SIT

SCHOOL FOR INTERNATIONAL TRAINING

GRADUATE INSTITUTE

Course Catalog
2019–2020

GRADUATE.SIT.EDU

Our Mission

School for International Training prepares students to be interculturally effective leaders, professionals, and citizens. In so doing, SIT 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 and accredited master's degrees and certificate programs for graduates and professionals.

Accreditation

World Learning's academic programs offered through SIT (founded as School for International Training), are accredited by the New England Commission on Higher Education, Inc. (NECHE). Inquiries regarding the accreditation status by NECHE should be directed to the administrative staff of the institution. Individuals may also contact: Commission on Institutions of Higher Education, New England Commission on Higher Education, 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514, 781 271-0022, email: info@neche.org.

This publication and its provisions do not constitute a contract between any party or parties and World Learning/ SIT Graduate Institute. At the time of publication, reasonable effort was made to ensure the factual accuracy of the information. However, this publication is not a complete statement of all policies, procedures, rules, regulations, and academic requirements applicable to SIT Graduate Institute, its students, or its programs. SIT reserves the right to make changes and additions to the information in this publication without prior notice.

It is the policy of World Learning to provide equal employment and educational opportunities for all persons regardless of age, ethnic origin, gender, nationality, physical or learning ability, race, religion, sexual orientation, gender identity, protected veteran status, or any other legally protected status.

SIT Graduate Institute Course Catalog 2019–2020
Table of Contents

"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
Former US Ambassador to Haiti

THE WORLD LEARNING INC. FAMILY

School for International Training (SIT) is part of the **WORLD LEARNING INC.** family, which includes SIT Graduate Institute, SIT Study Abroad, World Learning, and The Experiment in International Living.

SIT GRADUATE INSTITUTE

SIT Graduate Institute offers low-residency and global master's degree and certificate programs in the fields of climate change and global sustainability, humanitarian assistance, peace and justice leadership, international education, sustainable development, and TESOL. Founded more than 50 years ago as a training center for early Peace Corps volunteers, SIT Graduate Institute continues to be a pioneer in experiential education through its global master's degree format, which takes students around the world to get hands-on training in their field of study, and its low-residency programs, which provide guidance and instruction for working professionals. Today, as always, SIT Graduate Institute's programs are based on an experiential learning model and a commitment to social justice and intercultural communication.

graduate.sit.edu

SIT STUDY ABROAD

SIT Study Abroad, a pioneer in experiential, field-based programming, offers more than 80 accredited undergraduate programs on all seven continents. Through cultural immersion, independent research or internship, and experiential learning, SIT programs take students beyond the traditional classroom to prepare them for academic and professional success. Students engage deeply with some of today's most critical global issues—development and inequality, identity and human resilience, geopolitics and power, peace and justice, climate and environment, global health and well-being, education and social change—within specific cultural and geographical contexts. Students have access to SIT's extensive in-country resources and networks built over more than five decades of providing carefully designed and thoughtfully facilitated study abroad programs rooted in the experiential education learning model and grounded in social justice.

studyabroad.sit.edu

WORLD LEARNING

World Learning works globally to enhance the capacity and commitment of individuals, institutions, and communities to create a more peaceful and just world through education, sustainable development, and exchange. Our programs advance leadership in more than 150 countries.

worldlearning.org

THE EXPERIMENT IN INTERNATIONAL LIVING

The Experiment in International Living is the most experienced provider of summer abroad programs for high school students. For more than 85 years, our two- to six-week immersive programs have allowed students to explore the world through hands-on experiences and homestays in local communities through the lens of a specific theme. With 30 programs in 26 countries, each year, hundreds of students come away from The Experiment with invaluable cultural, interpersonal, leadership, language, and college-prep skills that help them thrive in diverse environments and careers.

experiment.org

> *"The incredible professors and collaborative community of SIT offered an invaluable foundation, one that continues to serve me each day in my work to fight the injustices of poverty across the world."*
>
> **ABBY MAXMAN**
> **President and CEO, Oxfam America**
> **SIT Graduate Institute (1995)**

CRITICAL GLOBAL ISSUES

SIT develops all graduate-level and study abroad programs within a framework of the most critical global issues of the day. These are challenges that transcend borders to touch every human on the planet. Within this framework, the next generation of leaders will have not only the expertise, but also the intercultural understanding they need to incorporate all identities, perspectives, and cultures in an enduring and meaningful response. These new leaders, professionals, and global citizens become part of a network of individuals and organizations committed to responsible global citizenship.

DEVELOPMENT AND INEQUALITY

Pervasive inequality impacts individuals and communities worldwide. Where historic development practices have fallen short of lasting change, local responses offer innovative solutions to build more sustainable futures. Our programs explore these efforts to balance ecological sustainability, economic opportunity, and gender equity alongside the complexities of growth-centric development. Students become deeply aware of what it means to confront inequality as they witness firsthand the work of people engaged in creating more just and fair societies.

IDENTITY AND HUMAN RESILIENCE

The human condition is in change. Human rights and identity. War. Climate change. Economic disparities. Discrimination. Indigenous and marginalized individuals are exploring what it means to be different and equal in a complicated world, and those under pressure from their environment are on the move with mixed migration challenging national, communal and personal identities. Our programs explore the human condition and the crisis of belonging in an increasingly complex and mobile world. Students gain critical insight on the phenomena of resilience and resistance through listening to the voices of indigenous people and marginalized groups.

GEOPOLITICS AND POWER

Power shifts and power plays challenge outmoded geopolitical models that are failing to ensure global security and stability. Disruptions, though tumultuous, create spaces to interrogate the politics of the past and construct alternative systems of power. Our programs explore the many shocks to the system that give rise to regional independence movements, new forms of populism rife with old nationalisms, and illiberal democracies, and ask "what next?" Students gain nuanced perspectives from leading political scientists, diplomats, policymakers and civic activists who are engaged in reimagining our political future.

PEACE AND JUSTICE

Conflict—incited by structural inequality, migration, identity and exclusion, resource scarcity, and historical trauma—manifests through war, revolution, and nonviolent social movements. In the face of this grim reality, the prospect of long-term peace seems unattainable. Our programs explore how changemakers manage conflict constructively, balance reconciliation and justice, and support post-conflict remembrance and healing. Students evaluate the root causes of conflict to develop evidence-based strategies designed to transform our world into one that is more peaceful and just.

CLIMATE AND ENVIRONMENT

Few contemporary challenges are as urgent or contested as climate change and its impact on our environment. The collective efforts of scientists, scholars, politicians, activists, indigenous communities, and concerned citizens are needed to gauge and mitigate environmental and social impacts. Our programs reflect this diversity of perspectives. Natural science-based programs explore global hot-spots, with a focus on ecology, biodiversity, and conservation. Social science-based programs emphasize environmental justice. Students in all programs develop the knowledge and skills to become leaders in shaping environmental policies and balancing ecological outcomes for an uncertain future.

GLOBAL HEALTH AND WELL-BEING

Healthcare science and health systems worldwide are adapting, expanding, or straining to address the complex and varying needs of vulnerable and underserved populations: children, women, gender minorities, refugees and displaced persons, the elderly, the mentally ill, and the economically disadvantaged. Our programs explore the potential of using both indigenous and new science and technology to support vulnerable populations; as well as the limitations and possibilities of contrasting health policy initiatives at the intersections of regional and local governments, global and community organizations, and traditional and indigenous approaches. Students examine the medical and social determinants of health and well-being in urban and rural settings to understand how health-carers, policies and programs can best support those in dire need.

EDUCATION AND SOCIAL CHANGE

Unequal access to quality education inhibits the potential of millions of girls and women, indigenous populations, people with disabilities, displaced persons and refugees, and communities living in conflict areas. Intercultural, international-based education connects and engages communities as it values differences, confronts inequality, and recognizes common struggles. Our programs develop reflective educational leaders who can open up the world to new generations, advocate for local agency and intercultural communication and support transformative settings where self-empowerment and human potential can flourish.

SCHOOL FOR INTERNATIONAL TRAINING: COMMITTED TO AND HONORING DIVERSITY

School for International Training 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 with opportunities to develop the awareness, knowledge, and skills needed to be effective participants in a changing society;

- building and sustaining relationships with local community leaders and groups to dismantle oppression, including the sharing of diversity-related efforts and resources between World Learning and the communities in which it maintains offices and programs;

- recruiting and retaining the most talented employees, students, and program participants available from all backgrounds; and

- monitoring and assessing the progress of goals and refining diversity initiatives on an ongoing basis.

