



# SIT

Graduate Institute

## Course Catalog 2017–2018

[graduate.sit.edu](http://graduate.sit.edu)



The mission of **SIT Graduate Institute** is to prepare students to be interculturally effective leaders, professionals, and citizens. In doing so, SIT Graduate Institute fosters a worldwide network of individuals and organizations committed to responsible global citizenship. SIT fulfills this mission with field-based academic study abroad programs for undergraduates through SIT Study Abroad and accredited master's degrees and certificate programs for graduates and professionals through SIT Graduate Institute.

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# SIT Graduate Institute Course Catalog 2017–2018

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*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

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## SIT: 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.

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# 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 both macro and micro levels and must bridge differences in nationality, race, culture, class, ethnicity, and religion, across different sectors: government, private business, education, and civil society.

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

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
- Utilize the experiential learning cycle, which integrates concrete experience, objective observation, theory and analysis, and active experimentation

This course catalog includes courses and requirements for the following degrees and certificates:

Intercultural Service, Leadership, and Management

**MA in Intercultural Service, Leadership, and Management**  
(Vermont Campus)

International Education

**MA in International Education** (Vermont Campus)

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

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

Peacebuilding and Conflict Transformation

**MA in Peacebuilding and Conflict Transformation**  
(Vermont Campus)

CONTACT: Conflict Transformation Across Cultures

**Summer Peacebuilding Program** (Vermont Campus)

**Graduate Certificate** (Online with Short Residencies in Vermont)

**Joint Graduate Degree** (Vermont Campus)

Sustainable Development

**MA in Sustainable Development: Advocacy, Leadership, and Social Change** (Vermont Campus)

**MA in Sustainable Development: International Policy and Management** (Washington, DC Center)

Teaching English to Speakers of Other Languages

**MA in Teaching English to Speakers of Other Languages** (Vermont Campus)

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

## SIT Graduate Institute

### Our Educational Outcomes and Academic Community

#### EDUCATIONAL OUTCOMES OF AN SIT GRADUATE INSTITUTE DEGREE

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

- An ability to understand, analyze and articulate critical global issues and ownership of her/his 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;
- Critical thinking and reflective practice skills to work as mindful and capable educators, organizers, administrators, and advocates in organizations working 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, of experiential education, and of learner empowerment. This approach can be distinguished from a more traditional university model by examining: 1) roles of teachers and learners in the learning community; 2) emphasis on experiential learning and creative problem-solving process; and 3) an inclusive and comprehensive learning environment.

##### 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
- 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.

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
- Ability to devise appropriate strategies for entering new experiences and incorporate strategies offered by others

## A 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 phase 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 classroom 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 his or her learning. This happens in an environment where diversity and inclusion is 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
- Learning in a group is a dynamic interaction. It is essential that each person take responsibility for his or her effect on others.

## DEGREE COMPETENCIES

Each of the graduate degrees 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 degree 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' 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 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.

## 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 Summary

### A. VERMONT-BASED PROGRAMS AND GRADUATION REQUIREMENTS:

*Master of Arts in Intercultural Service, Leadership, and Management (Self-Designed Program)*

*Master of Arts in International Education*

*Master of Arts in Peacebuilding and Conflict Transformation*

*Master of Arts in Sustainable Development: Advocacy, Leadership, and Social Change*

- For Master of Arts in International Education (Online with Short Residencies in Vermont) and Graduate Certificate in International Education, see page 14.
- For Master of Arts in TESOL (Vermont Campus and Online with Short Residencies in Vermont), see page 24.

#### Phase I: On-Campus Coursework

*minimum 28 credits, maximum 36 credits; nine months*

The on-campus phase is divided into two semesters. The fall semester consists of a two-week term followed by a 12-week term. The spring semester consists of a two-week term followed by a 14-week term.

#### Phase II: Practicum / Reflective Practice 12 credits

Generally following successful completion of on-campus coursework, all students engage in at least three months of field practice relevant to their professional goals. During this experience, they apply the knowledge and skills learned on campus through written documents including three reflective practice questions (RPQs) and a Course-Linked Capstone (CLC) or Independent Practitioner Inquiry Capstone (IPIC) paper. The final portfolio of learning will represent a complete documentation of their learning. All students then come back to the SIT campus to attend a capstone seminar, during which they formally present the learning from their RP.

### Vermont Campus Degrees and Graduation Requirements

To earn the following Master of Arts degrees:

**Master of Arts in Intercultural Service, Leadership, and Management (Self-Designed Program)**

**Master of Arts in International Education**

**Master of Arts in Peacebuilding and Conflict Transformation**

**Master of Arts in Sustainable Development: Advocacy, Leadership, and Social Change**

Students must:

1. Successfully complete the following groups of required courses:
  - Program core courses (8 credits)
  - Degree courses (17–22 credits, depending on degree and concentration)
2. Successfully complete the practicum/RP (8 credits)
3. Successfully complete a capstone seminar (1 credit)

4. Meet the language and culture proficiency requirement

5. File an intent to Graduate Form with the Registrar's Office

Students must declare a degree by the end of the add/drop period of their final term on campus. It is possible to declare a degree only if the courses required for that degree are offered and can be successfully completed by the end of the second on-campus semester. Students may change to the MA in Intercultural Service, Leadership, and Management (Self-Designed) program at any point during the on-campus phase.

### Specializations for the following Vermont degrees:

*Master of Arts in Intercultural Service, Leadership, and Management (Self-Designed Program)*

*Master of Arts in Peacebuilding and Conflict Transformation*

*Master of Arts in Sustainable Development: Advocacy, Leadership, and Social Change*

The following six-credit sequences of courses provide core and advanced competencies in these three areas of specialization:

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

Students have the option of taking the first three credits as a single, semester-long course in the fall term or of taking one credit in the fall term and a two-credit course in the Spring 1 term. The two-credit

courses are intensive, with sections offered during the first two weeks of the spring term at SIT's Washington, DC Center. During the 2017–

2018 academic year, the choices will be as follows:

MGMT-5104 Program Monitoring and Evaluation: Practice

MGMT-5209 Leading and Managing Social Sector Organizations: Cases and Frameworks

SDIS-5224 Policy Advocacy: Practice

The final three credits will be offered as semester-long courses in the Spring 2 term. Students will also have the option of taking the final course at the Washington, DC Center, in the summer term.

#### Monitoring and evaluation specialization (6 credits)

*Either*

MGMT-5106 Program Monitoring and Evaluation

3

MGMT-5107 Advanced Monitoring, Evaluation, and Learning

3

*or*

MGMT-5103 Program Monitoring and Evaluation: Concepts

1

MGMT-5104 Program Monitoring and Evaluation: Practice

2

MGMT-5107 Advanced Monitoring, Evaluation, and Learning

3

**Social innovation and management specialization (6 credits)***Either*

MGMT-5500 Leading and Managing Social Sector Organizations

3

MGMT-5210 Social Entrepreneurship

3

*or*MGMT-5208 Leading and Managing Social Sector Organizations:  
Concepts and Practices

1

MGMT-5209 Leading and Managing Social Sector Organizations:  
Cases and Frameworks

2

MGMT-5210 Social Entrepreneurship

3

**Policy analysis and advocacy specialization (6 credits)***Either*

SDIS-5220 Policy Advocacy

3

SDIS-5225 Policy Analysis and Advocacy Methods

3

*or*

SDIS-5223 Policy Advocacy: Concepts

1

SDIS-5224 Policy Advocacy: Practice

2

SDIS-5225 Policy Analysis and Advocacy Methods

3

**B. DC CENTER-BASED DEGREES AND GRADUATION REQUIREMENTS**

The Master of Arts in Sustainable Development: International Policy and Management degree is offered at the DC Center in 2 modalities: a 1-year intensive course program, and a 2-year hybrid course program.

**1-year intensive program:** The 12 month intensive master's degree program in Washington DC includes 3 terms and a practicum experience, totaling 41 credits of coursework.

**Term 1** (September–December) focuses on foundational and theoretical learning during a standard 15-week term. (17.5 credits)

**Term 2** (January–April) features a 12-week practicum where students will work with an organization of their choosing anywhere in the world. The practicum allows each student to apply the knowledge, skills and attitudes gained during the first term to a full-time placement with an organization involved in social development issues. This experience allows the student to apply learning from the first term to the work place,

to gain practical work experience, and to bring new learning into the classroom for the remaining coursework.

As part of the second term, a 2-week intensive course is also offered just before the practicum experience, both in Washington DC and overseas. (9 credits)

**Term 3** (May–August) features coursework designed for reflection and integration. Students integrate their practicum experiences with further coursework on development plus an advanced course in their specialization, while tying their learning together from the year in a culminating capstone paper. (14.5 credits)

**2-year hybrid course:** Students completing the 2-year master's degree program in Washington DC will enroll in one course at a time over the full 24-month period. Students will meet face-to-face one Saturday and Sunday one time per month at the SIT DC Center, as well as meet online asynchronously. Each 3-credit course runs over a 2-month period.

The hybrid program is designed for working professionals. The applied work required as part of the degree program will be designed and developed within the students' place of work. This will culminate in the capstone paper carried out during the second year of the program.

To earn the Master of Arts in Sustainable Development: International Policy and Management degree in the hybrid program, students must successfully complete a total of 36 credits over 2 years.

**Specialization**

As in Vermont, the 3 areas of specialization will be offered at the DC Center: Monitoring and Evaluation, Social Innovation and Management, and Policy Analysis and Advocacy based on total cohort numbers in the program. In the 1-year intensive program, students will choose a skill specialization, in which they will take all coursework offered (1 credit, 2 credit and 3 credit advanced course). All students are exposed to a secondary specialization, in which they will take the 1 and 2 credit courses. In the 1-year program, all students will take the 1 credit in each of the specializations in the fall semester. Students will then take their primary skill specialization during the second and third semesters, and the additional skill specialization coursework during the third semester.

Monitoring and Evaluation will be offered to all students in the 2-year hybrid program. These courses will be offered during the second year of the program.

**C. REFLECTIVE PRACTICE, CAPSTONE AND LANGUAGE REQUIREMENTS – VERMONT AND DC PROGRAMS**

Through off-campus reflective practice (RP) for degree programs in both Vermont and Washington, DC, students attain or enhance the following reflective practice competencies that will serve them throughout their work and lifelong learning:

- Ability to analyze experience using definable frameworks and to use one's experience to critique and expand those frameworks
- Ability to define and answer practice-centered questions using rigorous reflection on one's own experience and other inquiry methods and

sources

- Ability to make a professional contribution to a specific organization
- Ability to make a professional contribution to a community of practice
- Enhanced critical thinking skills
- Enhanced self-expression and communication skills (writing, oral, visual)

Equally important is the service aspect of RP. The degree programs listed above consistently emphasize responsible action and service and view this phase as a special opportunity to make a contribution to the global community. RP consists of the following components: practice context, final portfolio of learning, and capstone seminar.

### An Acceptable RP Position

In order to qualify as an RP position, the position must provide a student with a structured opportunity to apply coursework consistent with his or her professional goals and degree. It does not matter whether it is a salaried position, a consultancy, an internship, or a volunteer position. But it is important that the position meet the criteria stated in the following three areas:

1. **Nature of the Work:** The nature of the work must be on a professional level, must be in an intercultural setting, and must be consistent with SIT's mission of making a contribution to the global community.
2. **Time Period:** The minimum practice period is the equivalent of six months of full-time work (approximately 40 hours per week). Students are welcome to choose a practice period that is longer than six months, and in some cases this is recommended.
3. **On-Site Supervisor:** The student must have a supervisor within the organization who will write a performance evaluation at the end of the practice period and supervise the student according to the organization's standards.

### Registration for Reflective Practice

Students may register for RP after successful completion of the on-campus phase, that is, after having received passing grades in all of their required coursework and after submission of a letter of appointment and other practicum details.

The standard RP period consists of three consecutive semesters, for a total of twelve months. Students register online for reflective practice during the registration period preceding each semester. Students who did not meet the registration deadline may be permitted to register in the Registrar's Office up to the end of the add/drop period. Students who fail to register for RP will be considered withdrawn and their status will be so reported to the National Student Clearinghouse.

*Note: For students needing student status for purposes of their visa or loans, student status is linked to the start and end dates for each semester in which a student is registered.*

No matter how long a student might be working in a professional position, if the proper documentation is not submitted for registration, neither credit nor student status can be granted.

The student's final learning portfolio includes various papers (see Off-Campus Handbook) plus the final capstone project paper in

a complete portfolio documenting learning achieved during the off-campus reflective practice.

### The Capstone Seminar

The one-week capstone seminar provides an environment in which students demonstrate, assess, and synthesize learning that has been achieved to date. The student accomplishes this in several ways: by giving a presentation that shares research and learning with the capstone participants, on-campus students, and faculty; by reading and responding to at least one other capstone project; by participating in discussions and a critique of colleagues' contributions; and by coordinating and participating in discussions formed around themes that emerge during the seminar.

### Language and Culture Proficiency Requirement

Detailed information is found on page 43 of this catalog.

**Note:** *Language and Culture Proficiency is not required for the following:*

- MA in Sustainable Development: International Policy and Management (Washington, DC Center)
- MA in TESOL
- Graduate Certificate in Conflict Transformation
- Graduate Certificate in International Education (Online with Short Residencies in Vermont)
- Graduate Certificate in Inclusive Security: International Policy and Practice
- Graduate Certificate in Monitoring and Evaluation

### Language and Culture Proficiency Requirement

Detailed information is found on pages 43 of this catalog.

**Note:** *Language and Culture Proficiency is not required for the following:*

- MA in Sustainable Development: International Policy and Management (Washington, DC Center)
- MA in TESOL
- Graduate Certificate in Conflict Transformation
- Graduate Certificate in International Education (Online with Short Residencies in Vermont)
- Graduate Certificate in Inclusive Security: International Policy and Practice
- Graduate Certificate in Monitoring and Evaluation

# SIT Graduate Institute Programs

## INTERCULTURAL SERVICE, LEADERSHIP, and MANAGEMENT

### MA in INTERCULTURAL SERVICE, LEADERSHIP, and MANAGEMENT

The Intercultural Service, Leadership, and Management degree (ISLM) encourages and allows students to prepare for empowering careers through individually designed learning and curriculum options. ISLM students draw upon the courses of two or three of the other degree areas that support the career outcomes they seek.

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

The SIT values are: inclusion, experiential education, engaged learning, community, reciprocity, social justice, and sustainability and all degrees demonstrate these values including ISLM.

Vision Statement: SIT's Intercultural Service, Leadership, and Management degree allows students to design their own programs of study. The program allows students to select courses that focus on one's own professional development interest. By doing so, the students are

#### ISLM Students gain:

**Knowledge:** Students have theoretical understanding of the multiple perspectives and processes that bring about social change and a more just world. By drawing upon the courses offered, an ISLM student is able to choose those that best meet their personal and professional goals. The contexts within which ISLM students have worked are refugee resettlement, gender equity, development education, the foreign service, native rights, environmental justice, youth, outdoor adventure education, social justice education and training, and disability justice – to name a few.

**Skills:** Students develop analytical skills that focus on the interpersonal, team, community, and global arenas. They often develop skills in program management, community and coalition building, training for social action, monitoring and evaluation, advocacy, and social entre-

preneurship. Because of the interdisciplinary and individual choice within this degree, the skills you develop are based on the learning plan you develop.

**Awareness:** Students are aware of their own attitudes, behaviors, impact on others, and role in society. They also understand themselves as members of particular groups and the consequences of such group membership in relation to others. Due to this awareness, projects, programs and organization in which one engages have a greater possibility of success.

**Application in the field:** practicums include program managers of native rights and environmental organizations, staff members within gender equity programs, consultants providing training to development organizations and programs, teachers, managers, job developers within refugee programs, and many others.

MA in Intercultural Service, Leadership, and Management

List of Faculty

Karen J. S. Blanchard, PhD California Institute of Integral Studies

Ryland White, MIA, School for International Training

Overview of Our Approach to Intercultural Service, Leadership, and Management:

ISLM faculty provide a range of both academic and extensive practitioner experience in support of an interdisciplinary approach for students engaged and interested in working for change and justice across a variety of venues and organizations. In addition to housing core competency courses applicable to all students in the program, focusing on practitioner inquiry, multicultural team development, social change and organizational leadership, the ISLM degree provides expertise in preparing social justice educators, trainers and practitioners working with both youth and adult populations as well as courses that provide supportive competencies in gender and human rights and forgiveness in personal and professional contexts. ISLM provides choices for students to construct their own degree by drawing on the whole of what is offered in order to meet individual needs.

*\* See course descriptions on page 30.*

Intercultural Service, Leadership and Management  
 Course Requirements 2017-2018

Total maximum number of credits for the completed degree:

42 credits

Total minimum number of credits for the completed degree: 38

Maximum on campus credits: 33

Minimum on-campus credits: 29

Reflective Practice: 9 (two semesters – 4 credits each;  
 and the capstone seminar – 1 credit)

**Required Courses**

Language and Culture Proficiency Requirement

Learning and Professional Development Advising

Foundations in Intercultural Service,

Leadership, and Management

Practitioner Inquiry

**Credits**

1

4

3

The remaining degree credits are chosen by the ISLM student from the graduate on-campus course offerings in consultation with her or his advisor.

The following elective courses are housed within the ISLM degree because they are applicable and available across all degrees:

- Training Design for Experiential Learning (TDEL)
- Leading and Managing Social Sector Organizations
- Program Planning and Management
- Social Identity: Exclusion and Inclusion
- Dismantling Disability
- Education for Social Justice
- Training for Social Action
- Intercultural Training Design
- Training of Trainers: Ethics
- Gender and Human Rights
- Journeys of Forgiveness

Specialization in Training: 6 credits

- TDEL (3 credits) required and one of the following:
- Training for Social Action (3 credits)
- TOT Training of Trainers: Ethics (2 credits plus a training focused Independent Study (1 credit)

Special Topic Area:

Refugees and displaced persons- 3 – 1 credit courses)

- Adult Education (fall semester)
- Refugees (spring 1 course)
- Immigration (D.C. course during Spring break)



# INTERNATIONAL EDUCATION

## MA in INTERNATIONAL EDUCATION

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 degree prepares students for professional positions in international education at all 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; develop and conduct field-based research projects. Students then apply their experiential knowledge and skills in a culminating capstone project.

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, international education development, and 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.

### 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; or manager of

program development, supervision, and evaluation in an exchange or educational travel organization.

### Nonformal and Community Education

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

### Volunteer Program Management

Students in this field are interested in formal and nonformal educational and service-learning programs at the community level, working with community representatives and interns on program design, delivery, and evaluation.

### 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 MA in TESOL program (space allowing), including linguistics, teacher training, and the politics of language to further develop their expertise in language education.

### Conflict Transformation

Students interested in peacebuilding and conflict transformation as they relate to education may combine courses from those degree areas to supplement the IE core. Examples of related content include managing exchange programs in post-conflict locations, working with youth in international peacebuilding and leadership programs, and working 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.

### International Education Development

Students interested in education access, quality, and equity in low-income and post-colonial contexts can explore international education development through courses on topics including education for sustainable development, non-formal 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.

### Social Justice Education

Students interested in developing deeper, more nuanced understandings of the nexus between education and social justice can take electives that examine 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.

