraged to explore areas of interest to themselves and the community; they have a variety of ways to express their interests. Interest levels and initiative vary from person to person. In order to provide some consistency and continuity for the whole community, the Office of Student Affairs and student government (SITSA, see below) receive institutional support via staff or funds. All other organizations are established and maintained on a volunteer basis.

### ***SIT Student Association (SITSA)***

SITSA is the governing voice of the students. These representatives allocate student-activity funds and monitor the spending of these funds, provide input on policy development for student life issues, and plan student activities and events, as requested. Depending on the current student population, there could be remotely organized groups across degree programs focused on climate change and sustainability, international student interests, women's and gender issues, and/or human rights.

### Participation in Student Governance

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

### SIT Administration, Faculty, and Staff

*\* Year in parentheses indicate start date at SIT.*

#### **Sophia Howlett (2017) President**

DPhil, York University, UK, MA, Cambridge University, UK, BA, Cambridge University, UK

#### **Bethaney LaClair (2006) Chief of Staff & Corporate Secretary**

BS, Keene State College, 2005

#### **Samantha Ivanov (2016) Executive Assistant to the SIT President**

BA, Hofstra University, 2011

**Kenneth Williams (2000) Dean**

EdD, Columbia University, 2009, MS, London School of Economics, UK, 1994 MEd, Columbia University, 2000, BA, University of the West Indies, Jamaica, 1990

**Deborah Robinson (2015) Academic Director Washington, DC Center**

MBA, University of Geneva, 2005 PhD, University of Michigan, 1987 BA, Williams College, 1978

**Rose Albert (2016) Graduate Program Administrator**

MA, SIT Graduate Institute, 2017, BA, Salve Regina University, 2013

**Carla Lineback (1999) Director of Alumni Engagement**

MA, International Christian University, 2006 BA, Smith College, 1994

**FACULTY:**

**Imraan Buccus (2018) Senior Practitioner**

MA, University of KwaZulu-Natal, BA, University of KwaZulu-Natal  
PEACE AND JUSTICE LEADERSHIP

**Udi Butler (2018) Associate Professor (Chair)**

PhD, Goldsmiths College, 2004, MSc, University of Bristol 1999, MA, University of Edinburgh and Heriot Watt College of Art, 1997  
SUSTAINABLE DEVELOPMENT

**Bruce Dayton (2015) Associate Professor, CONTACT Director**

PhD, Syracuse University, 1999, MA, University of Nebraska–Lincoln, 1990 BA, Ithaca College, 1985  
PEACE AND JUSTICE LEADERSHIP

**Nicolas Stahelin (2015)**

EdD, Columbia University, 2017, MA, Columbia University, 2008, BA, Oberlin College, 2002  
CLIMATE CHANGE AND GLOBAL SUSTAINABILITY

**Alla Korzh (2015) Assistant Professor**

EdD, Teachers College of Columbia University, 2013, MEd, University of Illinois at Chicago, 2008, BA, Nizhyn State University, 2004  
INTERNATIONAL EDUCATION

**Sora Friedman (2005) Professor (Chair)**

PhD, George Mason University, 2006, MIA, School for International Training, 1987, BA, University of Maryland, 1983  
INTERNATIONAL EDUCATION

**Elka Todeva (1993) Professor**

PhD, University of Sofia, Bulgaria, 1985 MA, University of Sofia, Bulgaria, 1977  
TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

**Leslie Turpin (2012) Associate Professor (Co-Chair)**

PhD, California Institute for Integral Studies, 2004, MAT, School for International Training, 1985 BA, Kenyon College, 1979

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

**Richard Walz (2016) (Chair)**

PhD, University of Florida, 2010, MA, University of Florida, 1997, BA, University of North Carolina at Chapel Hill, 1994

CLIMATE CHANGE AND GLOBAL SUSTAINABILITY

**AFFILIATED FACULTY:**

**Marti Anderson (2015) Visiting Professor**

PhD, California Institute of Integral Studies, 2001 MAT, School for International Training, 1989 BA, University of Minnesota, 1987, AA, University of Hawai'i, Maui College, 1978

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

**Tatsushi Arai (2006) Professor**

PhD, George Mason University, 2005 MA, Monterey Institute of International Studies, 2002, BA, Waseda University, 1993

PEACEBUILDING AND CONFLICT TRANSFORMATION

**Susan Barduhn (2003) Professor Emerita**

PhD, Thames Valley University, UK, 1998, MAT, School for International Training, 1977 BA, University of Washington, 1973

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

**Karen Stromgren Blanchard (1988) Associate Professor**

PhD, California Institute of Integral Studies, 2004, MIA, School for International Training, 1976 BA, University of Connecticut, 1966

**Davina Durgana (2014) Assistant Professor**

PhD, American University, 2015, MA, American University of Paris, 2012 Master's Certificate 1, Political Science Pantheon-Sorbonne, 2011, BA, The George Washington University, 2010

SUSTAINABLE DEVELOPMENT

**Alvino Fantini (1964) Professor Emeritus**

PhD, University of Texas, 1974 MA, University of Texas, 1962, BA, University of Pennsylvania, 1958

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

**Beatriz C. Fantini (1966) Associate Professor Emerita**

MAT, School for International Training, 1976, BA, St. Francis College / Universidad del Zulia, Venezuela, 1960

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

**Linda Drake Gobbo (1984) Professor**

MBA, University of Massachusetts, 1999 MEd, Springfield College, 1977, BA, Hartwick College, 1975

## INTERNATIONAL EDUCATION

### **Paula Green (1998) Professor Emerita**

EdD, Boston University, 1981 MA, New York University, 1971, BS, Kean College of New Jersey, 1960