SIT GRADUATE INSTITUTE OVERVIEW

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

SIT equips students with the theoretical knowledge, field experience, and professional skills necessary to be actively engaged in creative and comprehensive solutions to critical issues. The curriculum is designed to develop reflective practitioners who possess a comprehensive knowledge of the theoretical basis of their profession, essential skills honed and tested through practice, and a solid awareness of their own capabilities, values, and ethics.

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

Through the course of their program, students work in strong, multicultural learning communities to analyze complex issues, share common experiences and challenges, and examine issues from theoretical, cultural, and other perspectives. All programs are based on an experiential learning model and a commitment to social justice and intercultural communication.

SIT GRADUATE PROGRAMS

- prepare hands-on professionals to be successful in intercultural and international environments;
- offer the opportunity to study with faculty who practice what they teach;
- provide the professional skills to effect self-reliant and sustainable change;
- use innovative problem-solving strategies to address critical issues;
- are based on a commitment to the principles of social justice, including creating fair and equal opportunities for the people of the world; and
- utilize experiential learning as a critically important approach across all programs.

This catalog includes courses and requirements for the following programs:

CLIMATE CHANGE AND GLOBAL SUSTAINABILITY

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

HUMANITARIAN ASSISTANCE AND CRISIS MANAGEMENT

MA in Humanitarian Assistance and Crisis Management (Onsite in Jordan and Uganda; short excursion to Switzerland)

INTERNATIONAL EDUCATION

MA in International Education (Online with short residencies in Vermont)

Graduate Certificate in International Education (Online with short residencies in Vermont)

PEACE AND JUSTICE LEADERSHIP

MA in Peace and Justice Leadership (Online with short residencies in Vermont and South Africa)

CONTACT: Conflict Transformation Across Cultures Summer Peacebuilding Program (Onsite in Vermont and Washington, DC)

SUSTAINABLE DEVELOPMENT

MA in Sustainable Development (Online with short residencies in Vermont and Mexico)

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

MA in Teaching English to Speakers of Other Languages (Online with short residencies in Vermont)

EDUCATIONAL VALUES AND OUTCOMES

SIT'S VALUES

All of SIT's programs subscribe to and reflect the following values:

- Community: We value active togetherness, reciprocity, and respect as the essential ingredients for sustainable community building. With our presence and our programs, we create a global network of learners empowered to become community builders and collaborators.

- Intercultural Understanding: With open minds, empathy, and courage, we facilitate understanding of and respect for the commonalities and differences between people. We do this through cultural immersion and experiential learning, which leads us to seek and create a better world.

- Social Inclusion & Justice: We champion inclusion in all that we are and all that we do, from ensuring our community and our programs amplify the voices, agency, and dignity of all people to deliberately instilling the principles and practices of inclusion in all of our work. We seek a world in which individuals and communities are self-determining, interdependent, and equitable.

- Sustainablility: We are committed to human and environmental well-being and contributing to a better world for all living and future generations.

EDUCATIONAL OUTCOMES OF AN SIT GRADUATE INSTITUTE DEGREE

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

- an ability to understand, analyze, and articulate critical global issues and ownership of their role as a change agent and advocate in the local and global community;

- skills to work effectively within and across communities and cultures to promote peace, social justice, and sustainability; and

- critical thinking and reflective practice skills to work as mindful and capable educators, organizers, administrators, and advocates in their work for change, inclusivity, diversity, social justice, and capacity building.

CHARACTERISTICS OF OUR EDUCATIONAL COMMUNITY

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

ROLES OF TEACHERS AND LEARNERS IN THE LEARNING COMMUNITY

SIT's approach to education provides a space for students to be 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;

- Ability to monitor one's own behavior and its impact on others; and

- Ability to modify one's behavior in the best interest of the group, others, and one's own learning and growth.

EMPHASIS ON EXPERIENTIAL LEARNING

Experiential learning at SIT Graduate Institute is understood as learning from experience and deepening one's understanding so that learning can be applied to lived situations and contexts. Experiential learning theory describes how people learn "in all situations and arenas of life," whether in the classroom, on the job, or out in the world. It defines learning itself as "the process whereby knowledge is created through the transformation of experience." It includes the processing of experiences.

COMPREHENSIVE LEARNING ENVIRONMENT

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

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

- Learning is change. It includes both process and content. It results in the acquisition and development of knowledge, skills, attitudes, and awareness through interaction with the subject matter, oneself, others, and the environment;

- Learning is enhanced when the learner is asked to take responsibility for the direction, extent, and quality of their learning. This happens in an environment where diversity and inclusion 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; and

- Learning in a group is a dynamic interaction. It is essential that each person take responsibility for their effect on others.

SIT GRADUATE INSTITUTE PROGRAMS

CLIMATE CHANGE AND GLOBAL SUSTAINABILITY

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

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

STUDENT LEARNING OUTCOMES

Knowledge and Skills
Upon completion of the Climate Change and Global Sustainability degree, students will be able to:

1. Understand climate change and global sustainability as complex concepts, and the science of climate change as a critical practice;

2. Articulate global and comparative perspectives on climate change causes, impacts to human communities and environments, and sustainable solutions across different geophysical, socioeconomic, cultural, and political contexts;

3. Apply ethically sound science to identify, study, mitigate, and innovate solutions to climate change and its impacts;

4. Compose climate change and sustainability policy briefs;

5. Demonstrate professional skills essential to climate change and sustainability research, policy, and advocacy—and their interfaces—including interdisciplinary data analysis, interpretation, institutional networking, and the effective communication of science outcomes to the public;

6. Apply fundamental research skills to conceptualize, design, and develop a unique capstone project—a research-based paper, digital portfolio, or policy-advocacy position paper—that addresses climate change and global sustainability.

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

- Semester 1: Fall—Coursework and Field Excursions in Iceland (12 credits)
- Semester 2: Spring—Coursework and Field Excursions in Tanzania (13 credits)
- Semester 3: Summer—Coursework, Policy-Advocacy Internship, and Capstone Project in a location of their choice (per country regulations) (11 credit)

COURSE OF STUDY
Minimum required credits: 36

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

CLIM-5010 Human-Climate Interface I: Energy and Climate Policy in Iceland	3 credits
CLIM-5020 Political Economy of Sustainable Development and Environmental Change	3 credits
CLIM-5030 Science of Global Climate Change	3 credits
CLIM-5040 Climate Change in the Arctic: Methods and Impact Assessment	3 credits

Semester 2 (Spring)—Tanzania

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

Semester 3 (Summer)—Location of Choice

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

PRACTICUM

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

CAPSTONE PROJECT

In Semester 3, each student will complete their capstone work with advisement provided by program faculty, credentialed partners, and the Program Director. Each student will demonstrate and synthesize their program learning through a capstone project that aligns with their practicum, where appropriate. The capstone project helps students to highlight what they have learned about a specific topic linked to the MA program theme. The capstone project includes a 30-minute professional presentation open to the public and a substantial research-based paper or equivalent digital portfolio or policy-advocacy position paper that addresses a topic relevant to climate change and global sustainability. Presentations can be made from a remote location through a digital modality.

ADVISING

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

HUMANITARIAN ASSISTANCE AND CRISIS MANAGEMENT

The unprecedented level and gravity of humanitarian crises around the world today is a critical global issue with far reaching impacts on world peace and stability. This one-year interdisciplinary program allows students to learn through immersion in real-world humanitarian responses to crisis in Jordan, Uganda, and Switzerland to address humanitarian assistance, risk assessment and crisis management, human rights, and refugee law, as well as humanitarian policy, diplomacy, and advocacy.

Through coursework and field practice, students will develop an understanding of the theoretical and practical aspects of humanitarian action and crisis management and will acquire the knowledge and competencies for leading principled, effective, and innovative humanitarian solutions that mitigate the risks faced by disaster-stricken populations. Studying in Jordan and Uganda, two countries with long histories of providing asylum and humanitarian assistance to people fleeing conflicts and persecution, provides an opportunity to contrast and analyze diverse approaches to crisis management and humanitarian assistance.

STUDENT LEARNING OUTCOMES

Knowledge and Skills
Upon completion of the degree program, students will be able to:

1. Demonstrate knowledge of humanitarian aid and crisis management as an interdisciplinary field encompassing legal, political, ethical and professional standards and frameworks, as well as a critical practice.

2. Demonstrate professional competencies and leadership skills needed in the field of crisis management and humanitarian action including the competencies to plan, deliver, and advocate for humanitarian assistance in collaboration with all stakeholders in the context of emergencies.