## COURSE OF STUDY

### MASTER'S of ARTS in INTERNATIONAL EDUCATION (ON-CAMPUS)

*Minimum required credits: 41*

*On-campus credits: 29*

*Reflective practice:12*

#### Required Courses\*

#### Credits

*Program core courses: 19 credits*

|             |  |   |
|-------------|--|---|
| MPIM-5001   | Language and Culture Proficiency Requirement                     |   |
| MPIM-5003/4 | Learning and Professional Development Advising                   | 1 |
| MPIM-5050   | Foundations in Intercultural Service, Leadership, and Management | 4 |
| MPIM-5510   | Practitioner Inquiry   | 2 |
| MPIM-6706   | Reflective Practice  | 4 |
| MPIM-6709   | Capstone Presentation  | 1 |

*Plus degree courses: 12 credits*

|           |  |   |
|-----------|--|---|
| IEDP-5050 | International Educational Policy                       | 3 |
| IEDP-5060 | International Education Design and Delivery            | 3 |
| IEDP-5500 | Theory and Practice of International Education         | 3 |
| IEDP-5600 | International Education Design Concepts and Evaluation | 3 |

*Plus 9 credits from the following:\**

|           |  |     |
|-----------|--|-----|
| EDLG-5715 | English Applied Linguistics                                      | 3   |
| ICHR-5025 | Training Design for Experiential Learning                        | 3   |
| ICHR-5050 | Social Identity: Exclusion and Inclusion                         | 3   |
| ICHR-5080 | Dismantling Disability   | 2   |
| ICHR-5201 | Cross-Cultural Counseling  | 3   |
| ICHR-5315 | Theory and Practice of Peacebuilding and Conflict Transformation | 3   |
| ICHR-5521 | Skills and Practices in Inter-Group Dialogue                     | 1   |
| ICHR-5522 | Mediation  | 2   |
| ICHR-5550 | Conflict and Identity  | 3   |
| ICHR-5650 | Education for Social Justice                                     | 3   |
| IEDP-5080 | Issues Seminar in International Education                        | 1   |
| IEDP-5375 | Special Topics in International Education                        | 1-3 |
| IEDP-5650 | Issues Seminar in International Education Programming            | 1   |
| MGMT-5120 | Budgeting and Financial Management                               | 3   |
| MGMT-5128 | Fundraising and Grantwriting                                     | 2   |
| MGMT-5130 | Human Resources Management                                       | 3   |

|           |  |     |
|-----------|--|-----|
| MGMT-5145 | Strategic Planning and Implementation            | 3   |
| MGMT-5208 | Leading and Managing Social Sector Organizations | 2   |
| MGMT-5210 | Social Entrepreneurship                          | 3   |
| MGMT-5370 | Leadership and Change                            | 3   |
| MPIM-5000 | Independent Study                                | 1-2 |
| MPIM-5515 | Statistics for Practitioners                     | 1   |
| PEAC-5006 | Youth Program Leadership                         | 3   |
| SDIS-5005 | Economics  | 3   |
| SDIS-5020 | Issues in Sustainable Development                | 3   |
| SDIS-5022 | Training for Social Action                       | 3   |
| SDIS-5220 | Policy Advocacy                                  | 3   |
| SDIS-5310 | International Policy and Citizen Advocacy        | 1   |
| SDIS-5350 | Leadership, Community, and Coalition Building    | 3   |
| SDIS-5500 | Theory and Practice of Sustainable Development   | 3   |
| THRD-5070 | Popular and Nonformal Education                  | 2   |

*Note: Other courses may be used as electives with prior written approval from the degree chair.*

*Plus a minimum of 2 additional credits (student choice).*

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

*\* See course descriptions on page 30.*

## INTERNATIONAL EDUCATION (ONLINE PROGRAMS with SHORT RESIDENCIES in VERMONT)

The international education (IE) low-residency programs build on the traditional strengths and high quality of the on-campus Master of Arts in International Education. The courses and instructors are the same; the principal difference is in the format, which takes advantage of new methodologies for the delivery of graduate education. The programs include:

- a low-residency Master's of Arts in International Education,
- a low-residency Graduate Certificate in International Education, and
- a series of related, stand-alone workshops that can be taken as part of the above programs or by themselves.

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.

### COURSE OF STUDY

#### Master of Arts in International Education

*Minimum required credits: 37*

##### Year I, First Term Two-Week Residency and Online

|           |  |   |
|-----------|--|---|
| MPIM-5001 | Language and Culture Proficiency Requirement                     |   |
| MPIM-5050 | Foundations in Intercultural Service, Leadership, and Management | 4 |
| MPIM-5512 | 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 Modules

\*

##### 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 Presentation | 1 |
|           | Elective Courses      | 2 |

### COURSE OF STUDY

#### Graduate Certificate in International Education

*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 Modules

\*

### ELECTIVE COURSES

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

- IEDP-5375 Special Topics in International Education
- MPIM-5000 Independent Study (variable number of credits as determined by student and advisor; can include conference attendance, committee work, special projects, etc.)
- Transfer credit for online or face-to-face courses taken elsewhere (variable number of credits; must be approved by degree chair)
- Other field courses offered by SIT as approved by faculty
- Other options as approved by faculty

\* See course descriptions on page 30.

# PEACEBUILDING and CONFLICT TRANSFORMATION

## MA in PEACEBUILDING and CONFLICT TRANSFORMATION

This degree is designed to engage current and future peacebuilders in the tasks of conflict prevention, intervention, and healing within their own communities and as third-party consultants. The program focuses on SIT's strengths in human relations and multicultural competence; in working with the nongovernmental organization (NGO) sector; in hands-on, pragmatic pedagogy; and in field-based practicum experience. The program encourages and models values needed for transformation in individuals, in relationships among parties in conflict, and in the local and global structures in which conflict is embedded.

Students are introduced to critical and timely topics emerging in the new field of conflict studies, such as forgiveness and reconciliation, the conflict-humanitarian aid-development paradigm, identity- and resource-based conflicts, refugees, and issues of gender and conflict. Specific conflict intervention skills developed through the courses include conflict analysis, introductory mediation, negotiating differences, and intergroup dialogue facilitation.

This degree prepares students for positions in the public, private, or multilateral sectors, in intergroup peacebuilding, in conflict prevention and education, in NGO service delivery, and in conflict management and alternative dispute resolution as advocates, catalysts, and trainers.

### Concentrations:

Content: In addition to earning a Master's degree in Peacebuilding and Conflict Transformation, the program offers students the opportunity to concentrate on another degree area. Students may choose a content Concentration in one of the other degrees offered at the Vermont Campus. Concentrations involve 9-credit sequences in:

- Sustainable Development;
- International Education;
- Teaching English to Speakers of Other Languages; or
- ISLM

### Specializations:

Skills: Students may also specialize in a skills-focused area. These 6-credit specializations provide core and advanced competencies in:

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

See pages 10 and 11 for a description of these specializations.

## COURSE OF STUDY

Minimum required credits: 38

On-campus credits: 29

Reflective practice: 9

### Required Courses\*

Program core courses: 20 credits

|             | Credits  |   |
|-------------|--|---|
| MPIM-5001   | Language and Culture Proficiency Requirement                     |   |
| MPIM-5003/4 | Learning and Professional Development Advising                   | 1 |
| MPIM-5050   | Foundations in Intercultural Service, Leadership, and Management | 4 |
| MPIM-5510   | Practitioner Inquiry   | 3 |
| MPIM-6706   | Reflective Practice  | 4 |
| MPIM-6707   | Reflective Practice  | 4 |
| MPIM-6708   | Reflective Practice  | 3 |
| MPIM-6709   | Capstone Presentation  | 1 |

Plus 12 credits from the following degree courses:

|           |  |     |
|-----------|--|-----|
| ICHR-5225 | Post-War Development and Peacebuilding                           | 3   |
| ICHR-5258 | Initiatives in Peacebuilding                                     | 3   |
| ICHR-5315 | Theory and Practice of Peacebuilding and Conflict Transformation | 3   |
| ICHR-5521 | Skills and Practices in Inter-Group Dialogue                     | 1   |
| ICHR-5522 | Mediation  | 2   |
| ICHR-5550 | Conflict and Identity  | 3   |
| PEAC-5375 | Special Topics in Conflict Transformation                        | 1-3 |

Plus an additional 9 credits of electives:\*

Recommended electives:

|           |   |   |
|-----------|---|---|
| PEAC-5006 | Youth Program Leadership                  | 3 |
| ICHR-5025 | Training Design for Experiential Learning | 3 |

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

\* See course descriptions on page 30.

## SUSTAINABLE DEVELOPMENT

### MA in SUSTAINABLE DEVELOPMENT: Advocacy, Leadership, and Social Change (Vermont Campus)

The MA in Sustainable Development: Advocacy, Leadership, and Social Change program prepares graduates for positions as reflective practitioners in organizations committed to a more equitable and sustainable use of the world's wealth and natural resources. The program focuses on participatory, rights-based interventions in local, national, and international contexts. Students analyze competing theories and alternative approaches to development and develop practical competencies related to practice in community development, development program planning and management, and development policy analysis and advocacy. The program emphasizes the importance of civil society, which embraces a diversity of spaces, actors, and institutional forms, including development nongovernmental organizations, community programs, women's organizations, social movements, trade unions, coalitions, charitable organizations, and faith-based organizations. These serve as catalysts and providers of people-centered development programs and as advocates regarding public and corporate policies that affect their constituents.

In addition, sustainable development students may choose a six-credit sequence of courses that constitute a specialization in the following areas:

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

See pages 10 and 11 for a description of these specializations.

#### COURSE OF STUDY

*Minimum required credits: 38*

*On-campus credits: 29*

*Reflective practice: 9*

#### Required Courses\*

**Credits**

*Program core courses: 20 credits*

|             |  |   |
|-------------|--|---|
| MPIM-5001   | Language and Culture Proficiency Requirement                     |   |
| MPIM-5003/4 | Learning and Professional Development Advising                   | 1 |
| MPIM-5050   | Foundations in Intercultural Service, Leadership, and Management | 4 |
| MPIM-5510   | Practitioner Inquiry   | 3 |
| MPIM-6706   | Reflective Practice  | 4 |
| MPIM-6707   | Reflective Practice  | 4 |
| MPIM-6709   | Capstone Presentation  | 1 |

*Plus degree courses: 9 credits*

|           |  |   |
|-----------|--|---|
| SDIS-5005 | Economics                                      | 3 |
| SDIS-5020 | Issues in Sustainable Development              | 3 |
| SDIS-5500 | Theory and Practice of Sustainable Development | 3 |

*Plus degree option courses: 12 credits*

*These credits must include at least one of the following **five** options:*

|   |               |  |   |
|---|---------------|--|---|
| [ | MGMT-5105     | Program Planning and Management  | 3 |
|   | <i>Either</i> |  |   |
| [ | MGMT-5106     | Monitoring, Evaluation, and Learning: Concepts and Practices             | 3 |
|   | <i>or</i>     |  |   |
|   | MGMT-5103     | Program Monitoring and Evaluation: Concepts                              | 1 |
|   | <b>and</b>    |  |   |
| [ | MGMT-5104     | Program Monitoring and Evaluation: Practice                              | 2 |
|   | <i>Either</i> |  |   |
| [ | MGMT-5500     | Leading and Managing Social Sector Organizations                         | 3 |
|   | <i>or</i>     |  |   |
|   | MGMT-5208     | Leading and Managing Social Sector Organizations: Concepts and Practices | 1 |
|   | <b>and</b>    |  |   |
| [ | MGMT-5209     | Leading and Managing Social Sector Organizations: Cases and Frameworks   | 2 |
|   | <i>Either</i> |  |   |
| [ | SDIS-5220     | Policy Advocacy  | 3 |
|   | <i>or</i>     |  |   |
|   | SDIS-5223     | Policy Advocacy: Concepts  | 1 |
|   | <b>and</b>    |  |   |
| [ | SDIS-5224     | Policy Advocacy: Practice  | 2 |
|   | <i>Either</i> |  |   |
| [ | THRD-5070     | Popular and Nonformal Education  | 2 |

*The remaining 9–10 degree option credits may be from the other courses*

*\* See course descriptions on pages 30.*

*listed above and/or any of the following:\*\**

|           |   |     |
|-----------|---|-----|
| ICHR-5025 | Training Design for Experiential Learning     | 3   |
| ICHR-5050 | Social Identity: Exclusion and Inclusion      | 3   |
| ICHR-5080 | Dismantling Disability                        | 2   |
| ICHR-5225 | Post-War Development and Peacebuilding        | 3   |
| ICHR-5258 | Initiatives in Peacebuilding                  | 3   |
| ICHR-5521 | Skills and Practices in Inter-Group Dialogue  | 1   |
| ICHR-5550 | Conflict and Identity                         | 3   |
| ICHR-5650 | Education for Social Justice                  | 3   |
| MGMT-5107 | Advanced Monitoring, Evaluation, and Learning | 3   |
| MGMT-5120 | Budgeting and Financial Management            | 3   |
| MGMT-5128 | Fundraising and Grant Writing                 | 2   |
| MGMT-5130 | Human Resources Management                    | 3   |
| MGMT-5145 | Strategic Planning and Implementation         | 3   |
| MGMT-5210 | Social Entrepreneurship                       | 3   |
| MGMT-5370 | Leadership and Change                         | 3   |
| MPIM-5515 | Statistics for Practitioners                  | 1   |
| PEAC-5006 | Youth Program Leadership                      | 3   |
| SDIS-5022 | Training for Social Action                    | 3   |
| SDIS-5225 | Policy Analysis and Advocacy Methods          | 3   |
| SDIS-5310 | International Policy and Citizen Advocacy     | 1   |
| SDIS-5350 | Leadership, Community, and Coalition Building | 3   |
| SDIS-5375 | Special Topics in Sustainable Development     | 1-3 |

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

*continued*

*\* See course descriptions on pages 30.*

## MA in SUSTAINABLE DEVELOPMENT: International Policy and Management (Washington, DC)

The Master of Arts in Sustainable Development: International Policy and Management program is distinguished by its intensive year-long format and direct engagement with World Learning's international development and exchange program offices in Washington, DC. The program is designed for professionals from across the globe who possess relevant work experience.

### Major program components and features include:

- Cohort-based learning format
- Specialization tracks. All students in the Washington, DC, program must pursue a specialization in one of the following three areas and take coursework in each of the other two:
  - Monitoring, Evaluation, and Learning
  - Policy Analysis and Advocacy
  - Social Innovation and Management
- A structured field-based domestic or international practicum phase (spring semester)
- Domestic/US-based community engagement experience
- Networking and career connections with international partner organizations in the greater Washington, DC, area
- Affiliation with World Learning's international program office staff
- Personalized learning that emphasizes small classes
- Academic and career coaching/mentorship
- Short-term intensive field study course
- Access to online writing support and feedback on paper drafts

Students learn through academic coursework, attendance at and participation in development-related events, group and individual projects, and field experience with personal reflection. The fall and summer semesters are delivered in Washington, DC, and focus on foundational and advanced courses respectively. Most of the spring/semester is the practicum, focused contextual learning and reflection, practicum paper (s), and presentations during the practicum seminar.

Equally important to the practicum is the emphasis on service—the program consistently emphasizes responsible action/service and views the practicum as a special opportunity to make a contribution to the global community.

The program takes full advantage of the resources and connections of its base in Washington, DC. Students can expect to interact with a full spectrum of international organizations representing the government, private and civil society sectors that are addressing development issues, including health, education, gender and the environment.

Similar to all SIT students, students in the DC program benefit from comprehensive career services, which include one-on-one coaching, branding, job search strategies, and direct communication with potential employers.

### Program Design

The 41-credit degree program begins with the fall semester, which is focused on introducing students to the theory and practice of sustainable development, followed by the spring semester, consisting primarily of a 12-week domestic or international field practicum of practical experience with a relevant organization. The final phase of learning, reflection, synthesis, and advanced skill development—the summer semester—takes place in Washington, DC. The summer semester culminates in a capstone paper and presentation that demonstrates students' professional and academic competencies, and is required for graduation.

#### *Degree Sequence and Requirements:*

*12 months, three semesters, 41 credits*

#### **Fall Semester:** Washington, DC (17.5 credits)

The Washington, DC-based semester combines classroom-facilitated discussions, simulations, workshops, panel discussions, organizational visits, event participation, and other methods of highly experiential, analytical, and case study learning. Students acquire and/or refine concrete skills, theoretical knowledge, and professional competencies essential for the second phase of the program and their career development. The semester also incorporates the following components:

- Practicum planning workshops
- Career workshops

#### **Spring Semester:** Professional Practicum and Research (9 credits)

This semester consists of an intensive 2-credit course and a full-time placement with a relevant development or impact-investing organization. The 12-week practicum (7 credits) involves intercultural learning and completion of a professional project identified as a priority by the sponsoring organization. Practicum placements provide in-depth, hands-on learning and experiences that enhance resumes.

They also expand the student's professional network.

#### *Examples of Washington, DC, Regional Placements:*

- World Learning's Global Development and Exchange Program (GDE) units that support civil society, governance, and capacity-building
- Select international NGOs, aid agencies, impact investors, and policy and advocacy organizations

#### *Examples of International Placements:*

- Select international NGOs and agencies, social enterprises, and other civil society organizations in Ethiopia, India, Macedonia, Peru, South Africa, Tanzania and other locations
- World Learning's GDE projects in locations such as Algeria and Myanmar

Students with well-established work or professional contacts are welcome to propose a practicum arrangement. Each practicum will include at least one major project that students carry out and complete

during the semester. Examples of projects may include:

- Evaluating a project or designing and pilot testing processes and instruments for a major program evaluation
- Researching and writing a case study of a policy advocacy campaign that will be used for staff training
- Exploring and developing a business or technology partnership plan for a social enterprise organization
- Developing a training manual

All students convene at the end of the practicum period with faculty members, to present and discuss their field practicum projects and intercultural learning gained.

At the beginning of the spring semester, before students commence their practica, all students must complete a two-credit course in one of the three specialization options. One section of each course will be held in Washington, DC, and there may also be the option to take the course as a field course in another country.

#### **Summer Semester:** Washington, DC (14.5 credits)

This semester begins with a 2-week intensive specialization course in Washington, DC, followed by additional required coursework and workshops. These include the advanced course in one's chosen area of specialization, research, group work, and writing – all enabling students to deepen and integrate their knowledge and skills. The semester culminates in a capstone paper and seminar. The capstone seminar lasts one week and provides an environment in which students present, demonstrate, assess, and synthesize their learning.