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

### **Claire Halverson (1986) Professor Emerita**

PhD, University of Wisconsin, 1973 MA, Harvard University, 1961, BA, St. Lawrence University, 1958

INTERCULTURAL SERVICE, LEADERSHIP and MANAGEMENT

### **Steve Iams (2014) Assistant Professor**

MA, SIT Graduate Institute, 2008 BA, University of Virginia, 1998

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

### **Amy Jersild (2014) Assistant Professor / Senior Practitioner Faculty**

MA, School for International Training, 1998 BA, St. Olaf College, 1988

SUSTAINABLE DEVELOPMENT

### **Diane Larsen-Freeman (1978) Professor Emerita**

PhD, University of Michigan, 1975 MA, University of Michigan, 1973 BA, SUNY Oswego, 1967

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

### **Patrick Moran (1977) Professor Emeritus**

PhD, Lesley University, 1997, MAT, School for International Training, 1974 BA, University of Nebraska, 1970

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

### **Nikoi Kote-Nikoi (1989) Professor**

PhD, University of Massachusetts, 1990 MA, University of Massachusetts, 1990 BA, Vassar College, 1982

SUSTAINABLE DEVELOPMENT

### **Karla Giuliano Sarr (2015) Assistant Professor**

EdD, University of Massachusetts at Amherst, 2015, MEd, University of Massachusetts at Amherst, 2010, BA, Georgetown University, 2002

### **Alex Silverman (1974) Associate Professor (Co-Chair)**

MA, Indiana University, 1975, BA, Antioch College, 1967

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

### **Elizabeth Ward Tannenbaum (1974) Professor Emerita**

BA, Mount Holyoke College, 1968, MAT, School for International Training, 1973, Certificate in Non-Formal Education, University of the South Pacific, 1995

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

**John Ungerleider (1988) Professor (Chair)**

EdD, University of Massachusetts, 1987 MA, Antioch University, 1984, BA, University of California, Berkeley, 1980

PEACEBUILDING AND CONFLICT TRANSFORMATION

**Jeff Unsicker (1990) Professor Emeritus**

PhD, Stanford University, 1987 MA, Stanford University, 1983, BA, University of California, San Diego, 1980

SUSTAINABLE DEVELOPMENT

**Ryland White (1994) Professor**

MIA, School for International Training, 1983, BA, Converse College, 1973

**Raymond Young (2012) Assistant Professor**

EdD, University of Massachusetts at Amherst, 2010, MEd, University of Massachusetts at Amherst, 2003, BA, University of Colorado at Boulder, 1991

INTERNATIONAL EDUCATION

ACADEMIC ADMINISTRATION

**Kathryn Inskip (2017) Associate Dean of Assessment and Learning Support**

PhD, Drew University, 2013, MA, Drew University, 2004, BA, Brigham Young University, 1997

**Virginia Nellis (2011) Registrar**

BA, American University of Paris, France, 1985

**Elizabeth Saccoccio (2007) Assistant Registrar**

**LIBRARY SERVICES**

**Donald B. Watt Library**

**Patrick Spurlock (2015) Library Director**

MLIS, Valdosta State University, 2015, BA, Valdosta State University, 2008, AA & AAS, Abraham Baldwin College, 2001

**Sean Donovan (2014) Education System and Services Technologist**

BA, Ursinus College, 2011

**John Levin (2017) Access Services Librarian**

MS, Simmons College, 2017; MFA, Mills College, 1986; BA, Yale University, 1982

**CAREER AND PRACTICUM SERVICES**

**Kaitlin Ford (2015) Interim Director of Career and Practicum Services**

BS, Champlain College, 2004

## ENROLLMENT MANAGEMENT

### **Eric Wirth (2008) Associate Dean for Admissions**

MA, University of Massachusetts Amherst, 2007, BA, University of Massachusetts Amherst, 2001, BS, University of Massachusetts Amherst, 2001

### **Mary Kay Sigda (2009) Senior Graduate Admissions Counselor**

MA, School for International Training, 2008, BA, Dickinson College, 1984

### **Maira Tungatarova (2015) Graduate Admissions Officer**

MA, SIT Graduate Institute, 2010, BA, National Institute of Culture, Library and Information Sciences, 1985

## FINANCIAL AID SERVICES

### **Mary Clark (2005) Financial Aid Coordinator**

BS, Castleton State College, 1989

## DIVISION OF STUDENT AFFAIRS

### **Michael P. Smallis (2008) Dean of Students**

MSEd, Duquesne University, 1990, BA, Duquesne University, 1987

### **Laurie Granger (1991) Executive Assistant to the Dean**

BA, State University of New York at Albany, 1973

### **Jennifer Core (2011) Assistant Dean of Students for International Programs**

MA, School for International Training, 2005, BA, Pacific Lutheran University, 1998

### **Caitlin Holden (2016) Student Affairs Coordinator, Graduate Student Affairs**

MA, Antioch University New England, 2016, BA, Brandeis University, 2008

### **Melissa Trainor (2018) Student Affairs Coordinator, Undergraduate Study Abroad**

MSW, Temple University, 2010, BA, SUNY New Paltz 2000

### **Cheryl Pennie Williams (2004) Manager of Student Health Administration**

MIS, Pace University, 2002, MS, London School of Economics, UK, 1994, BS, University of the West Indies, Jamaica, 1990

### **Andrea Crommett (2015) Assistant Director of Disability Services**

MS, University of Massachusetts Boston, 2010, BA, University of Massachusetts Amherst, 2003

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