3. Apply ethically sound methods to identify, study, and innovate solutions to plan, respond, and advocate for humanitarian aid and human rights of forcibly displaced and disaster-affected populations.

4. Articulate global and comparative perspectives on the humanitarian sphere relating to causes of the humanitarian crisis; social, health, and political impacts; and responses across different environmental, socioeconomic, and geopolitical contexts.

5. Apply fundamental research skills to conceptualize, design, and develop a unique capstone project in the form of a research-based paper, a policy-advocacy paper, or an evidence-based recommendation that addresses gaps or needs in a humanitarian crisis.

6. Design a risk analysis and crisis management plan.

SEMESTER AND COURSE SEQUENCE

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

- Semester 1: Fall—Coursework, Field Excursions in Jordan, field visit to Switzerland (15 credits)
- Semester 2: Spring—Coursework and Field Excursions in Uganda (12 credits)
- Semester 3: Summer—Coursework, Practicum, and Capstone Project in Jordan or Uganda (9 credits)

COURSE OF STUDY
Minimum required credits: 36

Semester 1 (Fall)—Jordan
HACM-5110 Issues in Humanitarian and Refugee Studies	3 credits
HACM-5120 Humanitarian Policy, Diplomacy, and Advocacy	3 credits
HACM-5130 Crisis Management and Leadership in Humanitarian Response	3 credits
HACM-5510 Practitioner Inquiry	3 credits
MGMT-5105 Program Planning and Management	3 credits

Semester 2 (Spring)—Uganda
HACM-5211 Developing and Maintaining Collaborative Relationships	3 credits
HACM-5212 Safety and Well-being Challenges in Emergency Context	3 credits
HACM-5213 International Humanitarian and Refugee Law, Standards, and Principles	3 credits
MGMT-5106 Monitoring, Evaluation, and Learning: Concepts and Practices	3 credits

Semester 3 (Summer)—Jordan or Uganda
PRAC-6701 Field Practicum	6 credits
HACM-6702 Capstone Paper	2 credits
HACM-6709 Capstone Seminar	1 credit

PRACTICUM

Each student completes a 12-week practicum with a think tank, nongovernmental organization, government agency, or other organization involved in policy-advocacy work on emergency response, crisis management, and humanitarian response. The practicum entails completion of professional work identified as a priority by the sponsoring organization. Practica provide in-depth, hands-on learning and experiences that enhance student familiarity and skill sets. Practica provide opportunities to put into practice conceptual and theoretical knowledge gained throughout the MA program. Given the option to conduct a quality practicum at any location, the experience involves intercultural learning and an opportunity to exercise policy-advocacy related work in distinct social, cultural, institutional, and political settings. The practicum expands a student's professional network and strengthens their ability to develop grounded expectations about what constitutes feasible or appropriate humanitarian response and crisis management. During the practicum, each student will receive substantive and critical feedback from both their academic advisor and internship site supervisor to further their intellectual and experiential development. As one result, participants will deepen their professional and applied interests in the field of humanitarian assistance and crisis management. Students will also engage in guided and structured reflection with peers via remote, digital means to cross-fertilize the experiences of diverse geographical, cultural, institutional, and professional contexts.

CAPSTONE PROJECT

In Semester 3, each student will complete their capstone work with advisement provided by program faculty, credentialed partners, and the Program Director. Each student will demonstrate and synthesize their program learning through a capstone project that aligns with their practicum, where appropriate. The capstone project helps students to highlight what they have learned about a specific topic linked to the MA program theme. The capstone project includes a 30-minute professional presentation open to the public and a substantial research-based paper or equivalent digital portfolio that addresses a topic relevant to climate change and global sustainability. Presentations can be made from a remote location through a digital modality.

ADVISING

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

INTERNATIONAL EDUCATION

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

- a low-residency Master of Arts in International Education;

- a low-residency Graduate Certificate in International Education; and

- stand-alone courses and workshops (upon approval by the Degree Chair and space permitting).

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

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

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

STUDENT LEARNING OUTCOMES

Upon completion of the International Education degree program, students will have demonstrated the following outcomes regarding knowledge, skills, and attitudes in the international education field.

Knowledge
1. Understand and articulate how the historical context and social, political, economic, and cultural forces shape education around the world;

2. Articulate their critical understanding of education systems around the world with emphases on social justice, equity, inclusion, and diversity;

3. Demonstrate their knowledge of influential theories in the international education field;

4. Understand the perspectives, relationships, roles, and influences of the stakeholders in the international education field;

5. Articulate how power, privilege, and oppression mediate educational practices around the world; and

6. Articulate how international education policy is developed and implemented at the institutional, local, state, regional, national, and international levels.

Skills
1. Apply fundamental research skills including conceptualizing, designing, conducting, and presenting original research in the IE field;

2. Design, deliver, and evaluate international education programs (including proposal preparation, needs assessment, curriculum design, budgeting, human resource management, health and safety, crisis management, marketing, recruitment, and evaluation); and

3. Create and implement IE-education related content through writing, facilitation, and public speaking.

Attitudes
1. Promote equity, inclusion, diversity, and social justice in education;

2. Uphold high ethical standards and critical reflexivity in all aspects of one's professional work; and

3. Value reciprocity in knowledge-and skills-sharing.

INTERNATIONAL EDUCATION THEMES

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

ADVISING

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

CONFLICT TRANSFORMATION

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

EXCHANGE MANAGEMENT

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

INTERNATIONAL EDUCATION DEVELOPMENT

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

LANGUAGE TEACHING ADMINISTRATION

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

NONFORMAL AND COMMUNITY EDUCATION

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

SOCIAL JUSTICE EDUCATION

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

VOLUNTEER PROGRAM MANAGEMENT

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

COURSE OF STUDY

Master of Arts in International Education (Online with short residencies in Vermont)

Minimum required credits: 37

(Degree-seeking students must take the courses, excluding electives, in the sequence listed below.)

MPIM-5001 Language and Culture Proficiency
    Requirement

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

MPIM-5050 Foundations in Intercultural Service, Leadership, and Management	4 credits
MPIM-5510 Practitioner Inquiry	3 credits

Year I, Second Term, Online Courses

IEDP-5512 Theory, Practice, and Policy of International Education	3 credits
MPIM-6701 Reflective Practice	3 credits

Year I, Third Term, Online Courses

IEDP-5065 International Education Program Planning and Design	3 credits
MPIM-6702 Reflective Practice	3 credits
Optional Field Course*	

Year II, Fourth Term, One-Week Residency and Online

IEDP-5610 Advanced Concepts in International Education I	3 credits
MPIM-6703 Reflective Practice	3 credits

Year II, Fifth Term, Online Courses

IEDP-5611 Advanced Concepts in International Education II	3 credits
MPIM-6704 Reflective Practice	3 credits

Year II, Sixth Term, Online Courses and On-Campus Seminar

MPIM-6705 Reflective Practice	3 credits
MPIM-6709 Capstone Seminar	1 credit
Elective Courses	2 credits

COURSE OF STUDY

Graduate Certificate in International Education (Online with short residency in Vermont)

Minimum required credits: 20

(Degree-seeking students must take the courses, excluding electives, in the sequence listed below.)

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

MPIM-5050 Foundations in Intercultural Service, Leadership, and Management	4 credits
MPIM-5510 Practitioner Inquiry	3 credits

Year I, Second Term, Online Courses

IEDP-5512 Theory, Practice, and Policy of International Education	3 credits
MPIM-6701 Reflective Practice	3 credits

Year I, Third Term, Online Courses

IEDP-5065 International Education Program Planning and Design	3 credits
MPIM-6702 Reflective Practice	3 credits
Elective Course	1 credit

Optional Field Course*

ELECTIVE COURSES

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

- IEDP-5375 Special Topics in International Education
- MPIM-5000 Independent Study (maximum of two credits per Independent Study as determined by student and advisor; can incorporate conference attendance, committee work, special projects, along with academic grounding and reflection, as approved by advisor)
- Transfer credit, if approved, for online or face-to-face courses taken elsewhere (variable number of credits; must be approved by degree chair and registrar—see page 53 for details)
- Field courses offered by SIT as approved by faculty

* See course descriptions on pages 31–42.

LANGUAGE AND CULTURE PROFICIENCY

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

- Language Proficiency
- Language Learning

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

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

In deciding which pathway to pursue, students should consult their advisor. To initiate a pathway, students need to complete the Language Pathway Declaration Form, available from the Dean of Assessment and Learning Support.