## **COURSE OF STUDY**

### **Fall Semester September–December, 2017**

*Washington, DC: 17.5 credits*

| <b>Required Courses*</b>   | <b>Credits</b> |
|--|----------------|
| MPIM-5003 Learning and Professional Development Advising                           | ½ (credit)     |
| MPIM-5150 Foundations: Intercultural Communication and Multicultural Teams         | 2              |
| MPIM-5514 Practitioner Inquiry: Quantitative and Qualitative Research Methods      | 3              |
| SDIS-5007 Economics  | 3              |
| SDIS-5503 Theory and Practice of Sustainable Development                           | 3              |
| MGMT-5102 Program Planning and Management  | 3              |
| MGMT-5103 Program Monitoring and Evaluation: Concepts                              | 1              |
| MGMT-5208 Leading and Managing Social Sector Organizations: Concepts and Practices | 1              |

SDIS-5223 Policy Advocacy: Concepts 1

### **Spring Semester January–April, 2018**

*Professional practicum and research: 9 credits*

| <b>Required Courses*</b>   | <b>Credits</b> |
|--|----------------|
| MPIM-6801 Professional Practicum and Research                                    | 7              |
| One of the following prior to the practicum:                                     |                |
| MGMT-5104 Program Monitoring and Evaluation: Practices                           | 2              |
| MGMT-5209 Leading and Managing Social Sector Organizations: Cases and Frameworks | 2              |
| SDIS-5224 Policy Advocacy: Practices   | 2              |

### **Summer Semester May–August, 2018**

*Washington, DC: 14.5 credits*

| <b>Required Courses*</b>   | <b>Credits</b> |
|--|----------------|
| MPIM-5004 Learning and Professional Development Advising                         | ½ (credit)     |
| MPIM-5151 Foundations II: Development Management Skills Workshops                | 2              |
| SDIS-5020 Issues in Sustainable Development                                      | 3              |
| MPIM-5515 Statistics for Practitioners   | 1              |
| MPIM-6802 Capstone Paper and Seminar   | 2              |
| MPIM-6803 Capstone Presentation  | 1              |
| Plus one of the following:   |                |
| MGMT-5104 Program Monitoring and Evaluation: Practices                           | 2              |
| MGMT-5209 Leading and Managing Social Sector Organizations: Cases and Frameworks | 2              |
| SDIS-5224 Policy Advocacy: Practices   | 2              |
| Plus one of the following:   |                |
| MGMT-5107 Advanced Monitoring, Evaluation, and Learning                          | 3              |
| MGMT-5210 Social Entrepreneurship  | 3              |
| SDIS-5225 Policy Analysis and Advocacy Methods                                   | 3              |

\* See course descriptions on pages 30

## MA in SUSTAINABLE DEVELOPMENT: International Policy and Management (hybrid format Washington, DC)

The Master of Arts in Sustainable Development: International Policy and Management hybrid degree program is almost identical to our flagship face-to-face degree. It is designed to significantly advance working professionals' leadership capacity, and practical skills, particularly within the areas of sustainability (through an intentional focus on the 17 Sustainable Development Goals) and social justice, as well as the specialized area of monitoring and evaluation. Given enrollment, the degree will offer specialization in social innovation and policy advocacy, as well. The hybrid format allows working professionals to complete their Master's in two years, while continuing to work.

Major program components and features include:

- Cohort-based learning format
- Integration of theory and practice
- Responsible action and service
- Global collaboration
- Career mentorship and coaching

There is strong synergy between the program's coursework delivered in the classroom; the hands-on, real-world learning acquired on your job; and emphasis on each student's career interests.

Students in the program can expect to:

- Learn firsthand from some of the most innovative development organizations in the world
- Acquire a specialization in the professional area of monitoring, evaluation, and learning
- Receive one-on-one career coaching
- Connect with leaders, actors, and institutions that are addressing education, health, gender, environmental, and civil society problems at grassroots and senior-policy levels
- Gain unique, inside access to World Learning staff working in the fields of international development and exchange
- Attend valuable networking events, including receptions with SIT alumni and partners

Students in the program benefit from the resources available through SIT's parent organization, World Learning, as well as international development organizations located in DC. Students learn through academic coursework, group and individual projects, reflection, and the expertise and experience of their fellow students

Major program components and features include:

- n Cohort-based learning format
- n Integration of theory and practice
- n Responsible action and service
- n Global collaboration
- n Career mentorship and coaching

There is strong synergy between the program's coursework delivered in the classroom; the hands-on, real-world learning acquired on your job; and emphasis on each student's career interests.

Students in the program can expect to:

- Learn firsthand from some of the most innovative development organizations in the world
- Acquire a specialization in the professional area of monitoring, evaluation, and learning
- Receive one-on-one career coaching
- Connect with leaders, actors, and institutions that are addressing education, health, gender, environmental, and civil society problems at grassroots and senior-policy levels
- Gain unique, inside access to World Learning staff working in the fields of international development and exchange
- Attend valuable networking events, including receptions with SIT alumni and partners

### Program Design

This part-time 36-credit hybrid degree program combines face-to-face (F2F) class sessions with online learning. Students take one course at a time. Each three-credit course is eight weeks. The class sessions are held in our Washington, DC, Center one weekend a month for two full days, Saturday and Sunday. It is critical that students attend all weekend classes.

### Course of Study

12 months, three semesters, 41 credits

#### Fall Term 2017: September–December

| Required Courses (Dates of Required F2F Sessions Italicized)                 | Credits |
|--|---------|
| MPIM-5150 Foundations I: Intercultural Communication and Multicultural Teams | 2       |
| MPIM-5005 Learning and Professional Development Advising                     | 1       |

*September 16–17*

*October 14–15*

|  |   |
|--|---|
| SDIS-5503 Theory and Practice of Sustainable Development | 3 |
| <i>November 18–19</i>                                    |   |
| <i>December 9–10</i>                                     |   |

#### Spring Term 2018: January–April

|   |   |
|---|---|
| MPIM-5514 Practitioner Inquiry; Quantitative and Qualitative Research Methods | 3 |
|---|---|

*January 20–21*

*February 10–11*

|                     |   |
|---------------------|---|
| SDIS-5007 Economics | 3 |
|---------------------|---|

*March 10–11**April 7–8***Summer Term 2018: May–August**

SDIS-5020 Issues in Sustainable Development 3

*May 5–6**June 9–10*

MPIM-5151 Foundations II: Development Management

Skills Workshop 2

MPIM-5515 Statistics for Practitioners 1

*July 14–15**August 4–5***Fall Term 2018: September–December**

MGMT-5101 Program Design and Management 3

*September 15–16**October 13–14*

MPIM-5151 Program Monitoring and Evaluation 3

*November 17–18**December 8–9***Spring Term 2019: January–April**MGMT-5107 Advanced Monitoring, Evaluation, and Learning: Topics  
and Methods 3*January 12–13**February 9–10*

MPIM-6781 Professional Practicum and Research 3

*March 16–17**April 27–28***Summer Term 2019: May–August**

MPIM-6782 Capstone Preparation 3

*May 18–19**June 8–9*

MPIM-6802 Capstone Paper 2

*July 13–14*

MPIM-6803 Capstone Presentation and Seminar 1

*August 3–4*

# TEACHING ENGLISH to SPEAKERS of OTHER LANGUAGES (TESOL)

## MA in TESOL

### Overview

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 classrooms 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.

The MA in TESOL program is offered in two formats: on campus and online with short residencies in Vermont. SIT has structured the content, format, and process of the MA in TESOL program to reflect and support our vision of teachers of English, our educational philosophy, and the competencies we believe teachers need to develop.

### 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.

### The Six 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 multi-cultural 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 his or her 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.
- Learning in a group is a dynamic interaction. Therefore, it is essential that each person take responsibility for his or her 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
- Ability to incorporate strategies offered by others

*continued*

## 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
- Willingness to share one's own feelings, thoughts, experience, and expertise for the benefit of others' learning

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## Master of Arts in TESOL (On Campus)

SIT's on-campus Master of Arts in TESOL program allows students to complete the MA in TESOL degree through a combination of on-campus coursework and hands-on classroom experience.

### Overview of the Program

*Please note that program offerings are subject to change.*

#### Fall Semester Coursework

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

#### Winter Internship

Students are off campus from January to March (six to eight weeks) for an internship, which entails supervised student teaching. The internship is an opportunity to put into practice theories and approaches explored during classes on campus. It is intended to help students strengthen their ability to determine what is appropriate in any given context and to assess their strengths and weaknesses. Faculty, or selected adjunct faculty, supervise students in order to provide substantive and critical feedback for students' further development.

#### Internship Standards

Supervisors use these standards as guidelines for their assessment of the intern's development over the course of the internship period. Supervisors and interns should feel free to refer to the internship standards directly in their discussions of the interns' strengths and areas for further development and exploration.

1. Teachers and Teaching: Intern is able to plan and implement a series of purposefully linked lessons with objectives that meet the

## Attendance and Performance Policies

### Attendance Policy

Due to the intensive nature of the program, and the importance of student and teacher contributions in each and every class session, attendance at all classes is required. Criteria for evaluation of student performance for each course always include attendance.

### 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 on page 56.

- diverse (e.g., cultural, linguistic, learning) needs of the learners.
2. Teachers and Teaching: Intern is able to organize a productive learning environment.
3. Learners and Learning: Intern is able to assess the competence and needs of learners and use that assessment to inform teaching.
4. Language: Intern can create and facilitate meaningful communicative language learning experiences drawing on a rich understanding of the form, meaning, and use of the English language.
5. Culture: Intern is able to integrate the study of culture and language with the goal of promoting cultural knowledge and awareness.
6. Professionalism: Intern conducts him or herself professionally according to the requirements of the host school, the host country, and SIT.
7. Self and Other: Intern draws upon awareness of self and actively seeks a genuine connection with others.
8. Reflective Practice: Intern is able to use reflection and self-assessment in professional growth.

#### Spring Semester Coursework

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

#### Portfolio

At the end of the program, each student will compile a professional portfolio that consists of a collection of documents and written reflections. The portfolio will demonstrate that the student has achieved the professional competencies as set forth by the MA in TESOL program.

The portfolio must meet program requirements based on the specified competencies. Students have the option of petitioning to do an MA in TESOL Individual Thesis (EDLG-5799) instead of a portfolio. The thesis option is only granted in situations where the portfolio is not recognized as a culminating project in the student's professional work context or as part of the SIT Master's International Program with the US Peace Corps (for Peace Corps details, visit [graduate.sit.edu/sit-graduate-institute/pn/prospective-students/affiliations/](http://graduate.sit.edu/sit-graduate-institute/pn/prospective-students/affiliations/)).

### Portfolio Submission Dates

| SUBMISSION DEADLINE  | READING PERIOD | DEGREE CONFERRAL    |
|--|----------------|---------------------|
| July 1<br><i>By petition only.<br/>Petitions are due before<br/>current students leave campus.</i> | July 2–31      | September           |
| September 1  | September 2–30 | December            |
| November 1   | November 2–30  | December            |
| February 1   | February 2–28  | Late May–Early June |
| April 1  | April 2–30     | Late May–Early June |

### Language Study Requirement

All academic year students will enroll in a one-credit beginning language class in the fall semester as a part of their fall curriculum. The program will determine the language of study and placement.

In addition to taking the beginning language class, nonnative speakers of English who have not had previous academic experience in an English medium are required to take Advanced English through SIT's Language and Culture Department.

Beyond the required courses, all MA in TESOL students are encouraged to participate in second-language learning throughout the year in courses offered by the Language and Culture Department. There are no additional fees for these classes.

### Time Limits for Completion of the Degree

Students who do not submit their portfolios by the submission deadline of their registered portfolio semester (normally the fall semester in the year following their entry into the program) will be charged a late submission fee when they submit the portfolio/thesis for a later deadline at the current fee amount. Students have a maximum of five years from the date of matriculation to complete all requirements for the degree, including the portfolio or thesis requirement.

## Additional Information

### Internship Evaluation

In addition to the procedures outlined under Academic Policies, the following apply to MA in TESOL internships:

If the internship performance is deemed unsatisfactory by the supervisor, there are two possible results:

- The student receives an Incomplete. Additional teaching, supervised by MA in TESOL program faculty, must be accomplished according to conditions set by the supervisor. This additional teaching must take place by the end of the fall of the following year.
- The student receives a No Pass. The faculty of the MA in TESOL program, considering the student's performance in all aspects of the program, including the internship, decides whether the student should remain in the program. If the student remains in the program, the entire internship must be repeated, with supervision provided by MA in TESOL faculty, according to conditions set by the supervisor. The repeat internship must be completed by the end of the fall semester of the following year.

*Please note:* The MA in TESOL program internship supervisor, whether a faculty member or designated adjunct faculty, has complete authority for evaluating student performance and determining whether credit for the internship is awarded.

If a student fails the internship or withdraws from the internship for any reason other than a medical leave of absence, the MA in TESOL program will have no obligation to place the student in another internship without a full review of the reasons for the withdrawal or failure. If the student is granted another internship, the student will be billed at the per-credit rate upon registration for the new internship.

## COURSE OF STUDY

| Required Courses*   | Credits           |
|---|-------------------|
| <b>FALL</b>   |                   |
| <i>Core courses:</i>  |                   |
| EDLG-5112 Approaches to Teaching Second Languages           | 3                 |
| EDLG-5710 Language Analysis for Lesson Planning             | 3                 |
| EDLG-5700 Second-Language Acquisition                       | 3                 |
| EDLG-5212 Teaching the Four Skills                          | 3                 |
| EDLG-5117 Group Dynamics                                    | 1                 |
| Beginning Language Study                                    | (1 undergraduate) |
| Advanced English for Nonnative Speakers                     | (1 undergraduate) |
| <i>Optional:</i>  |                   |
| Language study of choice                                    | (2 undergraduate) |
| <b>SPRING</b>   |                   |
| <i>Core courses:</i>  |                   |
| EDLG-5190 Internship  | 6                 |
| ICHR-5700 Intercultural Communication for Language Teachers | 3                 |

\* See course descriptions on pages 30.

| <b>Required Courses*</b> ( <i>continued</i> )               | <b>Credits</b> |
|---|----------------|
| EDLG-5715 English Applied Linguistics                       | 3              |
| EDLG-5730 Curriculum Design and Assessment                  | 3              |
| EDLG-5213 Sandanona Conference Presentation                 | 1              |
| <i>Electives:</i> Electives to be announced**               | 1              |
| <i>Optional:</i> Language study of choice (2 undergraduate) |                |

## SUMMER or FALL (*second year*)

|  |   |
|--|---|
| <i>Core course:</i>                            |   |
| EDLG-5795 Master of Arts in Teaching Portfolio | 3 |

|   |           |
|---|-----------|
| <b>Minimum credits for graduation in this course of study</b>   | <b>33</b> |
| <b>Maximum credits beyond which a per-credit fee is applied</b> | <b>34</b> |

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

## Taking Additional Courses

Students must complete all of the core courses for their course of study. Students who choose to take more than the allowed elective credits will be charged on a per-credit basis.

Students whose first language is not English and who have not previously studied in an English medium are required to take Advanced English for Nonnative Speakers. This course is offered at no additional charge, and the undergraduate credits earned are not counted in the total graduate degree credits listed above, nor are they counted as elective credits.

Other SIT course offerings are available only at the discretion of the course instructor, the student's faculty advisor, and the dean. In such cases, an approved course of study document will serve as a description of the alternative track and will be kept on file at the Registrar's Office.

\* See course descriptions on page 30.

## Master of Arts in TESOL (Low-Residency)

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:

1. Online coursework
2. Two short-term (3-week) summer sessions of coursework
3. The Interim-Year Teaching Practicum, which takes place at the student's place of employment during the academic year between the two summers
4. 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).

### The 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 his or her 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 material; 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 12 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.

Evaluation: The Interim-Year Teaching Practicum is in many ways an extension of the first summer's academic work, reflection, and planning. If it is decided that the student needs more time to complete the practicum, the student may petition to receive a mark of Incomplete (I) for the practicum. Additional teaching or other work, supervised by the practicum supervisor, must be accomplished according to the conditions set by the practicum

supervisor. This additional work must take place by the end of the following academic year.

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.

### The 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.

### Time Limits for 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 (thesis), 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 up to a one-year extension. 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.

For example, a student who begins the program in June 2015 and is granted an extension must complete all degree requirements no later than September 1, 2018.

### 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

| <b>Required Courses*</b>  |   | <b>Credits</b> |
|---|---|----------------|
| <b>SUMMER 1st year</b> <span style="float: right;"><i>June to August, online and on campus</i></span> |   |                |
| EDLG-5504   | Approaches to Teaching<br>Second Languages                  | 3              |
| EDLG-5815   | Language Analysis for Lesson Planning, Pt. 1                | 1              |
| ICHR-5821   | Intercultural Communication for<br>Language Teachers, Pt. 1 | 1              |
|   | Beginning Language Study                                    | 1 UG           |
|   | Peer mentoring  |                |
| <b>FALL 1st year</b> <span style="float: right;"><i>September to December</i></span>                  |   |                |
| 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              |
| <b>SPRING 1st year</b> <span style="float: right;"><i>January to May</i></span>                       |   |                |
| 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<br>Language Teachers, Pt. 2 | 1              |
| <b>SUMMER 2nd year</b> <span style="float: right;"><i>June to August</i></span>                       |   |                |
| 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<br>Language Teachers, Pt. 3 | 1              |
| <b>FALL 2nd year</b> <span style="float: right;"><i>September to December</i></span>                  |   |                |
| EDLG-5532   | English Applied Linguistics                                 | 3              |
| EDLG-5810   | Second-Language Acquisition                                 | 1              |
| <b>SPRING 2nd year</b> <span style="float: right;"><i>January to May</i></span>                       |   |                |
| EDLG-5699   | Independent Professional Project (thesis)                   | 5              |
| <b>TOTAL CREDITS</b>  |   | <b>33</b>      |

\* See course descriptions on pages 30.

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## Course Descriptions—All Programs

### **EDLG-5112**

Approaches to Teaching Second Languages  
*3 credits*

Students will further 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 will be explored.

### **EDLG-5117**

Group Dynamics  
*1 credit; graded P/NP only*

During the fall semester, students will learn how to systematically reflect on their experience as a participant/observer in the learning community of the MA in TESOL program. Each student will investigate group dynamics within the program and consider their own and others' participation, roles, and behaviors. Readings and discussions will give students a theoretical framework for understanding their experience in the MA in TESOL community and will provide an introduction to and practice in giving and receiving feedback, dialogue, and group work.

### **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-5190**

Internship  
*6 credits; graded P/NP only*

During the supervised teaching internship, students put into practice what they have learned in the program. Students will develop the skills of teaching reflectively: seeing, describing, inquiring into, and making

hypotheses about student learning and the teaching context and taking intelligent, appropriate action based on this process.

### **EDLG-5212**

Teaching the Four Skills  
*3 credits; graded P/NP only*

Students will further 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-5213**

Sandanona Conference Presentation  
*1 credit; graded P/NP only*

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

### **EDLG-5504**

Approaches to Teaching Second Languages  
*3 credits; ; graded P/NP only; TESOL low-residency program 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; TESOL low-residency program 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; TESOL low-residency program 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; TESOL low-residency program 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; TESOL low-residency program 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; TESOL low-residency program only

This course is a continuation of the fall teaching practicum.

**EDLG-5699**

Independent Professional Project (thesis)  
5 credits; graded P/NP only; TESOL low-residency program 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-5700**

Second-Language Acquisition  
3 credits; graded P/NP only

Students will explore language acquisition and learning processes and implications for their approach to teaching and learning second/foreign languages. The course covers processes, stages, strategies, and styles of language development and looks at significant personal, psychological, socio-cultural, biological, and linguistic factors that influence language development. Students will examine degrees and types of bilingualism and differences between naturalistic and classroom language learning.

**EDLG-5710**

Language Analysis for Lesson Planning  
3 credits; graded P/NP only

Students will study the phonological system of English and selected areas of lexicon and syntax. Students will become familiar with different ways of organizing lessons and will implement this knowledge during the internship.

**EDLG-5715**

English Applied Linguistics  
3 credits; graded P/NP only

Students will analyze patterns of 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, and lexicon. 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.

*Prerequisite: EDLG-5710*

**EDLG-5730**

Curriculum Design and Assessment  
3 credits; graded P/NP only

Students will examine theories and dilemmas of language curriculum design and assessment. They will explore a variety of curriculum frameworks and assessment tools appropriate for different language learning contexts. They will learn to design assessment plans (including needs assessment), articulate goals and objectives, develop a scope and sequence, and develop materials and assessment activities for a curricular unit. They will apply their understanding of curriculum and assessment by engaging in a curriculum and assessment planning process for a specific context.

**EDLG-5795**

Master of Arts in Teaching Portfolio  
3 credits; graded P/NP only

The teaching portfolio is the final program requirement. Students may petition for permission to complete the Individual Thesis (EDLG-5799) instead.

**EDLG-5799**

Individual Thesis  
3 credits; graded P/NP only

The Individual Thesis satisfies the requirement for the culmination of the program. Students must petition to replace the portfolio requirement with the thesis option, and it is granted only in cases where the portfolio is not recognized as a viable culminating project in the student's professional context or if the student is participating in the Master's International Program with the US Peace Corps. The thesis entails three credits of independent work and takes the form of one of the following:

1. A professional paper of publishable quality
2. A materials development project
3. A classroom research project

A letter from a sponsor or Ministry of Education must accompany a petition to substitute the thesis for the portfolio.

**EDLG-5809 and 5810**

Second-Language Acquisition  
3 credits total; graded P/NP only; TESOL low-residency program 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; TESOL low-residency program 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; TESOL low-residency program only

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-5000**

Intercultural Communication  
2 credits

This course is designed to develop in students a greater appreciation for the diversity and

complexity of culture, as well as to increase skill in facing the communication challenges inherent in working in diverse cultural environments. Students examine the interplay between their experience and current intercultural communication concepts, their cultural background, and the capacity to communicate with others, and other content specialties that ground general IC theory and vocabulary in specific cultural contexts.

#### **ICHR-5000-01**

Intercultural Communication: Religion, Spirituality, and Moral Values  
2 credits

The focus of this ICC course is on religion, spirituality, and moral values. The intent is to develop non-exploitative relationships and healthier communities. There will be discussions and readings to stimulate learning and changing points of view, as students listen to one another. By the end of the course each person will have a clearer picture of the actions she or he will take to create more just communities. Drawing upon the Foundations 1 course, the participants will bring their knowledge of culture, power, and appropriate communication strategies to interactions with diverse points of view. Those learned ideas and skills will be shared, and applied.

*Offered in fall 2015*

#### **ICHR-5025**

Training Design for Experiential Learning  
3 credits

This course focuses primarily on training design within the context of experiential learning models. The course includes cognitive, affective, and behavioral competencies in design work, group facilitation, large group interventions, and learning styles.

#### **ICHR-5050**

Social Identity: Exclusion and Inclusion  
3 credits

This course examines the impact of societal power and privilege on one's own social identity development and how this affects interactions and interpersonal relationships. The relationship between various dimensions of oppression ("isms") is analyzed. Skills of inclusion such as intervening, dialogue, inquiry, and empathic listening are developed.

#### **ICHR-5080**

Dismantling Disability  
2 credits

The purpose of this course is to explore, from a social justice framework, what a beginning alliance among differently-abled people would mean and to increase our awareness of avenues in which to advocate for basic fundamental human rights at a local and global level. Dismantling Disability is designed to broaden our views of what "culture" means; to "listen" in order to understand and validate different realities; and to explore our own power to include and/or exclude people accessing their basic human rights. A portion of the course will focus on Deaf culture and will be co-taught by both hearing and deaf instructors. The classroom will serve as a cultural "practice center" as students explore how the power of language and culture and attitudes shape their work. (Interpreters will be provided.) This course is applicable across all degree areas and is open to all students.

#### **ICHR-5201**

Cross-Cultural Counseling  
3 credits

This course introduces students to the process of becoming culturally skilled counselors. The following competencies are developed:

1. An awareness of the counselor's own cultural identity and how it affects the counseling relationship
2. An understanding of the worldview of the counselee, who may be culturally different from the counselor, and how this affects the counseling relationship and the problem being discussed
3. The ability to develop appropriate helping interventions based on skills, knowledge, and awareness developed through research, practice, feedback, and reflection

#### **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.

**Training Design for Change:** Training Design for Change is designed to introduce participants to the concepts and principles of training as related to the process of adult education. It is also applicable to individuals who are experienced trainers and/or consultants. The principles of experiential learning will be stressed in preparation for hands-on practice in training design, training implementation, evaluation, and documentation. Training Design is recommended for individuals interested in becoming trainers, continuing on as trainers, or who, as managers, might find themselves working closely with trainers or consultants.

#### **Human Rights and Peacebuilding:**

In postwar recovery, human rights and peacebuilding tensions are exacerbated by competition over ethnic or religious claims, struggles for power, shattered institutions, and access to resources. Using case studies and the facilitator's experiences, this elective will offer participants the opportunity to investigate such tangled knots in countries recovering from armed conflict. The case studies will explore how local communities survive physically and psychologically, creating a new "normal" space out of negative peace. The group will investigate how human rights and peacebuilding practitioners contest this

space, and how the interconnected demands of durable peace, truth telling, and justice must be balanced in a fragile and high pressured postwar environment.

#### **ICHR-5215 CONTACT**

Intercommunal Conflict Analysis  
3 credits; graded P/NP only

Through readings and web-based discussions, this course explores the root causes of ethno-political violence. Topics include: geopolitical factors, structural causes, the role of identity, the roles of religion and culture, and the dynamics of conflict escalation and maintenance. The course also examines the systemic effects of war trauma on individuals, families, communities, and nations.

#### **ICHR-5216 CONTACT**

Intercommunal Conflict Intervention  
3 credits; graded P/NP only

Building on the content of the fall distance learning, this course examines culturally appropriate models for intervention to promote social reconstruction and healing. Topics include ethical issues surrounding intervention, program design, integrating Western and local approaches, dialogue and reconciliation, restorative justice, and providing support for humanitarian field workers.

#### **ICHR-5225**

Post-War Development and Peacebuilding  
3 credits

This course links the field of development aid to international conflict transformation. It examines the role of structural theories on international and domestic conflict generation and places emphasis on economic conditions as a major determinant. It reviews prominent theories of resource-based conflict, the role of development aid in conflict transformation, players in the field, funding sources, and project cycles, and, through case studies and critiques, different types of intervention.

#### **ICHR-5258**

Initiatives in Peacebuilding  
3 credits

This course focuses on the intentions, design, and delivery of a broad range of initiatives in intercommunal conflict, to both prevent war and restore relations after war. Cycles of

revenge and reconciliation are introduced, and dialogue is practiced as a way to increase tolerance, broaden perspectives, and encourage action on shared interests. The course addresses both structural and relational violence and develops personal skills that are relevant to the spirit, values, and sensitivity of nonviolent conflict transformation.

*Prerequisite: ICHR-5550 Conflict and Identity*

#### **ICHR-5315**

Theory and Practice of Peacebuilding and Conflict Transformation  
3 credits

This course helps students develop analytical skills to understand and synthesize the multiple and interrelated causes of deep-rooted conflict. The course draws on a variety of disciplines to examine the roots of state warfare and intercommunal, identity-based conflict and to investigate the roles of identity, resources, security, power, economics, globalization, militarization, historical wounds, and other factors that influence the spread of conflict and violence. This thorough grounding in conflict analysis serves as the basis for understanding practical approaches within the field of conflict transformation and prepares participants to design appropriate methods of conflict prevention and resolution in the following semester.

#### **ICHR-5521**

Skills and Practices in Inter-Group Dialogue  
1 credit

Dialogue can be understood as a structured and guided exploration between people around a shared concern. Dialogue fosters a search for common ground and mutual understanding, often providing an opportunity to establish relationships, increase empathy, broaden views of conflict dynamics, and bridge differences. This four-session skills course will introduce dialogue concepts, tools, and applications, with a focus on inter-group and inter-communal dialogues used within the US and internationally, especially in circumstances of conflict, separation, and/or intolerance. The course will explore theories and practices of dialogue, demonstrate the effectiveness and impact of dialogue, and help students develop beginning dialogue facilitation skills.

#### **ICHR-5522**

Mediation  
2 credits

This course focuses on practical, hands-on skills used by a mediator in two-party or small-group conflicts. It does not look at international or political conflicts. Interest-based mediation, as described by Fisher and Ury in *Getting to Yes*, is the theoretical foundation highlighted in the course. Students reflect on the conflict style of their families of origin and interview or research various applications of mediation such as peer school-based mediation; family and divorce mediation; workplace, ADA, and neighborhood mediation; and others. One third of class time is devoted to role-play and other interactive activities. The course culminates with class presentations focused on mediator cultural competence and culturally based responses to conflict.

#### **ICHR-5550**

Conflict and Identity  
3 credits

The focus of this course is intercultural relations with an emphasis on the links between identity and intercultural conflict. It explores the significance of cultural diversity and difference, values, and identity as communities manage or fail to resolve the issues of tolerance and coexistence. The exploration includes both interpersonal and intergroup relations within the US and internationally. Students connect personal histories to theoretical material.

The multicultural experience at SIT and prior intercultural professional experience can be considered as additional resources for experiential learning, observation, and reflection.

#### **ICHR-5650**

Education for Social Justice  
3 credits

The main intent of this course is to examine the role that teachers play in the classroom and to encourage students to critically examine their own class bias and how this bias is unconsciously developed. The course facilitates increased intercultural awareness for educators by promoting the representation of marginalized populations.

*continued*

**ICHR-5700**

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 classroom situation and for oneself as a language teacher.

**ICHR-5821, 5822, and 5823**

Intercultural Communication for Language Teachers  
3 credits; graded P/NP only; TESOL low-residency program 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 classroom 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-5050**

International Educational Policy  
3 credits

This course examines how governmental and economic policy and diplomacy affect opportunities and support for international education exchange. The course focuses on processes by which policies are made, the purposes they are intended to serve, and their implementation and enforcement. A review of how policy is developed at various levels leads to understanding how policy affects access, diversity, and quality of programs in internationalization efforts on campuses and across countries. Select current international and US educational policy issues, including US government funding for public diplomacy and US immigration regulations, and advocacy efforts professionals can take are discussed.

**IEDP-5060**

International Education Design and Delivery  
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. Participants examine the many critical aspects of designing, planning, and implementing an educational exchange program; analyze the different components of incoming and outgoing student and citizen programs; and design a new educational mobility program.

*Prerequisites: IEDP-5500 Theory and Practice of International Education and IEDP-5050 International Educational Policy*

**IEDP-5065**

International Education Program Planning and Design  
3 credits; International Education low-residency program only

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-5080**

Issues Seminar in International Education  
1 credit

This seminar addresses critical and contemporary issues (beyond those covered in IEDP-5500 and IEDP-5050) to enhance understanding of the breadth and depth of the field and allow participants to pursue their individual interests. International education topics considered vary, depending upon student interest and guest speaker availability.

**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-5500**

Theory and Practice of International Education  
3 credits

In this foundations and survey course, the field of international education is examined through a variety of lenses, including historical, cultural, economic, political, structuralist, functionalist, postmodernist, and other theoretical perspectives. Through such perspectives, the class looks at regional responses to current educational issues and identifies specific educational sectors for further analysis. These analyses provide a framework to better understand international education and the relationship of theory to practice. Participants also become familiar with current issues in the field of education such as globalization, distance learning, new technologies, and diversity, as well as their impact on international education and their expression in educational exchange management and international student advising.

**IEDP-5510**

Theory, Practice, and Policy of International Education  
3 credits; International Education low-residency program only

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 international education. Students also will be introduced to the current realities of international education policy: definitions, principles and practices, frameworks for analysis, and policy issues for today and the future.

**IEDP-5600**

International Education Design Concepts and Evaluation  
3 credits

A companion course to IEDP-5060, this course covers topics related to institutional contexts in which internationalization occurs on a campus level: design decisions about curriculum, developing curriculum, and program delivery mechanisms. Issues related to supporting program participants and providing cocurricular activities are addressed. Students develop skills in conducting needs assessments and program evaluations.

*Prerequisites: IEDP-5500 Theory and Practice of International Education and IEDP-5050 International Educational Policy*

**IEDP-5610 / IEDP-5611**

Advanced Concepts in International Education I and II  
3 credits each; *International Education low-residency program only*

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.

**IEDP-5650**

Issues Seminar in International Education Programming  
1 credit

This course addresses critical and contemporary issues in the field of international education explored from the perspectives of professionals representing program interests in the field. This provides exposure to a variety of topics related to program design and implementation. This should also increase participants' understanding of the breadth of the field of international education. Issues considered vary, depending upon the guest speaker and program affiliation within the organization.

**MGMT-5102**

Program Planning and Management  
2 credits; *Washington, DC, Sustainable Development program only*

This course will help students learn the entire project/program cycle related to planning and management tasks. This would include intelligence gathering for the purposes of project design such as PRA/RRA, focus groups, key informants, and other methodologies; importance of good background/historical research—importance and danger of historical analogies; programs versus projects orientation and risks involved; project planning tools, such as the log frame, implementation/work plan, road map, and other tools; whom to work with—how to think about and select local partners; conceptualizing and describing tasks/activities; the role of measuring impact/results; management and staffing; and ultimately how to pay for it all—budget planning and management questions.

**MGMT-5103**

Program Monitoring and Evaluation: Concepts  
1 credit; *offered to students in both Vermont and Washington, DC*

Program monitoring and evaluation (M&E) is the process by which the activities of a project are continuously tracked and assessed and periodically evaluated for the purposes of accountability, transparency, decision making, and learning. This one-credit course is designed to offer students a foundation in concepts and knowledge relevant to program monitoring and evaluation. While it has a special focus on programs in the field of development, the knowledge gained in this course is applicable to other types of programs and projects.

**MGMT-5104**

Monitoring and Evaluation: Practice  
2 credits; *offered to students in both Vermont and Washington, DC*

This two-week, full-time course is designed to offer students practical knowledge and skills relevant to program monitoring and evaluation. Building on knowledge gained in the one-credit Program Monitoring and Evaluation Concepts course offered in the fall semester, students will learn the skills needed to develop and execute project/program monitoring and evaluation plans and conduct impact evaluations in accordance with the

OECD-DAC defined criteria used by development agencies and NGOs.

*Prerequisite: MGMT-5103*

**MGMT-5105**

Program Planning and Management  
3 credits; *offered to students in Vermont only*

This course explores the principles, theory, and practice of program planning and project design in the context of international development. It encourages a critical examination of the prevailing models in order to assess their strengths and weaknesses. The purpose is to prepare students to be effective practitioners within organizations that adhere to the dominant paradigm, but who can also evaluate the efficacy within that particular context, introduce alternatives, and become agents of change.

**MGMT-5106**

Monitoring, Evaluation, and Learning: Concepts and Practices  
3 credits; *offered only to students in Vermont*

This course provides a thorough introduction to concepts, case examples, and research tools designed to 1) explore and assess community problems, needs, and the feasibility of new development interventions, and 2) monitor and evaluate the process and impact of existing interventions. Special attention is given to participatory methodologies and other current approaches.

**MGMT-5107**

Advanced Monitoring, Evaluation, and Learning  
3 credits; *offered to students in both Vermont and Washington, DC*

Advanced Monitoring, Evaluation, and Learning is designed as the third and final course for master's students specializing in the M&E track. An overall aim of the course is to reinforce and further build upon knowledge and skills gained in the first two M&E courses and students' practicum experiences. Students will gain further insight into evaluation theory and various approaches to evaluation use within the development sector and will further their skills in the applied areas of M&E systems development and evaluation planning. Students will also gain knowledge and skills in the use of information and communication technology (ICT) to carry out M&E. A focus of the course will also involve furthering understanding about communication of evaluation findings

and evaluation use within organizations. The course is divided roughly into three areas: evaluation approaches and methods; communication via an evaluator's toolbox to convey findings; and application of evaluation in selected development sub-sectors.

*Prerequisite: MGMT 5104 or MGMT 5106*

#### **MGMT-5120**

Budgeting and Financial Management  
3 credits

This course is designed to provide part of the analytical and decision-making knowledge and skills necessary for a manager to provide critical leadership and innovation within an organization (or one of its subunits) and to demonstrate competency with budget preparation and analysis, the development of new and supplementary revenue resources, and the general management of financial resources. Specific topics of inquiry include 1) budgetary planning, income, revenue, and expense forecasting and analysis using standard financial statement formats; 2) the basic concepts of managerial finance and the time value of money and their practical applications; 3) determination of project and program capital, working capital, and cash flow adequacy; 4) appropriate uses of debt capital; 5) strategic reconceptualizations of nonprofit and NGO activities to include for-profit initiatives; and 6) managerial financial decision making and planning using discounted cash flow, ROR, break-even, and scenario analyses.

#### **MGMT-5128**

Fundraising and Grantwriting  
2 credits

This is a focused, two-part course. The first part looks at fundraising and covers establishing and maintaining tax exempt status, types of contributions and gifts, donor research and identification, tax issues for contributors, capital campaigns and special events, major gifts solicitation, and planned giving strategies. The second part of the course covers the nuts and bolts of grantwriting: funding sources, pre-planning and research, grantwriting formats, describing requests to funders, developing compelling problem statements, writing a program design, developing an evaluation plan, demonstrating sustainability, planning a budget, recommended attachments, and following up. Students taking this course should have a functional understanding of marketing and finance.

#### **MGMT-5130**

Human Resources Management  
3 credits

This course investigates the special role of diverse human resources in achieving an organization's strategy and purpose from a theoretical and experiential perspective. The roles, responsibilities, functions, and processes of human resources management are covered. Expectations of various stakeholders such as government, employees, volunteers, management, and constituent communities are explored from an intercultural perspective. Students learn about recruitment and staffing, job design and training, compensation and motivation, and performance management techniques, with a particular emphasis on non-profit and nongovernmental organizations from a mission-driven perspective.

#### **MGMT-5145**

Strategic Planning and Implementation  
3 credits

This course considers the interconnections and integration of the various dimensions of management and how they can adapt to the demands and changing conditions of the external environment. Emphasis is placed on strategic planning and implementation and strategies and processes of organizational change. The course enhances conceptual and creative abilities in addressing fundamental or strategic organizational and transorganizational issues. It is designed for experienced learners.

#### **MGMT-5208**

Leading and Managing Social Sector Organizations: Concepts and Practices  
1 credit; offered to students in both Vermont and Washington, DC

This course is based on the premise that a shared mission with a high purpose and a broad set of inclusive and well thought out values drive the success of organizations operating in today's complex and demanding environment. This one-credit course introduces the concept of social sector organization as a platform that connects a "special breed" of organizations addressing social issues. These organizations may range from traditional nonprofits to social enterprises to emerging hybrid forms. As a result of this course, students will be able to describe the major characteristics and role of an effective social sector organization and understand them from strategic and operational perspectives.

Students will also begin to acquire the skills necessary to serve as a member, leader, and manager in such an organization.

#### **MGMT-5209**

Leading and Managing Social Sector Organizations: Cases and Frameworks  
2 credits; offered to students in both Vermont and Washington, DC

The vast majority of work focused on improving human conditions and social justice is carried out through social sector organizations working at local, national, and international levels. Competence in leadership and management of social sector organizations is essential for students in sustainable development and related fields. This course builds on the core concepts of Leading and Managing Social Sector Organizations: Concepts and Practice and introduces a number of cases and frameworks that aid high-impact leadership and management. The course will also highlight exemplary cases of social innovations and social sector organizations.

*Prerequisite: MGMT-5208 Leading and Managing Social Sector Organizations: Concepts and Practices*

#### **MGMT-5210**

Social Entrepreneurship  
3 credits; offered to students in both Vermont and Washington, DC

This course focuses on creating a new venture with an explicit social purpose, including evaluating the entrepreneurial team, opportunity analysis, and financing requirements. Skills, concepts, and competencies necessary for creating, organizing, and building a new venture, project, or program are examined and applied. The final product for the course is a detailed, professional-quality business plan, which includes organizational form, management team, marketing, and financial plan components. The course includes an examination of the laws and regulations affecting the establishment, operation, and redesign of nonprofit organizations. Students enrolled in the course are expected to have basic budgeting and research competencies.