LANGUAGE PROFICIENCY PATHWAY

For Multilingual Speakers of English:

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

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

For Native Speakers of English:

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

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

*Explanation of ACTFL levels can be found at actfl.org.

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

LANGUAGE LEARNING PATHWAY

For Native Speakers of English:

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

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

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

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

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

PEACE AND JUSTICE LEADERSHIP

The Peace and Justice Leadership (PJL) master's program teaches students to design and lead peacebuilding and justice promotion interventions that address the causes and consequences of complex and multi-layered conflicts and inequalities. Graduates can work at the interpersonal, inter-communal, national, and/or international levels to introduce conflict-sensitive and justice promotion interventions in NGO work, development initiatives, humanitarian aid, community and educational settings, youth programs, inter-group relations efforts, human rights organizations, and elsewhere. The degree is part-time, low-residency and can be completed in as little as 24 months, allowing students to continue working as they complete their academic studies.

Students begin their studies with a three-week residential term in June where they will participate in the CONTACT (Conflict Transformation across Cultures) Summer Peacebuilding Program (see page 24). The program then continues with one year of online coursework, a second two-week residential seminar the following year to witness post-conflict transition in action in three South African cities (Johannesburg, Durban, and Cape Town), a second year of online coursework, and a final team capstone project facilitated by the Alliance for Peacebuilding. All courses must be taken in the sequence listed below.

STUDENT LEARNING OUTCOMES

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

1. Identify the multiple and inter-related causes of conflicts, including those caused and/or exacerbated by structural inequality, social identity, emotional trauma, and scarcity;

2. Articulate the interrelationship between peace and justice on both a theoretical and applied level;

3. Differentiate among the core academic theories guiding scholarship on social and political conflict transformation, justice promotion, and peace programing; and

4. Articulate the multiple options available for peace and justice promotion interventions in different settings and contexts.

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

1. Use negotiation, mediation, and intergroup dialogue skills to address differences between people and groups;

2. Map conflicts and design conflict management interventions appropriate to specific settings;

3. Apply the practices of strategic nonviolence, social healing and reconciliation, and policy advocacy;

4. Monitor and evaluate peacebuilding and justice promotion initiatives;

5. Facilitate organizational change through an establishment of positive and inclusive group relations; and

6. Apply qualitative and quantitative research skills in original research.

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

1. Value just, inclusive, and non-violent change strategies;

2. Appreciate the role that identity, position, and place play in the social construction of peace and justice promotion activities; and

3. Uphold high ethical standards and critical reflexivity in all aspects of one's professional work.

COURSE OF STUDY
The PJL degree involves a sequence of 33 to 34 credits across two years/six semesters of part-time study.

Year One, First Term

PEAC-5210 Conflict Transformation Across Cultures 1	2 credits
PEAC-5211 Conflict Transformation Across Cultures 2 (optional)	1 credit
PEAC-5212 Introduction to Peacebuilding	1 credit
PEAC-5215 Conflict Analysis	1 credit
PEAC-5220 Strategic Peacebuilding	1 credit

Year One, Second Term

PEAC-5310 Civil Resistance	2 credits
PEAC-5315 Theory and Practice of Peace and Justice Promotion	3 credits
SDIS-5223 Policy Advocacy	1 credit

Year One, Third Term

MGMT-5370 Leadership and Change	3 credits
MPIM-5510 Practitioner Inquiry	3 credits

Year Two, First Term

MGMT-5103 Program Monitoring and Evaluation
  Concepts   1 credit
PEAC-5400 Field Seminar   2 credits
PEAC-5413 Design, Monitoring, and Evaluation
  for Programing in Fragile Environments   1 credit

Year Two, Second Term

PEAC-5375 Special Topics in Peace and
  Justice Promotion   3 credits
PEAC-5510 Negotiation, Mediation, and Dialog   2 credits
PEAC-5515 From Grant Writing to Policy Briefs:
  Essential Skills in Peace and Justice Promotion   1 credit

Year Two, Third Term

PEAC-6701 Reflective Practice   3 credits
PEAC-6709 Capstone Project   3 credits

Each student will demonstrate and synthesize their program learning through a capstone group project that is organized by SIT's partner, the Alliance for Peacebuilding (AfP). The group capstone will entail completing a project for one of AfP's global members (the client) that is relevant to a critical issue in peace and justice promotion. Students will be matched with a capstone project/client that is seeking help to complete a project and that most closely advances the student's career interests. The number of options available for the capstone project depends on the number of students enrolled in the capstone project for that semester. Project options will be presented during the second semester in year two of the program. Clients will lay out the project, its goals, and their expectations at the start of the final semester. Capstone groups will then work together to complete the project, meeting goals and expectations, by the end of the semester. The final component of the capstone project will be a professional briefing presented virtually to the client, the students' SIT advisor, and a representative of the Alliance for Peacebuilding at project end.

ELECTIVES

Students may choose to participate in any face-to-face field study courses being offered through other degrees at SIT for extra cost.

CONFLICT TRANSFORMATION ACROSS CULTURES (CONTACT)

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

During the first two weeks, faculty and participants build a learning laboratory for practicing peacebuilding. In the third week, CONTACT offers a traveling seminar to Washington, DC, where participants interact with policy makers and leaders in peacebuilding and conflict transformation from government agencies, nongovernmental organizations, and international organizations.

CONTACT participants have the option of registering for the program for graduate credit or no graduate credit. All individuals enrolled in SIT's MA in Peace and Justice Leadership take CONTACT as their first degree residency. Non-credit participants receive a Certificate in Peacebuilding and Conflict Transformation upon completion of the program.

COURSE OF STUDY

Conflict Transformation Across Cultures (CONTACT)
(in Vermont)

Minimum required credits: 2

COURSES

PEAC-5210 Conflict Transformation across Cultures	2 credits
PEAC-5211 Conflict Transformation across Cultures	1 credit, optional

SUSTAINABLE DEVELOPMENT

The Master of Arts in Sustainable Development is designed to engage students experientially, theoretically and critically with the policy mainstream and the innovative edges of the sustainable development field. This new degree is innovative and timely and is designed for change agents who see intractable gaps in current sustainable development policy and practice and want to participate in transforming communities and organizations for ecological and human flourishing.

Through rigorous critiques of the current systems that have led to today's growing inequality, poverty, environmental destruction and unsustainable ways of living, an important focus of this new MA degree is the exploration of transformative thinking and transformative practices that are being enacted across diverse sectors and regions of the world within the sustainable development field.

This degree is both flexible and immersive, with a multi-sited, low-residency and online learning format allowing students to complete a master's degree in 24 months part-time. The low-residency courses will be offered in Brattleboro, Vermont, and Oaxaca, Mexico, giving students the possibility of learning, firsthand, from a diverse array of ongoing sustainable development projects that highlight innovation and creativity in sustainability and regeneration. An emphasis of the program is that of applying what is learned in the low-residency courses and online in the place where people are (whether in a community setting or organization). This will be done through developing skills of participatory action research, identifying problems and solutions with multiple stakeholders, project design and implementation, project management, and evaluation based on the needs of locality. The program will also support students in their learning about innovative projects on the ground and identifying possible practicum opportunities.

Graduates from this degree can expect to find employment in the fields of community capacity building, economic development, human rights, education, food security, health, gender equity, nonprofit and NGO leadership and management, international relations, social entrepreneurship, monitoring and evaluation, environmental resource management and advocacy, and socially engaged cultural institutions. At the same time, the program will provide the leadership tools and skills for graduates to create their own livelihoods and organizations that serve to enhance human and ecological flourishing.

STUDENT LEARNING OUTCOMES
Knowledge

Through this degree, students can expect to:

1. Develop a critical understanding of the current systems that have led to today's growing inequality, poverty, environmental destruction and unsustainable ways of living and become familiar theoretically and experientially with the field of sustainable development and regenerative practice.

2. Apply and integrate systems thinking and eco-social design, practical skills, and leadership capacity, as well as the sense of innovative and imaginative possibilities within the areas of sustainable development and eco-social regeneration.

3. Solve problems and engage with the urgent challenges of the present in the field of sustainable development, such as poverty and inequality, conflict over natural resources, environmental degradation and climate change, by applying tools of participatory inquiry and design to bring about transformative action in collaboration with multiple stakeholders.

4. Demonstrate skills in project design and implementation, project management, and evaluation based on the needs of a locality and in collaboration with multiple stakeholders.

5. Show a mastery of global and comparative perspectives on development, sustainable development, and regeneration across different geographical, socioeconomic, cultural, and political contexts.