*Prerequisite: Prerequisite: MGMT-5209 Leading and Managing Social Sector*

*Organizations: Cases and Frameworks or MGMT-5500 Leading and Managing Social Sector Organizations, MGMT-5120 Financial Management, or MGMT-5400 Marketing strongly recommended*

**MGMT-5370**

## Leadership and Change

3 credits

This course focuses on theory and practice of leading and managing change at a variety of levels. At the individual level, it will create an in-depth opportunity for individuals to examine and develop their personal preferences and strategies pertaining to leading and managing change. At the group level, it is concerned with attention to intra- and inter-group processes, systems, and design issues and their management. At the organizational and higher levels, it examines organizational dynamics and understanding the larger environmental factors, which impact leading and managing change in organizations and their effectiveness. The course will create an opportunity to critically examine the major leadership and change theories and their relevance to participants' future works as managers, leaders, and agents of social change. Throughout the course, the themes of justice and social responsibility will receive special attention. The course experience will be a deep and practical exploration of ethical, moral, and performance aspects of leadership and change and the dilemmas, challenges, and strategies they involve as we attempt to build sustainable organizations.

**MGMT-5400**

## Marketing

2 credits

This course examines the principles and practices required to develop and promote the services, ideas, products, positions, and images of organizations. Topics include the design of a marketing strategy and marketing mix, channels of distribution, membership, pricing issues, and customer service. Use of media, advertising, and promotion methods, and relationships with businesses, government, and the community are explored from a multicultural perspective.

**MGMT-5500**

## Leading and Managing Social Sector Organizations

3 credits; offered to students in Vermont only

In this course, students explore approaches to nonprofit, NGO, and social business leadership and management and the practices needed to support social change and sustain a mission-driven organization. Among the

practices explored are working with multiple accountabilities such as constituents, boards of directors, funders, intermediaries, and governments; fostering an organizational culture and business model that supports the social change mission; leveraging resources; dealing effectively with power and authority; encouraging an inclusive, multicultural work environment; operating in a socially responsible and ethical manner; and encouraging an adaptive organization.

**MPIM 5000**

## TOT: Ethics

2 credits

Training Design in Experiential Learning is a pre-requisite; social identity is strongly recommended.)

Training of Trainers (TOT): Ethics is an advanced 'senior seminar' course focusing on social justice training design, ethics and engaged pedagogy. Feminist and critical theory are foundational in the exploration and debate of culturally based assumptions and ethically grounded principles. Critical ethical implications of multicultural engagement, as well as culturally based assumptions and principles applicable to training in both domestic and international contexts, are core to discussions. This course is for students who are seriously interested in becoming training practitioners.

*Prerequisite: ICHR-5025 Training Design for Experiential Learning*

**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. See pages 47-49 for detailed information.

**MPIM-5003 and MPIM-5004**

## Learning and Professional Development Advising

1 credit; offered over two semesters at ½ credit per semester graded P/NP only

This required course is designed to assist students in developing and meeting competencies related to their learning and professional development by completion of the Learning Plan for the on-campus phase of the program, periodic assessment and adjustment of the Plan, monitoring growth in their progression of achievement of degree and program-wide competencies, and completion of the recommended Career Mapping workshops

**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-5150**

## Foundations I: Intercultural Communication and Multicultural Teams

2 credits; Washington, DC, Sustainable Development program only

This course introduces students to the core competencies of effective professionals who are committed to communication, collabo-

ration, community, and viable solutions for a better world. The competencies focus on practice-centered learning and professional development, intercultural communication, leadership, management, and transformational change processes in organizations and society. We explore the foundations of leadership across three dimensions (global, country-specific, and community-based) and from three different perspectives (government, civil society, and private sector). Using a range of tools and approaches (readings, lectures, simulations, case studies, and team-based projects), students will acquire the knowledge and skills needed to become effective leaders of mission-driven and public-private organizations. Coursework focuses on key issues and challenges facing leaders of diverse, multicultural international organizations. We discuss practical aspects of day-to-day management such as organizational design and cross-cultural communications, as well as the dynamic aspects of leadership that drive transformational change, such as motivation and momentum building. Students are introduced to prevailing leadership theories and practices in public and private organizations, within the context of external and global forces that often challenge managers in diverse and unexpected ways.

#### **MPIM- 5151**

Foundations II: Development Management Skills Workshop  
2 credits; Washington, DC, Sustainable Development program only

Managerial roles in organizations supporting sustainable development require the same degree of competence as managerial roles in traditional business organizations. Even though mission-driven organizations are committed to making a difference in the world, these organizations need to be run by good managers to accomplish their missions. This course is designed to provide practical insights and skill development direction around four basic managerial functions:

- Strategy and Leadership
- Sales and Marketing / Fund-Raising Management
- Accounting and Financial Management
- Organizational Development and Human Resource Management

The primary objectives of this course are to help students assess their own relative areas of strength and weakness in the framework of core managerial functions and to develop a

Critical Skills Personal Development Plan.

#### **MPIM-5180**

The Way of Council  
1 credit

This course offers an experiential introduction to The Way of Council--a group process for developing and sustaining direct, honest, heartfelt and effective communication using the "circle" as its organizing principle. Council is a powerful tool in working for peace and social change. It is a great ally in introducing meaningful change in our communities and family relationships, schools, businesses, and organizations. Passing the talking piece in a circle with the intention of speaking authentically and listening attentively inspires deep communication, intercultural understanding and the nonviolent resolution of conflict. By establishing a supportive and compassionate environment, Council encourages storytelling skills, the clarification of values, group-building, collective decision-making and the emergence of a partnership model where initiative, responsibility and leadership are shared by everyone in the circle. The Council process has been used in a wide variety of social change contexts including non-profit organizations, businesses, public and private schools, training settings and communities throughout the USA and around the world. The Way of Council course will deepen participants' understanding of Council's key practices and will enable them to develop a plan for integrating this practice into their own work context and personal lives. Much of the class will be held "in Council", and participants will have an opportunity to lead their own Council circles both in and out of the classroom.

#### **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, and self-designed degree programs.*

#### **MPIM-5514**

Practitioner Inquiry: Quantitative and Qualitative Research Methods  
3 credits; Washington, DC, Sustainable Development program only

This course prepares practitioners to conduct inquiry in the international development field in order to extend learning, solve problems, and expand practice-based knowledge in the field. Issues of applied inquiry design and implementation are explored and skills in data collection and analysis developed. In addition, hands-on exercises as well as class discussions will prepare students to become intelligent consumers of statistical data. Participants develop these skills and practice an inquiry frame of mind through a) working on a research project or part of a research project with World Learning or another international development organization in Washington, DC; b) designing inquiry projects they intend to carry out during the practicum in the field; and c) reading and using the results of inquiry done by others to connect their inquiry and practice to the theoretical and practical bases of the international development field.

#### **MPIM-5515**

Statistics for Practitioners  
1 credit

This course will equip participants with a broad understanding of approaches to quantitative research and statistical methods and software that would assist them in being able to analyze large amounts of data in very effective ways. The course aims to develop a critical understanding of the value of statistical methods and software such as Excel and SPSS. Participants will learn to read and interpret reports that contain descriptive as well as inferential statistics. Participants

will also learn to use Excel and SPSS to create graphs and charts and to use formulae for statistical analysis, and they will learn how to export data files and charts from Excel to SPSS and to other programs.

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This course will equip participants with a broad understanding of approaches to quantitative research and statistical methods and software that would assist them in being able to analyze large amounts of data in very effective ways. The course aims to develop a critical understanding of the value of statistical methods and software such as Excel and SPSS. Participants will learn to read and interpret reports that contain descriptive as well as inferential statistics. Participants will also learn to use Excel and SPSS to create graphs and charts and to use formulae for statistical analysis, and they will learn how to export data files and charts from Excel to SPSS and to other 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; International Education low-residency program only

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 seminar.

### **MPIM-6706 / MPIM-6707**

Reflective Practice

4, 4, and 3 credits respectively; graded P/NP only

Reflective Practice (RP) is the required off-campus part of the Vermont master's degree programs (except for TESOL). It provides an opportunity to explore deeply the learning derived from a focused profes-

sional practice context of a student's choice, allowing each student to test out in practice the theories and concepts highlighted in coursework and to further enhance the skills and awareness developed in the coursework phase. Equally important is the service aspect of RP (emphasis is on responsible action and service); this phase is a special opportunity to make a contribution to the global community. RP is a question-based practitioner inquiry experience leading to an enhanced capacity for lifelong reflective practice, professional development, and global contribution. It consists of the following components: a minimum of six months' practice in an organizational setting, a learning plan approved by one's faculty advisor, a final learning portfolio including a capstone project, and attendance at a capstone seminar on the SIT campus (see *MPIM-6709 Capstone Presentation*).

**NOTE: MPIM-6706 must be taken alone; MPIM-6707 and -6708 may be taken concurrently with advisor approval only.**

### **MPIM-6709**

Capstone Presentation

1 credit; graded P/NP only

Required for all SIT Graduate Institute Vermont master's programs except TESOL and the TESOL low-residency program.

*Prerequisite: MPIM-6706, -6707, and -6708. May be taken concurrently with MPIM-6708, or with MPIM-6707 and -6708 with advisor approval only.*

### **MPIM-6801 / MPIM-6802 / MPIM-6803**

Professional Practicum: 9 credits

Capstone Paper and Seminar: 2 credits

Capstone Presentation: 1 credit

*Washington, DC, Sustainable Development program only*

Reflective practice consists of the following three components.

#### **Professional Practicum**

Following the successful completion of fall semester coursework, each student engages (individually or as a group) in a professional practicum of 12-weeks' duration. Practicum organizations have been pre-identified and practicum projects/products designed to meet the learning goals of this program and also a real need of the practicum organization. Students work on field practicum projects as individuals or in small group teams. All practica are supervised

by a member of the sponsoring organization and academically supervised by SIT. The practicum project and field experience are the basis of learning during the spring semester and for the practicum paper(s). During the field practicum experience, students will apply the knowledge and skills learned in a range of academic and practice-centered courses/workshops and synthesize learning through written documents.

#### **Capstone Paper**

The capstone paper is the culminating academic and intellectual assignment for the Master's program. You will demonstrate your ability to think critically, applying what you have learned in the classroom and through your practicum to a specific research question or product. You have the choice of doing an Independent Practitioner Inquiry Capstone (IPIC) which is similar to a traditional research paper, or doing a track or course-Linked Capstone, which is product-based related to your track.

### **PEAC-5006**

Youth Program Leadership

3 credits

This intensive experiential course will give students hands-on experience participating in and leading activities to develop youth leadership and peacebuilding capacities, including outdoor education, group challenge, teambuilding, trust building, and dialogue facilitation. Students will learn how to teach about global youth issues and civics, how to promote youth advocacy and activism, and how to manage social and conflict dynamics in inter-group youth programs. The course will build skills for youth leadership in such areas as training design, inter-group dialogue facilitation, and global issues curriculum development, e.g., how to engage youth about current issues, such as child labor, global warming, and drug abuse. This course is designed to prepare students to work in and to run major components of social issue-oriented youth programs.

### **PEAC-5375**

Special Topics in Conflict Transformation

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.

#### **PRAC-5000 CONTACT**

Frameworks in Peacebuilding  
*1 credit; graded P/NP only*

This course follows the summer institute at the SIT campus. It has three components. First, the essential conceptual frameworks that underlie the yearlong academic work are established, including models that address the intersection of individual, community, and societal needs in post-conflict social healing and reconstruction. Second, participants evaluate their previous experience, skills, and knowledge of the field to establish professional goals and learning objectives for the year. Third, participants receive training in the use of Internet resources and Web conferencing methods for the distance learning phase of the program.

#### **PRAC-5001 CONTACT**

Practitioner Field Experience  
*2-3 credits; graded P/NP only*

Practitioner Field Experience is a field experience related to the practice of peacebuilding and conflict transformation. CONTACT Certificate faculty work with participants to develop appropriate projects or placements that fit with participants' areas of interests. One credit is awarded for 45 hours of full-time experience.

#### **PRAC-5005 CONTACT**

Mid-Year Field Seminar  
*2 credits; graded P/NP only*

Participants meet in an overseas post-conflict region for a weeklong seminar led by faculty and experts from the region. The seminar gives participants the opportunity to gain a deeper understanding of the conflict dynamics of a particular region, to assess the effectiveness of a range of peacebuilding interventions, and to discuss challenges and lessons learned with local practitioners. Participants also share progress on their reflective practice projects with certificate faculty and peers.

#### **SDIS-5005**

Economics  
*3 credits; offered to students in Vermont only*

This course explores the macroeconomic environment within which organizations

operate, identifying and examining the macroeconomic forces that managers must understand and consider in their direction of an organization, program, or project. Sources of macroeconomic information and how to incorporate them in decision making are examined. Specific emphasis is placed on the needs and requirements of nonprofit organizations in the contemporary environment.

#### **SDIS-5007**

Economics  
*3 credits; Washington, DC, Sustainable Development program only*

This course is a multidisciplinary approach to understanding and exploring the many dimensions of economic principles and this newly globalized economic environment. The course takes a theoretical and applied approach to the study of fiscal and monetary policy; trade policy; foreign direct investment; balance of payments; foreign exchange; capital flows; and currency crises. Relying heavily on case studies and real-life examples, students examine the impact of government policies on businesses and NGOs, and vice versa, and are thus prepared for the challenges and opportunities of the global economy. The course also explores the macroeconomic environment within which organizations operate, identifying and examining the macroeconomic forces that managers must understand and consider in their direction of an organization, program, or project. Sources of macroeconomic information and how to incorporate them in decision making are examined. Specific emphasis is placed on the needs and requirements of nonprofit organizations in the contemporary environment.

#### **SDIS-5020**

Issues in Sustainable Development  
*3 credits; offered to students in both Vermont and Washington, DC*

This course takes a key issue in sustainable development and, through appropriate case studies and readings, explores the issue in depth. Previous courses have included such topics as the environment, women and gender issues, and the role of microenterprise. The particular issue is dependent on faculty availability and expertise.

*Prerequisite for the globalization issue: SDIS-5005 or SDIS-5007 Economics; other issues courses have no prerequisites.*

#### **SDIS-5022**

Training for Social Action  
*3 credits*

This course is both introspective and practical in nature. It offers participants an opportunity to gain a more in-depth understanding of what they bring to the process of social change. Increased awareness and skill building in the areas of listening, strategic questioning, participatory decision making, and ethics are primary to the course.

*Prerequisite: ICHR-5025 Training Design for Experiential Learning*

#### **SDIS-5220**

Policy Advocacy  
*3 credits; offered to students in Vermont only*

This course focuses on the policies of major institutions in society and the processes by which those policies are made, implemented, and enforced. The course enhances participants' skills for influencing those processes and thus affecting policy outcomes, with special attention to working in civil society organizations, networks, and coalitions. Different sections of the course may have a particular emphasis on specific target institutions and contexts: public policy of governments, corporate policy of businesses, and development policy of international institutions such as the UN and World Bank.

#### **SDIS-5223**

Policy Advocacy Concepts  
*1 credit; offered to students in both Vermont and Washington, DC*

In this course, students develop a foundational understanding of the processes by which citizens and civil society organizations influence the formulation and implementation of policies by governments, corporations, and other powerful institutions. Students will become familiar with several advocacy campaigns or initiatives (local, national, or international) and with several different frameworks for describing and analyzing them.

#### **SDIS-5224**

Policy Advocacy: Practice  
*2 credits; offered to students in both Vermont and Washington, DC*

This two-week, full-time course builds on the content of the one-credit Policy Advocacy Concepts course offered in the fall semester. It revisits, with more detail

and sophistication, the core elements of an advocacy campaign: advocates, policy, politics, and strategy. In addition, significant attention is given to case study research methods, including assessing process and outcomes and synthesis of generalizable lessons.

*Prerequisite: SDIS-5223 Policy Advocacy Concepts*

#### **SDIS-5225**

Policy Analysis and Advocacy Methods  
3 credits; offered to students in both Vermont and Washington, DC

This course provides students with the opportunity to deepen analytic research and applied competencies relevant to topics of their interest. Students develop competencies related to writing briefs for policy makers based on extensive analysis of policy options and political contexts, and enhance competencies related to the messages, media, and other communication strategies in the context of advocacy campaigns.

*Prerequisite: SDIS-5220 Policy Advocacy or SDIS-5224 Policy Advocacy: Practice*

#### **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, taught now for almost 20 years, is designed to provide 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. The case study proposed for this section is immigration.

#### **SDIS-5350**

Leadership, Community, and Coalition Building  
3 credits

This course introduces various theoretical frameworks relevant to current leadership and community-building models. The course provides practical experience in the art of multicultural community-based coalition building with a focus on empowerment for diverse communities.

#### **SDIS-5375**

Special Topics in Sustainable Development  
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.

#### **SDIS-5500**

Theory and Practice of Sustainable Development  
3 credits

This course is an introduction to development theory and practice. Specifically, it covers theoretical concepts useful to understanding and analyzing development projects and programs. It further provides an introduction to models of development shaped by historical and transnational dynamics, international institutions, the state and people's movements. Using examples from the global north and south, this course enables students to define their own theory of sustainable development.

#### **SDIS-5503**

Theory and Practice of Sustainable Development  
3 credits; Washington, DC, Sustainable Development program only

This course is an introduction to the theories, discourse, and practice of development over the years and is designed to critically review the policy, political, and power contexts of development. The course helps students define and analyze what is meant by sustainable development; provides historical context; and distinguishes between dependency, modernization, and postmodern, neo-liberal, and other emerging innovative development approaches such as social movements, social entrepreneurship, social accountability, global citizenship, and indigenous culture and heritage revival. Dimensions of sustainability in development will be derived by examining several areas, including women, population, environment, culture, government, and

NGOs in development. Specific attention will be paid to various donor approaches in development and local capacity development impact through examination of a range of case studies in various world regions.

#### **THRD-5070**

Popular and Nonformal Education  
2 credits

This course addresses the purposes and types of non-formal education and its connection to popular education. The historical roots of popular education are explored, as well as its contemporary uses in Latin and North America, Africa, and Asia to address educational needs of marginalized groups. Students develop skills in designing and critiquing popular education programs. Many popular education experiential activities will be used.

*Prerequisite: ICHR-5025 Training Design for Experiential Learning*

the practicum in the field; and c) reading and using the results of inquiry done by others to connect their inquiry and practice to the theoretical and practical bases of the international development field. to build will prepare participants for future coursework, for their practicums, and for their work in the field of IHS.



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# Language and Culture Department

## Language Department's Mission

SIT Graduate Institute's Language and Culture Department pursues two related missions: to build and maintain a campus community rich in diversity and to provide language courses designed to meet the needs of students and others requiring or desiring language proficiency to enable them to function effectively in another culture.

## Language and Culture Proficiency Requirements

It is highly recommended and strongly encouraged that students complete this requirement before departing campus after their first year. The language and culture proficiency requirement can be fulfilled in a variety of ways, depending upon the skills and needs of the student. Incoming students will participate in a self-assessment to help them determine the method of fulfillment most suitable to their goals and needs. This self-assessment will be carried out through a combination of advising by on-campus advisors and assessment of language skill by the SIT Language and Culture Department, the latter at the student's initiative. For all students, regardless of their selected option, study of a second language at SIT is strongly encouraged, including continued study of English, if appropriate.