COURSE OF STUDY

Minimum required credits: 36

Year I, First Term, Two-week residency in Vermont and online

SDIS-5110 Theory and Practice of Social Change	3 credits
SDIS-5111 Human Flourishing in the Anthropocene: From Development to Regeneration	3 credits
SDIS-5112 Foundations in Regenerative Leadership	1 credit

Year I, Second Term, Online

SDIS-5211 Regenerative Design	2 credits
SDIS-5510 Learning in Place: Land and Ecology	2 credits
SDIS-5551 Monitoring, Evaluation, Accountability, and Learning	2 credits

Year I, Third Term, Two-week residency in Oaxaca and online

SDIS-5311 Development and Resistance in Latin America	2 credits
SDIS-5320 Communication, Media, and Art for Social Transformation	2 credits
SDIS-5330 Food Sovereignty and Agro-ecology	1 credit
SDIS-5335 Migration, Borders, and Transnational Communities	1 credit

Year II, First Term, One-week residency in Vermont and online

SDIS-5415 Understanding and Designing Social-Ecological Change	3 credits
SDIS-5426 Science and Appropriate Technology	2 credits

Year II, Second Term, Online

SDIS-5511 Learning in Place: Society and Culture	2 credits
SDIS-5210 Economics for Sustainable Development and Regeneration	3 credits

Year II, Third Term, Online and On-campus

SDIS-6701 Reflective Practice	3 credits
SDIS-6702 Capstone Paper	1 credit
SDIS-6709 Capstone Presentation and Seminar	1 credit

Elective Courses	2 credits

ELECTIVE COURSES

Master of Arts in Sustainable Development students are required to complete two credits of electives. Electives may be chosen from the following:

- SDIS-5375 Special Topics in Sustainable Development, including field courses
- Optional elective from MA in Peace and Justice Leadership
- MPIM-5000 Independent Study (maximum of two credits per Independent Study, as determined by student and advisor)
- Transfer credit, if approved, for online or face-to-face courses taken elsewhere (variable number of credits; must be approved by degree chair and registrar—see page 53 for details)

* See course descriptions on pages 31–42.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

MISSION

The mission of the Master of Arts in Teaching English to Speakers of Other Languages (TESOL) program is to enliven learning by helping teachers and learners to interrogate and transform existing paradigms of teaching and modes of learning that marginalize learners and limit their potential. The program supports students in working toward a more peaceful, just, and sustainable world by challenging their assumptions and continuously redefining their teaching based on an ever deeper exploration of and connection to the world, themselves, learners, and the learning process.

BELIEFS

We believe that:

- Only awareness is truly educable—it is a fundamental prerequisite to any learning

- Teaching is subordinated to learning

- Learning is a nonlinear, emergent process

- Learning is enhanced by a diverse community that supports and challenges one's thinking

- Learning is an embodied and socially embedded experience that involves mind, body, spirit, and emotion

- Learning from experience is an ongoing process and, therefore, any assessment of learning will be unavoidably partial and incomplete

We recognize that language learners bring a wealth of prior linguistic and cultural knowledge and lived experiences which they can use to navigate across increasingly complex language and cultural boundaries. Learning to teach requires more than an ability to manage classroom learning, to attend to and expedite the learning process, to know the subject matter of language and culture and to be able to teach it in engaging and intellectually stimulating ways. Teachers must know their students and must be able to tap into their rich repertoires and experiences to help them further develop their abilities to participate in and influence the world through language. Learners and teachers are best served when the purpose of learning is to develop for life the capacity to learn from experience (on their own and with others) and to learn to extrapolate. Our Student Learning Outcomes describe the knowledge, skills, attitudes, and awarenesses that we find essential to developing and internalizing a habit of lifelong learning. A teacher who completes the MA in TESOL program must demonstrate an integration of and growth in six dimensions of a *teaching self* as described below. These six dimensions relate to their own learning and to their teaching practice and represent the six student learning outcomes for the program.

The disciplined self develops an understanding of trends and the evolution of one's field as well as of modes of rigorous inquiry into learning, teaching, and oneself as a situated cultural being.

- The synthesizing self draws on ideas and findings from various disciplines and sources and from both emic and etic data.

- The creating self problematizes one's conceptualization of language, culture, learning, and teaching; conjures up new ways of thinking; poses unfamiliar questions; and puts forward original ideas to be put to the test of practice.

- The plurilingual and pluricultural self navigates between cultures, languages, and registers; draws on all the semiotic elements in its communicative repertoire; and engages with others across cultural differences.

- The respectful, collaborative, inquiring self welcomes difference and diversity and inquires into and shows empathy and respect for others and their communities.

- The ethical self promotes equity, social justice, and inclusivity and advocates for and practices this type of worldview in its personal and professional life.

(Five of the "six selves" headings draw on Gardner, H. (2006). *Five Minds for the Future*. Boston, MA: Harvard Business School Press.)

SELF-ASSESSMENT OF STUDENT LEARNING OUTCOMES (SLO)

Prior to completion of the program, students will create a final exit portfolio that consists of six reflective essays on their learning in each of the SLO areas. Each essay (1–2 pages) will distill their major learning in that SLO. Students will attach and explain evidence of where that learning occurred for them in the program (a paper that they wrote, a lesson plan, a teaching journal, a video of their work, etc.). Students will also identify areas for further growth in each of the SLO areas. This exit portfolio will be completed by April 15 of their graduating year.

Details of Student Learning Outcome characteristics and evaluation can be found in the *MATESOL Student Resource Guide* on Moodle.

GUIDELINES FOR WORKING WITHIN THE EDUCATIONAL PHILOSOPHY OF THE 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. These guidelines can be found in the *MATESOL Student Resource Guide* on Moodle.

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 student learning outcomes, assessment in the MA in TESOL program 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 55.

ASSESSMENT IN THE MA IN TESOL COURSES/SEMINARS

The grading system for courses in the MA in TESOL program is Pass/No Pass. In order to receive a passing grade, students must:

- attend all online or face-to-face sessions;
- participate in class sessions/online forums in a manner in line with program expectations: actively, collaboratively, and respectfully;
- complete all assignments by the posted deadlines; and
- submit work that adheres to the standards and guidelines presented by the instructor.

No Pass will be given to someone who repeatedly disregards the deadlines and accountability guidelines that are posted above. More than two weeks of online absence for any reason will require you to petition to the faculty for continuation in the course.

Description of the Pass/No Pass philosophy can be found in the *MATESOL Student Resource Guide* on Moodle.

PROGRAM ELIGIBILITY/FEATURES

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).

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. After completing the coursework in the second summer of the program, students participate in specialized work through a topic seminar in an area of their professional interest. In the spring of the second year they complete work on the Independent Professional Project (thesis).

INTERIM-YEAR TEACHING PRACTICUM

The Interim-Year Teaching Practicum, between the two summers of coursework at SIT, is an integral part of the low-residency program. It is intended to be a time of significant professional growth, when students can reflect on the learning experiences of the first summer and experiment with new skills, attitudes, knowledge, and awareness in their classrooms. It also provides a way for students to evaluate their teaching goals, for their practicum supervisors to assess strengths and weaknesses, and for both to determine future directions for improvement and growth. There are two options for meeting the 160-hour teaching requirement:

1. The student teaches at their usual place or places of employment. The teaching load must consist of a minimum of five hours of classroom teaching per week for a minimum of eight months.

2. The student teaches in a more intense format over two semesters with a minimum of four weeks of teaching in each semester and a minimum of 160 hours of teaching in the combined two semesters (the two semesters can take place at different work sites).

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, an SIT faculty member. The observation, reports, and assigned projects are a tutorial on teaching, directed by the practicum supervisor. Supervisions will take place in a four-week period negotiated by the supervisor and student.

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

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

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

SPECIALIZATION WITHIN THE FIELD

During the second year of the program, students will choose an area of specialization and work in an advanced seminar to further their understanding and participation in a particular area of the field of language learning and teaching.

INDEPENDENT PROFESSIONAL PROJECT

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

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 (IPP), within the two-year time frame. If this deadline is missed, and only in the case of documented extenuating circumstances, the student may petition for an extension agreed to by the professor and degree chair not to exceed five years from the date of matriculation.