### For Native Speakers of Languages Other Than English

The requirement is fulfilled either 1) by passing the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) with a score that satisfactorily meets the SIT admissions requirement or 2) by submitting a university transcript that demonstrates successful study at an English-medium university for at least four years prior to applying to SIT.

### For Native Speakers of English

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

1. Focus on one language: The requirement is fulfilled by passing an ACTFL proficiency exam in a target language at the Intermediate High level (see [www.actfl.org](http://www.actfl.org)). This option would most likely fit the needs of students who already have strong skills in a foreign language and/or plan to work in a particular culture/country that requires that language.
2. Focus on sociolinguistics, intercultural communication, and the role of language and culture in one's field of professional practice: The requirement is fulfilled by constructing a portfolio that documents the following:

- a) The taking and passing of two semesters of language study at SIT, or their equivalent at another institution; documentation for the language and culture proficiency requirement will consist of a transcript showing successful completion of this study.
- b) Completion of the 45-hour Guided Self-Instruction (or Field Guided Self-Instruction for students abroad) program through the SIT Language and Culture Department. Students may choose to do the Guided Self-Instruction (GSI) at any time during their studies and/or may do it as a short-term intensive study program. Documentation for the GSI will consist of all components as defined in the GSI handbook.
- c) Satisfactory accomplishment of one of the following:
  - Write an in-depth analytical 5-8 pages in length. Prior Prepare and offer a workshop focused on language and intercultural communication for SIT, organization, or community audiences; documentation for the language and culture proficiency requirement will consist of the workshop outline and materials, a summary of participants' evaluation of the workshop, plus the student's three- to five-page self-assessment of learning about language and culture. Prior to seeking this option, the student must obtain approval of the paper's scope and topic from the language requirement coordinator. Or...
  - Prepare and offer a workshop focused on language and intercultural communication for SIT, organization, or community audiences; documentation for the language and culture proficiency requirement will consist of the workshop outline and materials, a summary of participants' evaluation of the workshop, plus the student's three- to five-page self-assessment of learning about language and culture.

## Supervision

For the initial assessment and decision making, students' advisors work in conjunction with Language and Culture Department staff to help students assess the best option for their needs and to supervise the incorporation of that option into the learning contract / advising process. Students hold the major responsibility for determining the best options for themselves and laying out the plan for fulfilling these with their advisors.

## Monitoring of Progress

Students are responsible for monitoring their progress toward achieving the language and culture proficiency requirement. They may request assistance or reassessment from their advisors or language proficiency coordinator. Students who have completed

all other requirements for the degree except the language and culture proficiency requirement are not eligible to participate in the graduation ceremony.

### Language Proficiency Assessment

The Language and Culture Department will evaluate language proficiency for option one. For option two, the language coordinator at the Language and Culture Department will evaluate the GSI report. The language proficiency coordinator will evaluate the other components of the portfolio and determine if the overall portfolio fulfills the language and culture requirement. The final overall grade for option two is assigned by the appointed graduate Language and Culture faculty.

### Language Class Format

The department's language courses address the four skill areas—listening, speaking, reading, and writing—although emphasis is normally on aural/oral skills. To help students gain proficiency, language instructors employ a variety of communicative approaches. Classroom work emphasizes both the cultural appropriateness of language customs as well as grammatical accuracy.

In class, students are immediately involved in direct use of the language and are encouraged to assume responsibility for their own learning process. Language and Culture Department staff are available to help students explore their personal learning styles and language-learning strategies and plan their short- and long-term language learning. The department occasionally offers group training in language-learning strategies.

Language classes are participatory, communicative, and interactive. They include classroom instruction supplemented by homework, some of which may be computer-based. All courses, from beginning to advanced levels, address performance tasks, linguistic mastery, and the development of understanding attitudes toward the target language and culture. Classes meet twice weekly throughout each academic semester.

Language classes run for 12 weeks in the fall and spring semesters. Two-week intensive courses are offered in January. Classes are offered in a selection of less commonly taught languages (e.g., Arabic, Chinese, Japanese, and Portuguese) and at several levels in Spanish and French. American Sign Language classes are also available.

English as a Second Language (ESL) is offered at the advanced level for nonnative English-speaking SIT students immediately before the start of the academic year and from September through May. Courses strive to lead students to maximum achievement in accordance with their ability, objectives, and academic and professional goals. Students must make special arrangements for the Intensive Academic Preparation course that begins in August.

The Language and Culture Department offers a Guided Self-Instruction (GSI) option for students whose language learning

needs fall outside classroom offerings. Enrollment in this option depends on the resources available, regular language classes offered, and program requirements.

To support all SIT students, the Language and Culture Department's Writing Lab provides writing-skills tutors during the academic year. Tutors work with students individually to improve their writing skills.

### Evaluation

A Pass / No Pass grading system is used in all language classes. Pass / No Pass grades are assigned by language course instructors and are based on completion of course requirements and achievement. Courses are noted on official transcripts as part of the student's permanent academic record.

At the end of each term, instructors will also estimate proficiency levels using the ACTFL Proficiency Guidelines—Speaking. These estimates are for student information only and are not sufficient for program oral proficiency requirements.

### Eligibility, Requirements, and Credits

Language classes are available to all SIT students as well as to World Learning staff and Brattleboro-area community members on a space-available basis. Enrollment priority is given to SIT students, then to community members, and then to World Learning staff, in that order.

Two undergraduate credits are awarded for the successful completion of language courses at any level. January intensive courses are offered for one or two credits depending on the course. Courses are only offered on a for-credit basis. SIT students are not permitted to audit language classes.

Students taking advantage of the GSI option will be awarded two undergraduate credits per semester upon satisfactory completion of their GSI portfolio.

**Note:** *Language and Culture Proficiency is not required for the following:*

- *MA in Sustainable Development: International Policy and Management (Washington, DC Center)*
- *MA in TESOL*
- *Graduate Certificate in Conflict Transformation*
- *Graduate Certificate in International Education (Online with Short Residencies in Vermont)*
- *Graduate Certificate in Inclusive Security: International Policy and Practice*
- *Graduate Certificate in Monitoring and Evaluation*

*continued*

## Language and Culture Department Course Descriptions

Language courses are designed according to curricula based on the ACTFL Proficiency Guidelines—Speaking (see [www.actfl.org](http://www.actfl.org)). Student placement is based on a combination of self-assessment and standardized evaluations. All language courses include learning about the relevant cultures.

### Beginning Language 1000

This is an introductory course for students with no prior background in the target language. Participants are introduced to sound and structure with an emphasis on the development of basic conversational skills, including necessary vocabulary. Completion of this level enables the individual to satisfy elementary needs and minimum courtesy requirements.

*Prerequisite: none; offered only in the fall semester and January intensive session*

### High Beginning Language 1500

This course is a continuation of Beginning Language 1000. This course will focus on reinforcing the fundamentals for basic conversation as well as vocabulary. Additionally, students will expand their repertoire of key phrases necessary to express basic concepts.

### Intermediate Language 2000

This course is designed to remediate and build upon existing skills, to expand knowledge of grammar, increase vocabulary, and further develop proficiency. Completion of this level enables the individual to satisfy routine demands in most social situations and engage in most nontechnical conversations. The course may be composed of students at various levels of intermediate proficiency. Depending on enrollment, the Language and Culture Department may offer several groups at the intermediate level; students will then be divided into sections based on assessed ability.

*Prerequisite: an ability to satisfy immediate needs with learned utterances, often attainable from one to two years of study or use, or from experience in the field, as assessed by placement testing*

### Intermediate High Language 2500

An intermediate high language course builds on material learned in an Intermediate Language 2000 course. Students will work on building confidence conversing in the target language as well as language necessary for social exchanges of personal information.

### Advanced Language 3000

In this course, participants develop existing skills in language and culture at an advanced level with emphasis on their specific needs; advanced courses may include significant reading and writing requirements. Literary works may be included in the advanced curriculum. The goal of this course is to help students attain a high level of knowledge of and competence in the language in all four skill areas.

*Prerequisite: a high degree of proficiency in the language, as assessed by placement testing*

### Guided Self-Instruction (GSI)

GSI is offered in a wide variety of less commonly taught languages. Although the program attempts to accommodate all language requests, this is not always possible. The GSI curriculum has stringent requirements and is best suited for students who are highly motivated and self-disciplined. Students enroll in GSI-1000 (beginning), GSI-1500 (high beginning), GSI-2000 (intermediate), GSI-2500 (intermediate high), or GSI-3000 (advanced), based on the ACTFL Proficiency Guidelines—Speaking. (See [www.actfl.org/performance-guidelines-faq](http://www.actfl.org/performance-guidelines-faq) for details.)

Students may enroll for two GSI credits per semester. Students are required to purchase a GSI handbook and to design a course of language study according to their own individual goals and needs. Language learning goals are pursued through work with textual and audio or audiovisual materials and through regular meetings with fluent practice partners. Students are required to participate in group strategy sessions to develop effective self-directed language-learning skills.

### Advanced English

This course is designed to assist SIT students who are nonnative speakers of English in improving their English language skills. The focus of the course is to develop and strengthen academic writing skills and further develop speaking and listening skills. Students gain a better understanding of essay organization and unity, clarity of expression, and appropriate style. Through presentations, discussions, and the use of video, students gain confidence in expressing themselves in English, especially within the SIT context. English grammar structures are also taught.

Additionally, when SIT classes are in session, writing-skills tutors are available in the Writing Lab. In one-on-one sessions, tutors help students improve their writing skills by assisting them in evaluating their individual challenges and identifying strategies for more effective writing.

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# SIT Graduate Institute Admissions

Professional experience, academic ability, career goals, cross-cultural experiences, ability to work well with others, adaptability, ability 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.

SIT admissions officers work with individual applicants from initial inquiry to arrival on campus. 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.

## Application Checklist for Graduate Programs

- A completed online application
- A \$50 (US) application fee
- A 1,000- to 1,500-word essay, typed in English, answering all essay questions
- A summary of professional work in the application (or professional résumé or curriculum vitae)
- Three (3) letters of reference
- Official transcripts from all previous colleges or universities (including directly enrolled study abroad programs). To be considered official, the transcript must contain the institution's stamp or other certification that clearly indicates authenticity. 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:

1. Your name
2. The institution's name
3. The dates you attended the institution
4. The titles of the specific courses or subjects in which you were enrolled
5. The number of hours of instruction or other learning involved in each course or subject
6. The grade, mark, or other evaluation you received for each course or subject
7. Any degree, diploma, certificate, or other qualifications awarded for completion of studies

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

## Admission Criteria

### Master of Arts in TESOL

- US bachelor's degree from an accredited institution or equivalent from a non-US institution, demonstrating academic ability
- Relevant experience, including language learning and language teaching (minimum one year preferred)
- Intercultural experience
- Excellent communication skills
- Demonstrated ability to use previous experience as a source of learning
- An understanding of the structure and philosophy of the program

### **To be considered for admission to the low-residency MA in TESOL program, an applicant must meet the following criteria in addition to the criteria above:**

- A minimum of two years of second-language teaching experience
- Intercultural experience
- Experience and familiarity with instructional technology, distance learning, and/or independent learning
- Demonstrated capacity for self-directed learning
- An understanding of the structure and philosophy of the low-residency MA in TESOL program
- A job teaching ESOL for the September to June period between the two summer coursework sessions

### **Master of Arts in Sustainable Development: International Policy and Management (Washington, DC Center)**

- US bachelor's degree from an accredited institution or equivalent from a non-US institution, preferably in the social sciences or a professional field related to community and/or international development
- Intercultural and professional experience, preferably in the field of community and/or international development
- Demonstrated ability to use experience as a source of learning
- Strong writing and other communication skills in English

Although it is not a degree requirement, students will be strongly encouraged to learn a second language or do additional language study and projects during or following the program.

*continued*

### All Other Degrees and Certificate Programs

- US bachelor's degree from an accredited institution or equivalent from a non-US institution, demonstrating academic ability
- Intercultural and professional experience
- Demonstrated ability to use previous experience as a source of learning
- An understanding of the structure and philosophy of the program

**In addition to the above, applicants to the Graduate Certificate in Monitoring and Evaluation (Washington, DC Center) must have some exposure to monitoring and evaluation in the context of international development projects.**

**In addition to the above, applicants to the low-residency MA or Graduate Certificate in International Education are already practicing professionals in the field who meet the following criteria:**

- Experience and familiarity with instructional technology, distance learning, and/or independent learning
- Demonstrated capacity for self-directed learning

### 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 PET (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.

### Non-Matriculated Students

Members of the community 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 not required.

#### Expectations

Non-matriculated students will be expected to attend and participate in all classes and complete coursework and projects as assigned. (This does not apply to non-matriculated students auditing a course.) As described in greater detail earlier in this catalog, SIT's educational approach is based on the principles of adult learning, of experiential education, and of learner empowerment. See page 7.

#### Credits

Non-matriculated students may take up to six credits of coursework 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 2017-18

### 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 two years.

#### Maximum Credit Allowance

Additional classes may be taken beyond the maximum credit allowance for your course of study at the per credit rate. See details on the program descriptions beginning on page 13.

#### Room and Meals

Each student whose program is located on the Vermont campus is sent a housing request form when she/he makes an enrollment deposit. The student must submit a \$100 housing deposit and a completed housing request form to reserve a room on campus. The deposit is applied toward the student's first semester housing costs. The housing deposit is nonrefundable.

If the student plans to live off campus, a housing deposit is not required. However, the student should submit the housing request form indicating she/he will live off campus. If a student moves off campus while enrolled in the on-campus phase of the program, the student incurs a \$450 fee for breaking the housing contract. Meal charges are refunded on a prorated basis.

All students living on campus are required to take part in the meal plan. Please see the meal plan brochure; the brochure will have additional options for off-campus students.

SIT does not have housing for students in the DC area, thus no housing request form will be sent. All students in DC live off campus.

#### 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 also undertake site visits to potential internship locations. These can be day trips, or up to a week of travel, depending on the program. Expenses will vary depending on the location.

Students may be able to reduce their costs by using group and student rates and/or by networking with alumni and friends.

Expenses during the reflective practice, practicum, and teaching internship vary depending upon the individual's choice of position. Most positions involve additional expenses, such as US or international transportation, food, lodging, and personal expenses. Some students volunteer their services to the organization and pay all their own expenses; others take positions that include room and board, a homestay, transportation, a stipend or salary, or a combination of these.

#### 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* | \$750/765 per credit |
| Graduate credit       | \$950/965 per credit |
| Graduate audit        | \$475/485 per credit |

\*for courses offered through the Language and Culture Department

#### Part-Time Option (not available for the MA in TESOL program)

Students completing a degree using the part-time option will be charged 50 percent of the current tuition rate and 100 percent of the fee rate for each enrollment period. A part-time student is defined as a student who has chosen to pursue the on-campus phase of a program over the course of four academic terms. A part-time student must be enrolled in seven to eight credits per semester.

Students who wish to change their student status after the fall semester may do so only with the written permission of the academic dean and the registrar. Students who change their

student status at any point while pursuing the degree will be assessed a per-credit fee for all remaining courses based on the difference between the current full-time tuition and the tuition they have already paid. Please refer to the Academic Policies section for additional information on part-time student status.

## Maximum Credit Load for Full-Time Students

MA in TESOL students may enroll in courses outside their areas of concentration only with the permission of the course instructor, their faculty advisor, and the program chair. Students will be charged the per-credit fee for any courses outside their areas of concentration. A student taking an undergraduate language course may do so at no extra charge.

All other students may take up to 36 graduate credits over the course of the two semesters of their on-campus phase. Language classes are offered for undergraduate credit and do not count toward the 36 credits. After the Spring II add/drop period, students will be charged a per-credit fee for each graduate credit they are registered for over the 36-credit limit.

## 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.

The withdrawal policy is the standard withdrawal policy outlined in the following section.

## 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:

Field Course payment, and withdrawal policy

| Time of Withdrawal                                | Tuition Refund Amount |
|---|-----------------------|
| 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, 2017                     | 50%                   |
| After October 29, 2017                            | No refund             |

Fees and insurance are nonrefundable. Room and board will be refunded on a weekly, prorated basis. 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.

o refund

Fees and insurance are nonrefundable. Room and board will be refunded on a weekly, prorated basis. 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 Courses

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.

Field Courses Payment, and Withdrawal Policy

Field course costs include both direct and indirect expenses. Field course fees 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 registra-tion; the remaining course fee balance is due no later than the November 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.

## SIT Graduate Institute Fulltime Masters Program Academic Year 2017-18

### On Campus Phase

**First Semester** (Due August 1, 2017 or term September 5, 2017 to December 15, 2017) \*\* Note that Student Arrival date is August 30, 2017)

| <u>Tuition</u> | <u>Fees</u> | <u>Meal Plan</u> | <u>Room</u>            |
|----------------|-------------|------------------|------------------------|
| \$16,925.00    | \$990.00    | \$1,995.00       | Single-<br>-\$2,340.00 |

**Second Semester** (Due November 14, 2017 for term January 8, 2018 to May 12, 2018) \*\*Note that Student Arrival date is August 31, 2017)

| <u>Tuition</u> | <u>Fees</u> | <u>Meal Plan</u> | <u>Room</u>        |
|----------------|-------------|------------------|--------------------|
| \$16,925.00    | \$990.00    | \$1,995.00       | Single- \$2,340.00 |
|                |             | \$1,495.00 TESOL |                    |

### Off Campus Semesters Reflective Practice Phase, Portfolio

| <u>Tuition</u>          |                               |
|-------------------------|-------------------------------|
| \$3,354.00 per Semester | Payment due upon registration |

## DC Graduate Institute Fulltime Masters Program Academic Year 2017-2018

### On Campus Phase

**First Semester** (Due August 1, 2017 for term September 6, 2017 to December 16, 2017)

**Second Semester** (Due November 21, 2017 for term January 8, 2018 to May 12, 2018)

**Third Semester** (Due May 1, 2018 for term May 15, 2018 to August 11, 2018)

| <u>Tuition</u> | <u>Fees</u> | <u>Tuition</u> | <u>Fees</u> | <u>Tuition</u> | <u>Fees</u> |
|----------------|-------------|----------------|-------------|----------------|-------------|
| \$16,925.00    | \$660.00    | \$3,354.00     | \$660.00    | \$16,925.00    | \$660.00    |

For 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.

## SIT Graduate International Education Low Residency Academic Year 2017-18

### On Campus Phase

**First Semester** (Due May 1, 2017 for term June 6 to August 19, 2017)

**Second Semester** (Due August 1, 2017 for term September 6 to December 16, 2017)

**Third Semester** (Due November 14, 2017 for term January 8 to May 12, 2018)

| <u>Tuition</u> | <u>Fees</u> | <u>Meal Plan</u> | <u>Room</u> | <u>Tuition</u> | <u>Fees</u> | <u>Tuition</u> | <u>Fees</u> |
|----------------|-------------|------------------|-------------|----------------|-------------|----------------|-------------|
| \$6,665.00     | \$480.00    | \$336.00         | \$364.00    | \$6,655.00     | \$480.00    | \$6,655.00     | \$480.00    |

## SIT Graduate TESOL Low Residency Academic Year 2016-2017

### On Campus Phase

**First Semester** (Due May 1, 2017 for term June 6 to August 19, 2017)

**Second Semester** (Due August 1, 2017 for term September 6 to December 16, 2017)

**Third Semester** (Due August 1, 2017 for term September 6 to December 16, 2017)

| <u>Tuition</u> | <u>Fees</u> | <u>Meal Plan</u> | <u>Room</u> | <u>Tuition</u> | <u>Fees</u> | <u>Tuition</u> | <u>Fees</u> |
|----------------|-------------|------------------|-------------|----------------|-------------|----------------|-------------|
| \$3,600.00     | \$485.00    | \$525.00         | \$567.00    | \$3,600.00     | \$485.00    | \$3,500.00     | \$485.00    |

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# 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, health insurance, 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), or the SIT International Student Financial Aid Form (FAF) for international students to determine a student’s unmet need. By completing the FAFSA, or SIT FAF, the expected family contribution (EFC) is determined; if that number is less than the cost of attendance, then the student has demonstrated financial need. The FAO then determines the student’s eligibility for federal and/or institutional funds to help make up the difference between the COA and the EFC.