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

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

LANGUAGE STUDY REQUIREMENT

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

COURSE OF STUDY

Minimum required credits: 34

REQUIRED COURSES*

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

EDLG-5410 Foundations to Teaching
and Learning   1 credit

EDLG-5504 Developing an Approach to
Teaching and Learning   3 credits

EDLG-5535 English Applied Linguistics, Part 1   1 credit

ICHR-5821 Intercultural Communication
and Ethnographic Inquiry for Language
Educators, Part 1   1 credit

Beginning Language Study   1 UG credit

Peer mentoring

FALL, 1st year, September to December

EDLG-5523 Teaching the Four Skills   3 credits

EDLG-5536 English Applied Linguistics,
Part 2   1 credit

EDLG-5690 Fall Interim-Year
Teaching Practicum   3 credits

SPRING, 1st year, January to May

EDLG-5537 English Applied Linguistics,
Part 3   2 credits

EDLG-5691 Spring Interim-Year Teaching
Practicum   3 credits

EDLG-5824 Curriculum Design and Assessment,
Part 1   1 credit

ICHR-5822 Intercultural Communication
and Ethnographic Inquiry for Language
Educators, Part 2   1 credit

SUMMER, 2nd year, June to August

EDLG-5612 Sandanona Conference
Presentation   1 credit

EDLG-5809 Second-Language Acquisition,
Part 1   2 credits

EDLG-5834 Curriculum Design and Assessment,
Part 2   1 credit

ICHR-5823 Intercultural Communication for
Language Teachers, Part 3   1 credit

FALL, 2nd year, September to December

EDLG-5810 Second-Language Acquisition,
Part 2   1 credit

Students choose one of the following four options:

EDLG-5731 Seminar: Teaching Refugees and
Displaced Persons   3 credits

EDLG-5732 Seminar: Teaching Young Learners   3 credits

EDLG-5733 Seminar: Teacher Training and
Development   3 credits

EDLG-5734 Seminar: Plurilingual Pedagogy   3 credits

SPRING, 2nd year, January to May

EDLG-5698 Independent Professional Project   5 credits

ELECTIVE: 1 credit

Students may take an additional elective within the other low-residency degrees. This is charged at a per credit rate and requires the approval of the instructor of the course and demonstration of completion of any pre-requisites

* See course descriptions on pages 31–42.

COURSE DESCRIPTIONS

CLIM-5010

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

3 credits

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

CLIM-5020

Political Economy of Sustainable Development and Environmental Change

3 credits

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

CLIM-5030

Science of Global Climate Change

3 credits

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

CLIM-5035

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

3 credits

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

CLIM-5040

Climate Change in the Arctic: Methods and Impact Assessment

3 credits

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

CLIM-5050

Climate Change and Sustainable Livelihoods in the Indian Ocean Region

4 credits

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

CLIM-5060

Natural Resource Management in East Africa

3 credits

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

CLIM-5070

Climate Change on Tropical Coasts: Social and Ecological Methods

3 credits

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

CLIM-5080

International Environmental Policy and the Challenge of Climate Diplomacy

3 credits

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

the Paris Agreement of 2015. Participants consider the opportunities for social change and effective climate action in light of a shifting world order and the evolving structural and cultural elements of globalization.

CLIM-6709

Climate Change and Global Sustainability Project

3 credits

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

EDLG-5410

Foundations for Teaching and Learning

1 credit; graded P/NP only

This seven-week module is an introduction to the two-year MA in TESOL low-residency program. Through readings, reflections and tasks, students will prepare for the three-week face-to-face module on campus later in the summer and will establish their starting beliefs, goals, and understanding of the field as they begin the program.

EDLG-5504

Developing an Approach to Teaching and Learning

3 credits; graded P/NP only

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

EDLG-5523

Teaching the Four Skills

3 credits; graded P/NP only

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

EDLG-5535, 5536, 5537

English Applied Linguistics

4 credits; graded P/NP only

This course examines the phonology, grammar, and lexicon of English and explores ways of facilitating students' learning in these areas. Course participants will analyze basic concepts and patterns of language in areas of phonology, lexicon, and grammar. They will develop lesson plans and explore pedagogical implications that affect implementation.

EDLG-5612

Sandanona Conference Presentation

1 credit; graded P/NP only

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

EDLG-5690

Fall Interim-Year Teaching Practicum

3 credits; graded P/NP only

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

EDLG-5691

Spring Interim-Year Teaching Practicum

3 credits; graded P/NP only

This course is a continuation of the fall teaching practicum.

EDLG-5699

Independent Professional Project (thesis)

5 credits; graded P/NP only

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

EDLG-5731

Teaching Refugees and Displaced Persons

3 credits; graded P/NP only

This specialization seminar, for teachers who are currently working with displaced populations or who intend to, will provide teachers with an increased understanding of what it means to be an educator in this context. The modules will focus on developing 1) increased understanding of the causes and experiences of displacement; 2) increased ability to analyze the driving assumptions and practices of program types and curricula (from crisis intervention to resettlement); 3) increased understanding of the relationship between trauma and learning; and 4) increased skills in delivering best practices for teaching ESL to displaced communities. Each participant will create an instructional unit or training workshop as part of the course.

EDLG-5732

Teaching Young Learners

3 credits; graded P/NP only

This specialization seminar is intended for teachers who plan to teach young learners. The seminar will focus on the following elements essential to working with children in public and private schools: bilingual/multilingual education, Content Language Integrated Learning (CLIL), classroom management, child development and early literacy. Because teachers must understand and navigate through national language policy and program design to meet the needs of the students, this seminar will also explore models for community and school partnerships and advocacy. Each student will write a literature review, develop a context and age focus for their study within the track, and create practical teaching lessons and a blueprint for advocacy action within their context.

EDLG-5733

Teacher Training and Development

3 credits; *graded P/NP only*

This specialization seminar is for MA in TESOL students with a minimum of two years' teaching experience who have been involved in supporting or advising teachers (perhaps without having been trained to do so) or who hope to work with teacher education in the future. The seminar will focus on teacher education and training in multicultural and multilingual contexts and will surface and address different issues between teacher training and teacher development in culturally and linguistically complex contexts. The seminar will address the following components in order to help participants engage in the teacher training/teacher development profession: 1) consider the various roles of teacher developer, trainer, educator, mentor; 2) become familiar with the core tasks; 3) learn about different ways to observe teachers; 4) learn how to give feedback sensitively and effectively; 5) discover how to set up and sustain a teacher development group in your school; and 6) explore and practice the skills required in managing groups of teachers.

EDLG-5734

Plurilingual Pedagogy

3 credits; graded P/NP only

The Plurilingual Pedagogy specialization seminar will explore language instruction and policies that are better aligned with the plurilingual and multimodal lived experiences of today's highly mobile global citizens. It elaborates on Richard Ruiz's orientation, which sees the linguistic and cultural knowledge that learners possess as a resource and puts a premium on learner agency, featuring a learning that is embodied, socially embedded, and empowering for the students and for their communities. Language is seen as a fluid, ever-changing, emergent dynamic system, and language teaching is aimed at helping students use all the rich semiotic resources in their repertoire without valorizing certain languages at the expense of others.

EDLG-5809, 5810

Second-Language Acquisition, Parts 1 and 2

3 credits total; graded P/NP only

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

EDLG-5824, 5834

Curriculum Design and Assessment

2 credits total; graded P/NP only

Students will examine elements of curriculum design and assessment appropriate for a variety of language learning contexts. Students will apply their understanding of curriculum and assessment by developing a course for a specific context. The CDA course consists of a collaborative online component and a contextualized teaching project. The course begins online during the spring and continues online during the summer.

HACM-5110

Issues in Humanitarian and Refugee Studies

3 credits

The course will introduce the origins and history of humanitarian action, traditional humanitarian principles and the controversy surrounding them that led to the rise of the new humanitarianism. In this course, students learn about complex humanitarian emergencies, examine the various root causes of such crises, and explore the role of the international, national, and local actors in responding to such crises. The course will also analyze the current critiques of humanitarian assistance with focus on efficiency, effectiveness, and the rising politicization of humanitarian aid.

HACM-5120

Humanitarian Policy, Diplomacy, and Advocacy

3 credits

The course analyzes the evolution of humanitarian advocacy and provides a conceptual and theoretical framework for understanding its pivotal role in promoting and protecting international human rights and humanitarian principles. The course explores the channels, strategies, and the most effective tools and approaches employed to inform and influence the humanitarian policies and actions of local, national and international institutions. The course runs in Jordan and concludes with a field visit to Geneva, a hub for international humanitarian intergovernmental agencies and NGOs. During the visit, students will participate in a "traveling seminar," which will include meetings with key actors in humanitarian assistance, to learn about the advocacy strategies and the diplomatic and global policy arenas they target to influence policy debates on key humanitarian issues.

HACM-5130

Crisis Management and Leadership in Humanitarian Response

3 credits

This course examines leadership during times of crisis and the ensuing humanitarian emergencies. The overall goal is to better understand the key dynamics that influence the way that decision makers perceive of and respond to crises and the kinds of decision making and institutional processes that facilitate effective crisis management. An important dimension of this course is the focus on providing students with the knowledge and skills for designing and implementing an integrated emergency management system to effectively respond to and mitigate the potential effects of disasters. Students will learn state-of-the-art strategies and procedures for identifying hazards and designing and implementing a crisis management plan that anticipates the needs of various groups affected by a crisis in the various humanitarian sectors.

HACM-5211

Developing and Maintaining Collaborative Relationships

3 credits

The course takes place in Uganda and introduces students to the core competencies of principled and effective professionals who are committed to communication, collaboration, community, and viable solutions for a better world. The competencies cover practice-centered learning and professional development, intercultural communication, and effective multicultural teamwork that are essential to planning and implementing a humanitarian response.

HACM-5212

Safety and Well-being Challenges in emergency context

3 credits

The course examines the safety, security, and well-being (physical and mental health) challenges and needs of communities affected by humanitarian emergencies as well as those serving those populations. Students will be exploring the risks inherent in emergency situations with focus on specific risks facing vulnerable groups. This course also discusses the risk factors and prevalence of mental illness in refugees, including conflict-related traumas and the psychosocial challenges of immigration and assimilation. A comparative situational analysis of risk across a variety of humanitarian contexts will be conducted using case studies in the context of political upheavals, natural disasters, health pandemics, environmental collapse, and war.

HACM-5213
International Humanitarian and Refugee Law, Standards, and Principles

3 credits

The course examines the theory, history and development of key international human rights, humanitarian, and refugee laws, treaties, standards, and principles. Students will also gain understanding of the international and regional institutions and the role of transnational actors in the protection and promotion of human rights with attention to situations of conflict, violence, and disaster. The course also explores several current debates and developments in the field, including the difficult and contentious politics of international humanitarian, human rights, and refugee law and how those political dimensions have been addressed at the national, regional, and international levels. Case studies examine how international law, treaties, standards, and principles have been utilized in a variety of actual humanitarian crises

HACM-5510
Practitioner Inquiry

3 credits

This course prepares practitioners to conduct inquiry in their fields of practice to extend learning, solve problems, and expand practice-based knowledge in the field. The goal of this course is to prepare students as practitioners to understand, analyze, and use qualitative research to answer questions related to their personal interest, experience, or professional practice. The emphasis will be on qualitative inquiry although there will be aspects of quantitative research covered. In this research methods 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.

HACM-6702
Capstone Paper

3 credits

In this capstone project course, students synthesize and demonstrate what they have learned during the MA program. Course deliverables include a research-based paper, digital portfolio, or policy-advocacy position paper. This assignment addresses a facet of humanitarian assistance and crisis management.

HACM-6709
Capstone Seminar

3 credits

In the Capstone Seminar, students will make a professional presentation (open to the public) of their research—addressing a facet of humanitarian assistance and crisis management. The visual and oral presentation can be delivered from a remote location through an e-distance learning interface.

ICHR-5821, 5822, 5823
Intercultural Communication and Ethnographic Inquiry for Language Educators

3 credits; graded P/NP only

Participants in this course will learn and apply tools and principles from Ethnography, Autoethnography and Collaborative Inquiry to further develop their intercultural competence and deepen their understanding of themselves and others as cultural beings and creators of culture. Through grounded inquiry in their teaching/living contexts, students will practice framing a cultural investigation and conducting ethnographic data collection. Participants will work together in the third module of the course to engage in collaborative inquiry to analyze their own inquiry data, develop shared meaning, and create implications and applications for continued personal learning and for fostering cultural learning in their language classrooms.

IEDP-5065
International Education Program Planning and Design

3 credits

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

IEDP-5375
Special Topics in International Education

1–3 credits

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

IEDP-5510

Theory, Practice, and Policy of International Education

3 credits

This foundations course explores international education through a variety of lenses, including historical, cultural, economic, political, structuralist, functionalist, postmodernist, and other theoretical perspectives in both formal and nonformal education, at a variety of levels and in selected regional contexts throughout the world. Students will become familiar with a number of the current issues in the field such as globalization, distance learning, and diversity as well as their impact on inter-national education. Students also will be introduced to the current realities of international education policy: definitions, principles and practices, frameworks for analysis, and policy issues for today and the future.

IEDP-5610, 5611

Advanced Concepts in International Education I and II

3 credits each

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

MGMT-5103

Program Monitoring and Evaluation: Concepts

1 credit

Monitoring and evaluation 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.

MGMT-5105

Program Planning and Management

3 credits

This course explores the principles, theory, and practice of program planning and project design in the context of international development and humanitarian action. It encourages a critical examination of the prevailing models to assess their strengths and weaknesses.

MGMT-5106

Monitoring, Evaluation, & Learning: Concepts & Practices

3 credits

This course provides a thorough introduction to concepts, case examples, and research tools designed to explore and assess community problems, the feasibility of new development interventions, and to monitor and evaluate the process and impact of existing interventions. Special attention is given to participatory methodologies and other current approaches. In addition, students will explore monitoring, evaluation, and learning within the specific context of humanitarian assistance.

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 work 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.

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 20–21 for detailed information.

MPIM-5050

Foundations in Intercultural Service, Leadership, and Management

4 credits

The Foundations course introduces students to skills related to practice-centered learning and professional development, intercultural communication, leadership, management, and transformational change processes in organizations and society. Through multiple teaching-

learning methods, including readings, lectures, discussions, simulations, and individual and group projects, students acquire the knowledge and skills to plan and carry out ongoing, self-directed, professional development that effectively utilizes other courses, research, work experience, and nonformal learning opportunities.

MPIM-5510
Practitioner Inquiry

3 credits

This course prepares practitioners to conduct inquiry in their fields of practice in order to extend learning, solve problems, and expand practice-based knowledge in the field. The emphasis will be on qualitative inquiry although there will be aspects of quantitative research covered. In the practitioner inquiry course all participants will get the opportunity to formulate a proposal and conduct a small inquiry project following the guidelines for capstone projects. Issues of inquiry design and implementation are explored and skills in data collection (including interviews, observation, focus groups, etc.) and analysis developed. Participants will also gain experience in understanding and using the results of inquiry done by others as well as in connecting their inquiry and practice to the theoretical and practical bases of their fields. Additionally, students will be exposed to applied descriptive statistics and will be given practice in interpreting basic descriptive statistics in reports.

MPIM-6701/MPIM-6702/MPIM-6703/MPIM-6704/MPIM-6705
Reflective Practice

3 credits, graded P/NP only

(repeated to maximum of 15 credits; must be taken in consecutive order)

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

MPIM-6709
Capstone Presentation

1 credit; graded P/NP only

(prerequisite: MPIM-6701-MPIM-6705; may be taken concurrently with MPIM-6705)

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

PEAC-5210
Conflict Transformation Across Cultures 1

2 credits; graded P/NP only

This course serves as a learning laboratory for multicultural community building, self-reflection, and deepening of 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.

PEAC-5211
Conflict Transformation Across Cultures 2

1 credit; graded P/NP only

This course provides opportunities for students to build on the awareness and skills developed in ICHR-5210 and to develop their professional networks. For 2019 PEAC-5211 will take place in Washington, DC, and include trainings with peacebuilders at the U.S. Institute of Peace, the Alliance for Peacebuilding, policy makers from the U.S. government, and leaders from peace and justice–related nongovernmental organizations.

PEAC-5212
Introduction to Peacebuilding

1 credit; graded P/NP only

This U.S. Institute of Peace–delivered course provides an overview of the peacebuilding field and introduces the skills needed to succeed in it. Guided through an exploration of the United States Institute of Peace's 30+ year experience engaging with local partners in conflict zones around the world, learners are exposed to a set of key theories, skills, and approaches to building peace and to real-world examples that exemplify the complex challenges of peacebuilding.

PEAC-5215
Conflict Analysis

1 credit; graded P/NP only

Insightful analysis is essential to any conflict management process, from prevention to mediation to reconciliation. This U.S. Institute of Peace–delivered course will help students understand the potential trajectories of a conflict situation so they can develop effective peacebuilding strategies.

PEAC-5220

Strategic Peacebuilding

1 credit; graded P/NP only

Building a viable and just peace, as well as creating and operating programs that sustain it, is a complex process that requires significant expertise. This U.S. Institute of Peace–delivered course will equip learners with the ability to build and utilize a more comprehensive and strategic approach to constructing a just peace.