## 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 prior to their first semester of enrollment: 1) complete and submit the SIT International Student Financial Aid Application and 2) provide evidence that they have sufficient funds to finance their education in the US. US students should submit their FAFSA by February 15. International students should complete the SIT FAF by January 31.

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 WebAdvisor 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. Examples of these circumstances include financial support of other family members, unreimbursed medical expenses, or long-term loss of employment. Requests for reconsideration should be sent directly to the director of Financial Aid 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 grant 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 US citizens / permanent residents, SIT scholarships are awarded to eligible students for their first year of study only and applied directly to tuition and fees. International students may be awarded SIT scholarships to help assist with the cost of tuition for more than their first year of study. 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 US 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***

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## **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.*



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 means 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 is fixed at 5.84 percent, with an origination fee of 1.068 percent charged by the federal government. Repayment begins six months after you graduate.

#### *Unsubsidized Loan Application Process*

**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).

**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. When each loan is disbursed 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 6.84 percent. Interest starts accruing on this loan at the time of disbursement. An origination fee of 4.272 percent will be charged. Federal Direct Grad PLUS Loan repayment can be delayed until six months after you graduate or are no longer enrolled at least half time.

#### *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).

#### *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. When each loan is disbursed, 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.

#### *Exit 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 rescis-

sion 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.

### **Student Employment**

#### **Federal Work Study**

SIT participates in a Federal Work Study program that allows eligible students to earn part of their college costs through part-time employment in positions on the SIT Vermont campus, the DC office, or in a limited number of local community organizations. Students with a work study position generally work between 8 and 10 hours each week. The rate of pay complies with the minimum wage law in the State of Vermont or in the District of Columbia. Approximately 60 percent of students have a work position. Students are paid bi-weekly for the hours worked. Students must complete a Work Authorization Form, I-9, and W-4 prior to starting a work study position.

#### **SIT Work Opportunity**

The SIT Work Opportunity program supports the part-time employment of international students who need the income to help pay for the cost of their education. A variety of employment opportunities are available each year. Most student employment opportunities are funded through this program, and only students who are awarded work opportunity funding as part of their financial aid package can participate. The rate of pay complies with the minimum wage law in the State of Vermont or in the District of Columbia. Students must complete a Work Authorization Form prior to starting a work opportunity position. **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 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

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# 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, ie. in fall for spring, in spring for summer, in summer for fall. Entering students register for classes during orientation wRegistration for the DC summer term occurs in March.

Fulfillment of registration requirements is the student's individual responsibility. Students should consult with their academic advisor 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 Moodle (SIT's online learning course management system) and in the Registrar's Office. Independent studies must be added by the end of the drop/add period for the semester. Students in on-campus programs may take no more than two credits of independent study each semester during the on-campus phase.

### Add/Drop Period

Students have the first two weeks of the fall term II and spring term II to make changes to their schedules. For fall and spring term I courses and for courses of one or two credits, 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. There is no late registration period during the on-campus phase, which means all additions and deletions to student schedules must be made prior to the end of the add/drop period. 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 on Moodle and in 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 count as part of the student's GPA. 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 Moodle 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.

If an MA in TESOL student withdraws from a teaching internship for any reason other than a medical leave of absence, or if a student fails the internship, the Department of Language Teacher Education will have no obligation to place the student in another internship without a full review of the reasons for the withdrawal or failure. If the student is granted another internship, the student will be billed at the per-credit rate upon registration for the internship.

### Cross Registration

If a student has a special course interest or need beyond the scope of courses regularly offered in their own program, the student may register for courses offered in another SIT degree program with the prior, written approval of the degree chair. A Substitution/Waiver form, available on MySIT and in the Registrar's Office, must be completed and submitted to the registrar to be recorded in the student's permanent academic file.

MA in TESOL students may enroll in courses outside their areas of concentration only with the permission of the course instructor, their faculty advisor, and the program chair.

Matriculated students wishing to take an undergraduate language course may do so without completing a substitution form, and at no additional tuition charge.

## 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. On-Campus students may take up to 33 graduate credits over the course of the two semesters of their on-campus phase. Language classes are offered for undergraduate credit and do not count toward the 33 credits. The single-credit MPIM-5003/5004 Learning and Professional Development Advising is included in the 33 credit maximum. . After the second on-campus semester add/drop period, students will be charged a per-credit fee for each graduate credit for which they are registered over the 33 -credit limit.

Students in the Master of Arts in TESOL and International Education low-residency programs should consult that section of the catalog for specific program requirements.

## Course Audit Policy

With advance permission of the instructor and on a space-available basis, full-time matriculated students may audit one on-campus course per semester at no additional tuition charge. The instructor establishes the conditions under which the student may audit. A course may not be changed from audit to credit or credit to audit after the add/drop period for the term in which the course is taken. Programs may designate courses that are not appropriate to be audited. An audited course may not be retaken for credit. Audited courses are posted on the student's permanent transcript with the grade notation of "AU" and no academic credit is awarded. Language and independent study courses may not be audited. An audit form is available on MySIT and in the Registrar's Office.

## 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 Campus Life 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

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.

## Attendance Policy

Due to the intensive nature of SIT programs, and the importance of student and teacher contributions in each and every class session, attendance at all classes is required. Criteria for evaluation of student performance for each course always include attendance. This policy requires that a student who expects to miss a class must inform the course instructor in advance. A student who expects to miss from two days to one week of consecutive classes must inform his or her advisor, in addition to making necessary arrangements with the course instructor(s) for complying with the syllabus requirements. A student who expects to miss more than one week of classes must request written approval from the academic dean.

## 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 TESOL**

|                           |           |
|---------------------------|-----------|
| Fall and spring semesters | Full time |
| Internship phase          | Half time |
| MA in TESOL portfolio     | Half time |

Enrollment status during the six-credit internship phase may not exceed a period of one academic semester. Enrollment status during the MA in TESOL portfolio phase may not exceed a period of one academic semester. MA in TESOL students will only get one semester of enrollment status no matter how long it takes to complete their portfolio.

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

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

### **All Other Degrees**

|                           |           |
|---------------------------|-----------|
| Fall and spring semesters | Full time |
| Reflective Practice       | Half time |

Students have five years from the time they enter the program to complete all degree requirements. (For any student who, because of special circumstances, studies part-time during two consecutive on-campus academic years, the program entry date is calculated from the beginning of their second on-campus year.) A student who does not complete all degree requirements (including the language and culture proficiency requirement) within five years of the entry date will be withdrawn from the program. A student with extenuating circumstances must apply to the dean of the program for an extension.

A part-time graduate student is defined as a student who has chosen

to pursue the on-campus phase of a program over the course of four academic semesters. Students completing any degree using the part-time option will be charged 50 percent of the current tuition rate and 100 percent of the fee rate for each of the four semesters. A part-time student must be enrolled in three to eight credits per semester. Students who wish to change their student status after the fall semester may do so only with the permission of the academic dean and the registrar. Students who change their student status at any point while pursuing the degree will be charged for all four semesters.

Students who choose to change from the full-time to the part-time option must declare their intent in writing by the end of the fall semester. Students must have written approval from their academic advisor and the academic dean. International students must also have the written approval from the director of the Office of International Students and Scholars. The academic advisor will work with the student to put a four-semester plan in writing. This plan must be kept on file at the program office and the office of the registrar. Once the plan is approved, the registrar will inform Student Accounts so necessary adjustments can be made.

## 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. Students should notify the faculty member of any conflicts due to religious holidays well in advance of any anticipated absence. 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 time 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:

1. 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.
2. 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.
3. 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.
4. 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 for graduation.
5. Quarter-hour credits are converted to semester hours by multiplying by 0.6.
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.

7. 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 program director 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.
8. Courses taken more than five years prior to matriculation will not be considered for transfer.
9. No transfer credit can be applied toward completion of the graduate certificate programs.

## 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                                 |
| CR       | Credit by examination                   |
| 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   |

*continued*

The MA in TESOL degree program uses the Pass / No Pass grading system. No GPA is awarded. Students in the Washington, DC, MA in Sustainable Development program are not eligible to take courses on a Pass / No Pass basis.

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 which the course is taken.

Final course grades are due in the Registrar's Office two calendar weeks (14 days) after the last day of 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 and may have financial implications, 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 his/her 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 his/her 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- or below is earned must be repeated.***

#### **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. A grade of Incomplete (I) may only be awarded due to serious illness or other extenuating circumstances. The student must submit a documented, written request for a grade of Incomplete to the instructor. The instructor and the program chair must approve the Incomplete and submit the form to the Registrar's Office no later than the semester deadline 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 must submit the final grade to the registrar within 90 days of the last day of the semester. If the final grade is not submitted to the registrar within 90 days of the semester's end, the Incomplete will convert to a Fail (F) or No Pass (NP).

## 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 Change of Final Grade 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.

## 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 phases 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.

## Academic Review Board

The Academic Review Board is responsible for hearing academic grievances from students in such areas as:

- evaluation of individual assignments, courses, theses, and internships;
- implementation of courses according to the published syllabi; and
- fair application of program and school policies.

The Academic Review Board is made up of faculty representatives from each academic program and the registrar.

The Academic Review Board does not address complaints regarding the content or design of a course, methodology used in a particular course or a similar issue involving a faculty member, or a program's prerogative or waivers of policy.

Procedures governing the filing of grievances, including grade appeals, are listed below:

### Appeal Process

**Step 1:** The student requests in writing within six months from the end of the grading period a reevaluation from the individual or program against whom the grievance is being made. Attempts are made to settle the grievance satisfactorily at this stage.

**Step 2:** If no satisfactory resolution results, the student submits the appeal in writing to the appropriate degree chair or academic dean within 60 days of having received a reevaluation. The student is responsible for providing adequate documentation to support the appeal. Relevant documents must be submitted with the written appeal to the degree chair or academic dean.

**Step 3:** The person to whom the grievance is directed is to submit a response to the student's appeal for the Board's review. The program director or academic dean submits the written appeal to the Board with the student's supporting documentation, the instructor's / academic director's documentation, and a letter stating why the student's appeal was rejected. The degree chair or academic dean then notifies the individuals involved that the grievance is being filed with the Board.

**Step 4:** The registrar informs the parties involved in the grievance of the date set for the review of the appeal. All documentation for the appeal must be submitted to the Board one week in advance of the scheduled meeting. Meetings are scheduled as needed. No new appeals will be considered from June 1 through August 31.

**Step 5:** The Board will take reasonable steps to deal with the grievance in a timely manner. Under normal circumstances, once all documentation is received, an appeal will be scheduled and decided within 60 days from submission of the appeal to the Board by the appropriate degree chair. When additional information is needed by the Board to reach a decision, the time frame may be

extended an additional 30 days. When this is the case, all concerned parties will be notified in writing by the registrar.

**Step 6:** The Board reviews the case and makes a decision, ideally through consensus, but otherwise through majority opinion. A quorum of three voting members must be present. The Board's decision and rationale is forwarded to the student by the registrar, with a copy to the individual to whom the grievance is directed and another copy to the program director. The official records of the proceeding are archived by the registrar.

**Step 7:** An Academic Review Board decision can be appealed in writing to the dean of SIT within 30 days of the decision. The appeal must be based only on the evidence and rationale previously considered by the Academic Review Board. A copy of the appeal letter must be sent to the registrar, the degree chair, academic dean, and the person to whom the grievance is directed. The dean reviews the official record of the proceedings. The dean's decision is final. The dean informs the relevant parties within 60 days, including the student, the dean, the registrar, the Academic Review Board, and the person to whom the appeal was originally directed.

## 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 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 his or her 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 his or her 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.

## 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 hour.

## 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's Vermont campus has three dates for degree conferral: in September, in December, and on the date of the graduation ceremony in May/June. The Washington, DC Center has a conferral date in August.

## Eligibility to Participate in Graduation Ceremonies

Any student who has completed all the requirements for degree

conferral and has applied and been approved for graduation is eligible to participate in his or her graduation ceremony.

## Reinstatement Policy

SIT Graduate Institute students have four years from the time they matriculate to complete their chosen degree requirements. Any student who does not complete the degree within four years of matriculation 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 four-year 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 re-application, reviewed on its own merits, and to ensure that the student's learning is active and current in his or her 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 seven years from the date of matriculation. Those interested in seeking reinstatement are encouraged to submit a reinstatement petition. More information about reinstatement and the application process can be found on our website.

## 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
- 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 his or her education records;
- request to amend his or her education records; and
- have some control over the disclosure of information from his or her education records.

SIT may 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 his or her 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 his or her 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

*continued*

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 his or her 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 his or her 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.

### **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 faxed nor will they be released if the student is not in financial good standing with SIT and has not satisfied all obligations, including submission

of course evaluations and the Financial Aid exit interview, if applicable.

### **Student Identification Cards**

Student IDs are issued shortly after arrival to all matriculated Brattleboro campus and DC Center students. Students needing a replacement ID card should contact Student Affairs.

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# Academic Support

SIT's academic support services include academic resources, services, and staff to support and complement both classroom studies and the pursuit of individual interests. Professional staff and student assistants are present at each SIT facility to provide assistance. Some departments maintain evening and weekend hours, as well as regular class-time hours. (Please see the SIT Student Handbook for more information about departments listed below.)

## Academic Resources

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

The Donald B. Watt Library and Information Commons provides a collection of materials relevant to SIT Study Abroad's and SIT Graduate Institute's curricula. These materials include books, DVDs, videotapes, periodicals, e-books, electronic databases, foreign language materials, and student research. The majority of the collection in the library and information commons is available in electronic format in order to facilitate research by students and faculty on our Brattleboro campus and elsewhere around the world. Nonelectronic items are mailed to off-campus students and faculty within the United States upon request. Resources not held in our print or electronic collection may be available through our interlibrary loan service. The library and information commons also provides remote research assistance and instruction. Library and information commons resources and services are accessible via the Web. Please visit the library and information commons homepage at [www.sit.edu/library](http://www.sit.edu/library) or contact us by email at [library@sit.edu](mailto:library@sit.edu).

### ***Textbooks***

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

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

Reserves are required textbooks and/or supplementary materials chosen by the faculty in support of classroom instruction. Materials on reserve are located in the library and information commons in Vermont and in the office of the program officer in DC; there is a two-hour lending period for materials on reserve. 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 through a link provided by the instructor.

## 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 to students.

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***

The Media Services director in Vermont and the Systems Specialist: Student Computing IT in DC support specific technology needs of the Vermont campus and the DC Center respectively 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 media for classroom 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.

### ***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>

**Moodle Archival Policy:** A Moodle course is archived 5 years after that course's initial term. This time-frame has been selected to accommodate the time given to complete a degree at SIT Graduate Institute. A course instructor can decide to hide/show visibility to a course to help students that still need access beyond the 5 year time frame. A course instructor can also choose to adjust course visibility to protect their course design/course content. If you can no longer see a course you had access to previously please contact your course instructor.

Need Moodle Help? Email us at the Moodle Support Email: Moodle@sit.edu

### **Email**

Email accounts are activated once a student arrives 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 @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.

## **Disability Services**

Disability Services (DS) encourages students with disabilities of all kinds to contact the DS office as early as possible for information and support, to discuss their accommodation needs, and to learn about the disability accommodation process. Accommodation requests are considered on a case-by-case basis and include an interactive process between the student and Disability Services.

For general information, documentation guidelines, and a link to the Accommodation Request Form, please visit the Disability Services website at [graduate.sit.edu/disabilityservices](http://graduate.sit.edu/disabilityservices).

In order to allow sufficient time for arranging approved accommodations, students should submit accommodation requests as soon as possible prior to the start of their programs.

SIT offers computer assistive technology, the Writing Center, and individual or group instruction in a variety of topics such as time management, study skills, and self-advocacy. Please note that SIT's Vermont campus, with its hilly terrain and winter weather conditions, can present challenges to persons using wheelchairs or those with physical conditions affecting their mobility. SIT's master's program in Washington, DC, is located in an accessible building.

For an individual discussion regarding facilities and disability matters, please contact [disabilityservices@sit.edu](mailto:disabilityservices@sit.edu) or call 802 258-3390.

## **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 through career mapping. Experiential learning opportunities are offered to develop articulation of skills to prospective employers and to cultivated 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, and job assistance.

Through Career Connections, SIT Graduate Institute's online job list database and career tool, students and alumni have direct access to hundreds of professional postings, can easily manage their job and internship searches, and can apply for current vacancies. Along with one-on-one meetings with career coaches, career resources include:

- Career mapping course, offered in the fall and spring, to help students develop an individualized career strategy
  - o Self-assessment
  - o Career exploration
  - o Branding
  - o Networking for professional development
  - o Résumé revision
  - o Cover letters
  - o Interview practicum
  - o Professional development for an international context
  - o Enhanced résumé builder
  - o InterviewStream, a mock interviewing tool
  - o Alumni networking
  - o Career development e-books and videos
  - o LinkedIn alumni group, Career Services Facebook and Pinterest pages

## **Writing Lab**

The SIT Writing Lab welcomes enrolled students from all programs and of all linguistic and cultural backgrounds to bring in their writing for feedback and discussion. Our goal is to provide students with an open and safe environment in which to work on completing papers while also gaining greater mastery of their writing skills and taking ownership of their writing. We are here to assist you in clarifying your thoughts and structuring your writing to reflect your true intent. The WL coordinator and WL tutors work closely with students to tailor each session to the particular needs of the student seeking assistance.

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# 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.

**Note:** 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 assistant dean of students for Campus Life and will be handled in accordance with applicable human resource policies and procedures.

## **Student Code of Conduct**

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

- Violation of safety practices or negligence that might cause injury or death to any person on campus or at any event sponsored by SIT Graduate Institute or World Learning
- Sexual harassment or harassment of any kind
- Creating excessive noise, disturbing the peace, violating individual rights or privacy, or disrupting lawful activities of others
- Deliberately or carelessly damaging the property of others on SIT premises or at sponsored events on campus

- Deliberately or carelessly damaging or stealing SIT or World Learning property
- Tampering with or misusing fire alarms, firefighting equipment, or other emergency equipment or reporting mechanisms on campus
- Theft of property from any other person on campus
- Unauthorized entry or use of campus facilities; unauthorized possession, use, or duplication of keys to campus facilities
- Possession or use, including the threat of use, of a weapon or other hazardous materials on campus, such as, but not limited to, a firearm, knife, pellet gun, or firecracker
- Smoking in prohibited areas
- Violation of local, state, or federal laws, including, but not limited to, those that relate to the use of alcohol and drugs on campus
- Failure to comply with the reasonable directions of campus officials acting in the performance of their duties
- Violations of any approved SIT policies and regulations as published in the SIT Graduate Institute Student Handbook, catalog, or other official SIT publications, including infringements of SIT's academic dishonesty and plagiarism policy and World Learning's appropriate use policy
- 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 department in a complaint. If the student cannot make satisfactory arrangements, he or she may file a written complaint with the assistant dean of students for Campus Life, 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 Campus Life 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 assistant dean of students for Campus Life, 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 assistant dean of students for Campus Life (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 assistant dean of students for Campus Life will serve as the hearing officer for most cases. At the discretion of the assistant dean of students for Campus Life, a campus disciplinary panel may hear cases of a more serious nature. The panel will consist of three hearing officers appointed by the assistant dean of students for Campus Life. 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 assistant dean of students for Campus Life 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 assistant dean of students for Campus Life 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, 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 campus activities, or denied admission into certain campus 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.

**Residence Hall Dismissal:** The student will not be able to live in the residence halls for the amount of time specified. This can be accompanied by dismissal from the dining hall. The director of Campus Life reserves the right to remove any student from the residence halls before disciplinary proceedings or between the initial hearing and the appeal if the student's presence in the residence halls 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 campus 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 academic director of the academic program. The academic 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 director of Campus Life 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 campus 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 World Learning and/or

other persons or organizations for damages incurred as a result of disciplinary action may be part of any sanctions; alternative sanctions such as denial of driving privileges on campus, work service hours to World Learning, etc., 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.

## Code of Academic Integrity

### Policy Statement

SIT Graduate Institute aims to provide an environment that encourages all students to learn, create, and share knowledge responsibly. As society entrusts our students and faculty to pursue knowledge and report their discoveries truthfully, any deliberate falsehood or misrepresentation undermines the stature of SIT Graduate Institute. The following standards of academic integrity are deemed necessary for fulfilling SIT Graduate Institute's mission. These standards are also necessary for evaluating the quality of student work in a fair manner.

### Reason for the Policy

Some actions cannot be tolerated because they seriously interfere with the basic purposes and processes of an academic community or with the rights afforded other members of the community. By formulating a code of academic integrity, SIT Graduate Institute reaffirms the principle of student academic achievement coupled with personal responsibility and accountability for individual action and the consequences of that action.

### Applicability of the Policy

The standards for academic honesty and integrity established in this policy apply to all students enrolled at SIT Graduate Institute in any work performed in furtherance of a particular course or course of study.

### Policy Elaboration

#### General Provision

Attempts to violate or to assist others in violating this code, including unsuccessful attempts, are prohibited and are subject to the same response under this code as actual violations.

#### Standards

All academic work (e.g., homework assignments, written and oral reports, use of library materials, creative projects, performances, in-class and take-home exams, extra-credit projects, research, and theses and dissertations) must satisfy the following four standards of academic integrity:

1. *Students may not plagiarize.* All ideas, arguments, and phrases, submitted without attribution to other sources must be the creative product of the student. Thus, all text passages taken

from the works of other authors (published or unpublished) must be properly cited. The same applies to paraphrased text, opinions, data, examples, illustrations, and all other creative work. Violations of this standard constitute plagiarism.

2. *Students may not fabricate.* All experimental data, observations, interviews, statistical surveys, and other information collected and reported as part of academic work must be authentic. Any alteration, e.g., the removal of statistical outliers, must be clearly documented. Data must not be falsified in any way. Violations of this standard constitute fabrication.
3. *Students may not collude.* Students may only provide, seek, or accept information about any academic work to or from another student with the authorization of the instructor. Students may only collaborate on academic work within the limits prescribed by their instructors. Violations of this standard constitute collusion.
4. *Students may not cheat.* Students must adhere to the guidelines provided by their instructors for completing academic work. Students may not claim as their own work all or any portion of academic work that was completed by another student. Students may only use materials approved by their instructor when completing an assignment or exam. Students may not present the same (or substantially the same) work for more than one course without obtaining approval from the instructor of each course. Violations of this standard constitute cheating.

**Please note:** Course expectations may vary from instructor to instructor. All students have an obligation to seek a clear understanding of the expectations associated with each particular course in which the student is enrolled.

## 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 provost or appropriate vice president for the area. The provost or 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 provost or 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 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. 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

Work-study students pursuing a grievance related to accommodations, accessibility, or disability discrimination or harassment in the workplace should follow the grievance policy outlined in the World Learning Human Resources Handbook.

The Office of Disability Services can provide students with informa-

tion 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
- 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 the appropriate vice president or supervisor for the area within fifteen (15) days of receipt of the resolution decision. The vice president or supervisor 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).

## World Learning / SIT Policies and Procedures

### 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:

1. has the purpose or effect of creating an intimidating, hostile, or offensive work, educational, or living environment;
2. has the purpose or effect of unreasonably interfering with an individual's work or academic performance; or
3. 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 Campus Life 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:

Stephen Sweet, Assistant Dean of Students for Campus Life  
Student Center, Room 204  
1 Kipling Road, PO Box 676  
Brattleboro, VT 05302  
802 258-3361  
stephen.sweet@sit.edu

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  
U.S. 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

*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

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 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 hug-

ging, 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 his or her 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 his or her 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

At SIT, the director of Counseling and Disability Services is a licensed mental health counselor who respects and protects confidential communications with clients. A person may report an incident of sexual harassment, sexual misconduct, sexual assault, domestic violence, dating violence, or stalking to the director of Counseling and Disability

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

## Respectful (Not Confidential) SIT Resources:

Resident Advisors

Academic Directors

Academic Advisors

Michael Smallis, Dean of Students 802 258-3570  
michael.smallis@sit.edu

Assistant Dean of Students for International Programs 802 258-3562  
jennifer.core@sit.edu

Anne Brnnger Executive Director of Human Resources 802 258-3115  
Anne.brnnger@worldlearning.org

### Off-Campus Community Resources, Washington, DC:

DC Rape Crisis Center 202 333-7273

District of Columbia Police Department 911

### ff-Campus Community Resources, Washington, DC:

DC Rape Crisis Center 202 333-7273

District of Columbia Police Department 911

### Off-Campus Community Resources, Vermont:

Women's Freedom Center, **24-Hour Hotline** **802 254-6954**  
advocates@womensfreedomcenter.net  
Business Line: 802 257-7364

Windham County Victim Advocate 802 579-1358

Brattleboro Memorial Hospital Emergency Room 802 257-8222

Brattleboro Health Center (Planned Parenthood) 802 258-3905

Windham County Sheriff 802 365-4942

Vermont State Police 802 254-2382

**Off Campus SIT Study Abroad and International Honors Program****Resources:**

Each program of SIT Study Abroad or the International Honors Program will provide specific information about local/community resources accessible in the specific program location.

**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 his or her 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.

**Policy Statement of Drug and Alcohol 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. This implies that there is a provision of latitude for individual choice with regard to the personal use of alcohol. However, that freedom of choice

exists with the understanding that students and staff are required to obey all federal, state, and local laws regarding the possession, use, and distribution of alcohol; comply with SIT alcohol policies; and take full responsibility for their conduct. This includes respect for individual rights and property. Behavior that threatens to create disorder, public disturbance, damage to oneself or to others, or that otherwise interferes with the proper functioning of the institution will not be tolerated. SIT expressly prohibits the unlawful manufacture, distribution, possession, or use of any controlled substance on its premises

by students or staff, or through any of its sponsored activities. (For more information, see the SIT Graduate Institute Student Handbook's drug and alcohol policy statement.)

### **Violations**

Students who violate the SIT drug and alcohol policy are subject to disciplinary action (as outlined in the SIT Graduate Institute Student Handbook) and may face possible criminal or civil liability. SIT may refer student violators to law enforcement authorities for prosecution. Student violators may be referred to drug abuse and rehabilitation programs.

### **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 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 campus life, Student Affairs may notify the student body regarding an incident or actions being taken in one of several ways, including through the residence advisor, a campus community meeting, or written memos. Generally, disruptive incidents are handled on an individual basis first, and then a program-specific or campus community announcement might follow. Incidents that may involve the Brattleboro community are made public, when necessary, through the Communications office of World Learning, in collaboration with the assistant dean of students for Campus Life.

### **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.

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# Student Affairs

## Educating the Whole Person

SIT Graduate Institute provides support programs and services to enhance the learning that each student pursues in his or her 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. In using the various services of SIT, students find themselves connecting with each other across degree programs and areas of interest.

For complete information on student affairs at SIT, please refer to the SIT Graduate Institute Student Handbook.

## Office of Residential Life and Housing

The Office of Residential Life and Housing is responsible for the overall management of the housing and residential life program on the Vermont campus. The director, working with residence advisors, fosters a sense of community and responsibility in the residence halls and on campus.

### *Residence Halls—Vermont*

SIT Graduate Institute has seven residence halls for students who wish to live on campus. The residence halls are small, housing 12–30 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. Please refer to the student handbook for a complete listing of residence life policies and procedures. All students living on campus are expected to follow these policies and procedures.

### *Off-Campus Housing—Vermont*

The Office of Residence Life provides limited support for students in finding housing through an updated off-campus housing list. Available off-campus housing may be limited, depending on the time of year and the length of leases required by landlords. Most off-campus housing is located in downtown Brattleboro, three miles from the SIT campus. Reliable transportation is desirable

because local public transportation services operate principally during standard business hours. Students may also commute from nearby communities.

### *Off-Campus Housing—District of Columbia*

The student services coordinator at the Washington, DC Center provides limited support for students needing housing in the DC area by making available information, online and in other sources, on housing listings, as well as local neighborhoods and transportation.

## Office of International Students and Scholars

The Office of International Students and Scholars 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, campus employment, and practical training.

## Counseling Services

Counseling services are available to students who would like confidential assistance with personal issues during the on-campus phase of their programs. Individual and group counseling and referrals to therapists or support services in the community are provided. The Counseling Services office offers a wide variety of workshops on topics such as wellness, stress reduction, time management, and cultural adjustment.

## Student Activities Office—Vermont

The Student Activities office plans cultural, social, and educational activities for the Vermont campus. The office staff provides individuals with opportunities to gain experience and skills in student activities and event planning.

## Food Services—Vermont

Dining Services staff members prepare a variety of foods for daily meals and special events in Vermont. 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. Students living off campus are welcome to bring lunch to eat in the dining hall.

## Campus 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 Student Activities office 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-VT and SITSA-DC)***

SITSA-VT and SITSA-DC are the governing voices of the students. These representative bodies 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 organized groups focused on energy use and sustainability, international student interests, women's and gender issues, and/or human rights. Students are also encouraged to organize events around particular areas of interest.

## **Sports and Recreation**

SIT Graduate Institute recognizes the value of sports and recreational programs to the overall well-being of the students. To that end, SIT has developed a number of facilities and programs to support student interests on the Vermont campus. These include outdoor basketball, tennis, and volleyball courts; soccer and baseball fields; cross-country ski trails; and an exercise room.

Other conventional sources of recreation not located on campus but available in the Brattleboro community include a gymnasium and bowling alley and a wide variety of local parks' programs and facilities.

In DC, sporting activities for students are organized by SITSA-DC. The DC metropolitan area has a wide variety of recreational and sporting venues available to students. More information can be obtained from the DC Center student services coordinator.

## **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 on-campus phase of the 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, Vermont students may receive academic credit for their work on a student committee by following the procedures outlined for an independent study project.

## **The Community Gathering**

All students, faculty, and staff come together for community gatherings. In Vermont, the first gathering takes place shortly after orientation and serves as a social event and introduction to neighborhood groups (see below). Other community meetings may be called as needed by students, faculty, neighborhood groups, or administrators to address community-wide issues or hold special events. A final meeting is scheduled toward the end of the on-campus phase. This is a time of celebration, acknowledgements, and brief presentations from the neighborhoods. A group photo is taken at this time.

At the DC Center, the community gathers at orientation for a combination of community-building and academic activities. Regular meetings with the dean and the DC Center staff allow all members of the community to address community-wide issues.

# SIT Administration, Faculty, and Staff

**Dr. Sophia Howlett (2017)\***

**President**

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

**Bethaney LaClair (2006)**

**Chief of Staff & Corporate Secretary**

BS, Keene State College, 2005

**Kenneth Williams (2000)**

**Dean, Vermont Campus**

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

**Carla Lineback (1999)**

**Director of Alumni Engagement**

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

**Rose Albert (2017)**

**Program Coordinator**

MA, School for International Training,  
BA, Salve Regina University, 2013

## INTERCULTURAL SERVICE, LEADERSHIP, AND MANAGEMENT

**Karen Stromgren Blanchard (1988)**

**Associate Professor (Chair)**

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

**Ryland White (1994)**

**Professor**

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

## INTERNATIONAL EDUCATION

**Sora Friedman (2005)**

**Professor (Co-Chair)**

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

**Alla Korzh (2015)**

**Assistant Professor**

Ed.D, Teachers College of Columbia  
University, 2013  
M.Ed, University of Illinois at Chicago, 2008  
BA, Nizhyn State University, 2004

**Linda Drake Gobbo (1984)**

**Professor**

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

**Karla Giuliano Sarr (2015)**

**Assistant Professor**

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

**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

## PEACEBUILDING AND CONFLICT TRANSFORMATION

**John Ungerleider (1988)**

**Professor (Chair)**

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

**Tatsushi Arai (2006)**

**Associate Professor**

PhD, George Mason University, 2005

MA, Monterey Institute of International  
Studies, 2002

BA, Waseda University, 1993

**Bruce Dayton (2015)**

**Associate Professor, CONTACT Director**

PhD, Syracuse University, 1999  
MA, University of Nebraska–Lincoln, 1990  
BA, Ithaca College, 1985

## SUSTAINABLE DEVELOPMENT

**Davina P. Durgana (2014)**

**Assistant Professor**

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

**Amy Jersild (2014)**

**Assistant Professor / Senior Practitioner  
Faculty**

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

**Nikoi Kote-Nikoi (1989)**

**Professor**

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

## TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

**Alex Silverman (1974)**

**Associate Professor (Co-Chair)**

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

**Leslie Turpin (2012)**

**Associate Professor (Co-Chair)**

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

*\* Years in parentheses indicate start date at World Learning.*

**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

**Susan Barduhn (2003)****Professor**

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

**Steve Iams (2014)****Associate Professor**

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

**Elizabeth W. Tannenbaum (1974)****Associate Professor**

MAT, School for International Training, 1974  
 BA, Mount Holyoke College, 1968  
 Certificate in Non-Formal Education,  
 University of the South Pacific, 1995

**Elka Todeva (1993)****Professor**

PhD, University of Sofia, Bulgaria, 1985  
 MA, University of Sofia, Bulgaria, 197

**Jaime Durham (2013)****MA TESOL Program Coordinator**

BA, Cornell University, 2006

**LANGUAGE AND CULTURE  
DEPARTMENT****Sharon Brooks (2012)****Program Coordinator**

BA, National University in San Diego, 2005

**PROFESSORS EMERITI****Alvino Fantini (1964)****Professor Emerita**

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

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

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

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

EdD, Boston University, 1981 MA, New York  
 University, 1971

BS, Kean College of New Jersey, 1960

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

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

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

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

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

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

**Jeff Unsicker (1990)****Professor Emeritus**

PhD, Stanford University, 1987 MA, Stanford  
 University, 1983

BA, University of California, San Diego, 1980

**ACADEMIC ADMINISTRATION****Kathryn Inskip (2017)****Associate ean of Assessment and  
Learning Support**

PhD, Drew University, MA Drew University,  
 BA, Brigham Young University

**Virginia Nellis (2011)****Registrar**

BA, American University of Paris, 1985

**Christine Spaulding (2003)****Assistant Registrar**

AA, Community College of Vermont,  
 1997

**Elizabeth Saccoccio (2007)****Assistant Registrar****LIBRARY SERVICES****Donald B. Watt Library****Patrick Spurlock (2015)****Library Director**

MS, Valdosta State University, 2015  
 BA, Valdosta State University, 2015  
 MEd, Keene State College, 2007

**Sean Donovan (2014)****Education system and services  
technologist**

BA, Ursinus College, 2011

**John Levin (1996)****Library Assistant**

MA Simmons College, 2017  
 MFA Mills College, 1986

**INFORMATION TECHNOLOGY****CAREER AND PRACTICUM SER-  
VICES****Squeak Stone (2003)****Director of Career and Practicum Ser-  
vices**

MSM, SIT Graduate Institute, 2009  
 BA, Berklee College of Music, 1983

**Joyce Howland (2012)****Practicum Placement Specialist**

PhD, Vanderbilt University, 1972  
 AB, Wellesley College, 1968

**ENROLLMENT MANAGEMENT****Laura Andrews (2016)****Assistant Dean, SIT Graduate Institute  
Admissions**

M.Ed, Keene State College, 1997  
 BS, Gordon College, 1991

**Nkenge Ransom-Friday (2015)****Graduate Admissions Officer**

MA, University of Oklahoma, 2010  
 BA, Tougaloo College, 2006

**Joan Perrault (2012)****Senior Admissions Officer and Marketing  
Specialist**

MA, SIT Graduate Institute, 2011  
 BA, Suffolk University, 2002

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

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

**Sharon Swartz (2011)****Graduate Admissions Assistant****FINANCIAL AID SERVICES****Cathy Mullins (2013)****Director of Financial Aid**

MEd, Springfield College, 1988  
 BS, Unity College, 1982

**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

### **Stephen Sweet (2011)**

#### **Assistant Dean of Students for Campus Life**

MEd, University of Vermont, 2006

BA, SUNY College at Plattsburgh, 2004

### **Jennifer Core (2011)**

#### **Assistant Dean of Students for International Programs**

MA, School for International Training, 2005

BA, Pacific Lutheran University, 1998

### **Jane Buckingham (1990)**

#### **Director of Counseling and Disability Services**

MA, Antioch University New England, 1996

BA, Gettysburg College, 1973

### **Nkenge Ransom-Friday (2015)**

#### **Director of Student Services, DC Center**

MA, University of Oklahoma, 2010

BA, Tougaloo College, 2006

### **Cheryl Pennie Williams (2004)**

#### **Manager of Student Health Administration**

MIS, Pace University, 2002

MS, London School of Economics, 1994

BS, University of the West Indies, 1990

### **David Finck (1993)**

#### **Director of Activities and Residence Life**

MIA, School for International Training, 1999

BS, University of New Haven, 1974

### **Andee Crommett (2015)**

Assistant Director of Disability Services,

MS, University of Massachusetts Boston,

BA, University of Massachusetts Amherst

### **Julia Rose Karpicz (2014)**

#### **Disability Services Coordinator**

MA, New York University, 2013

BA, University North Carolina at

Chapel Hill, 2010

### **Janet Hulnick (1988)**

#### **Director of International Student and Scholar Services**

MIA, School for International Training, 1989

BA, University of Arizona, 1982

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## Governance and Leadership

THE BOARD OF TRUSTEES IS WORLD LEARNING'S ULTIMATE POLICYMAKING BODY, with both governance and fiduciary responsibilities. Operating through a committee structure, trustees provide guidance and direction to the institution's officers, staff, and faculty in each area of major activity. Trustees also provide generous financial support for the programs of World Learning.

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*Board Chair*

Thomas Hiatt,  
*Vice Chair*

Virginia A. Loeb,  
*Vice Chair*

Paul S. Muther,  
*Vice Chair*

Donald Steinberg, *Ex Officio*,  
*World Learning CEO*

### *Trustees*

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Carole Wood

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Brattleboro, Vermont USA  
05302-0676

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#### **Toll-Free Within the US**

800 336-1616

#### **Fax**

802 258-3428

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