PEAC-5310

Civil Resistance

2 credits; graded P/NP only

This U.S. Institute of Peace–led course provides a multidisciplinary perspective on nonviolent, civilian-based movements and campaigns that defend and obtain basic rights and justice around the world and in so doing transform the global security environment.

PEAC-5315

Theory and Practice of Peace and Justice Promotion

3 credits

This course helps students to understand and synthesize multiple perspectives on the roots of conflict and systemic injustice from across social science disciplines. Course readings and assignments provide students with contrasting theoretical approaches to conflict, peace, and justice work and examine how these approaches have been used to promote conflict transformation, peace, and justice across multiple sectors.

PEAC-5375

Special Topics in Peace and Justice Promotion

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 or a faculty affiliate of the program, often in response to student interest. The specific content and methods will vary based on the topic.

PEAC-5400

Field Seminar

2 credits; graded P/NP only

This two-week residency program in South Africa exposes students to the people, events, and history of conflict transformation, peacebuilding, and justice promotion in South Africa. Students travel to three cities, Johannesburg, Durban, and Cape Town, to witness current and historical post-conflict transition in action.

PEAC-5413

Design, Monitoring, and Evaluation for Programing in Fragile Environments

1 credit; graded P/NP only

This course presents an overview of essential principles in design, monitoring, and evaluation practice that enables peacebuilding professionals to successfully apply new skills to implement more effective projects that produce measurable results. If projects are designed well at the beginning, the monitoring and evaluation tools will be more effective to gather necessary data to ensure they are on target toward the intended outcomes and impact. This helps ensure that risks to stakeholders are minimized, outcomes are clearly measured to maximize program impact, work is contributing to the knowledge base of the field, and limited resources are being used efficiently.

PEAC-5510

Negotiation, Mediation, and Dialog

2 credits

Negotiation, mediation, and dialog are essential skills for anyone seeking to bring about change in difficult environments. This course will examine the theory and practice behind each of these approaches to conflict transformation, consider settings where each skill might best be applied, and provide hands-on training through various role-plays and simulations.

PEAC-5515

From Grant Writing to Policy Briefs: Essential Skills in Peace and Justice Promotion

1 credit; graded P/NP only

This course, offered by SIT's Washington, DC, partner the Alliance for Peacebuilding, provides students with practical hands-on skills for fundraising, influencing the policy process, and communicating with stakeholders.

PEAC-6701

Reflective Practice

3 credits

Reflective Practice provides an opportunity to test out in practice the theories and concepts, and skills developed in coursework in a "real-world" setting. Students work with their faculty advisor to develop a project, research paper, or other learning initiative that can be carried out in an organizational setting where peacebuilding, conflict transformation, or justice promotion work of some type is occurring. Students may work within their own organizations, where appropriate, or identify another setting where they can investigate their chosen topic.

PEAC-6709

Capstone Project

3 credits

Each student will demonstrate and synthesize their program learning through a capstone group project that is organized by SIT's partner the Alliance for Peacebuilding (AfP). The group capstone will entail completing a project for one of AfP's global members (the client) that is relevant to a critical issue in peace and justice promotion. Clients will lay out the project, its goals, and their expectations at the start of the final semester. Capstone groups will then work together to complete the project, meeting goals and expectations, by the end of the semester. The final component of the capstone project

will be a professional briefing presented virtually to the client, the students' SIT advisor, and a representative of the Alliance for Peacebuilding at project end.

PRAC-6701

Field Practicum

6 credits

This seminar consists of a 12-week practicum with a United Nations agency, intergovernmental organization, international development agency, or national or local NGO providing humanitarian assistance, advocacy, or development aid to refugee and local communities. The aim of this experience is to enable students to gain valuable experience and enhance their skills in an international internship environment. SIT will use its extensive network to help students identify a practicum organization.

PRAC-6706

Climate Policy-Advocacy Practicum

4 credits

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

SDIS-5110

Theory and Practice of Social Change

3 credits

This course provides a multidisciplinary perspective on the theories and practice of social change. The course also covers how different sectors (nonprofit, social movements, business, and government) approach social change and the different strategies that can be adopted for this. The role of policy is also addressed here, as are the ways in which policy advocacy has successfully led to social change. The course will also provide an account of how individual learning and transformation occurs for those who participate in social movements. Taking place during the residency in Vermont, this course will involve visits to innovative sustainability and regeneration practices in and around Vermont in agro-ecology, permaculture, slow food, cooperatives, green energy, housing, holistic health, community building, Transition Town, alternative education and social and ecological justice. The course will also connect with the Slow Living Summit (June), introducing students to the rich diversity of innovation occurring in the region. The course will also count on practitioner guest speakers to address different aspects of the course.

SDIS-5111

Human Flourishing in the Anthropocene: From Development to Regeneration

3 credits

This course provides a historical and philosophical overview of the transition from colonialism to development, to sustainable development and then to regeneration and transition. The course situates these movements in the deep historical time of the Earth and of human dwelling within broader transformations of the planet's ecology, including climate change. The significant historical moments of humans' impacts on the earth are addressed, as are the diverse philosophical orientations which have ultimately shaped humans' relationship to their environment. The shifts in thinking and practice around what is considered human flourishing is also addressed as we move across paradigms from development, to sustainability, to something else (best described as regeneration) that is emerging in the present. The course takes students through the history of development thinking and practice, outlining the major shifts that have occurred in this field and the key players involved. Taking place during the residency in Vermont, this course will also involve visits to innovative sustainability and regeneration practices in and around Vermont in agro-ecology, permaculture, slow food, cooperatives, green energy, housing, holistic health, community building, Transition Town, alternative education, and social and ecological justice. The course will also connect with the Slow Living Summit (June), introducing students to the rich diversity of innovation occurring in the region. The course will also count on practitioner guest speakers to address different aspects of the course.

SDIS-5112

Foundations in Regenerative Leadership and Design

1 credit

This course focuses on theories and practices of creating, leading and managing change at a variety of levels. At the individual level, the course will create an in-depth opportunity for individuals to examine and develop their personal preferences and strategies pertaining to learning, creating, and 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. Also significant here are the issues of intercultural learning and communication. The course will create an opportunity to critically examine the major leadership and change theories and their relevance to participants' future work as managers, leaders, and agents of social change. Throughout the course, the themes of justice and social and ecological 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 design sustainable and regenerative organizations and futures.

SDIS-5210

Economics for Sustainable Development and Regeneration

3 credits

This course provides an introduction to the emerging discipline of ecological economics, an interdisciplinary field that includes ecology, physics, economics, public policy, philosophy, and ethics. This innovative field takes a holistic approach to the economy, considering its inextricable connection to the bio-physical aspects and limits of our planetary home and proposes new ways to think about the production, distribution, and consumption of goods and services that are part of day-to-day life. The course will introduce students to classical economics thinking and how it has shaped policy and practice as well as our sense of self. The orthodoxy of economic growth and measures such as GDP will be challenged through different models and approaches that prioritize other ways of thinking about the economy and human well-being. The course will also introduce students to development economics and will consider how ecological economics can also contribute to the questions raised in this field concerning poverty alleviation, equity, industrialization, and so forth.

SDIS-5211

Regenerative Design

2 credits

Design is fundamental to building or creating anything—and therefore also to building and creating a more livable world. Being intentional about the design choices we make is a powerful leverage point for co-creating systems that enhance human and ecological well-being. This course introduces students to the exciting work around design thinking, and design as a practice, among regenerative movements and thought leaders around the world. We begin by reflecting on what design is, and what are some different approaches to design. We delve deeply into the holistic design principles associated with Whole Systems Design and permaculture and examine how they can be applied to ecological systems as well as social systems, development, and business and organizational structures. Through a case study and a group project, students will have the opportunity to explore and demonstrate how design thinking has become key in creating regenerative organizations.

SDIS-5223

Policy Advocacy

1 credit

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.

SDIS-5311

Development and Resistance in Latin America

2 credits

This course is an introduction to Latin American approaches to development, sustainability, and regeneration thinking and practice. Starting from an appreciation of the different cosmovisions (epistemology, ontology, and ethics) that are indigenous to the continent and that permeate encounters with and resistance to development, this course traces the history of key moments and orientations of this encounter. The course covers such topics as colonialism, underdevelopment, indigenous resistance (such as the Zapatistas) and popular education movements. As an introduction to the residency in Oaxaca, the course takes place initially online, providing an overview of Mexican and Oaxacan history, politics, and culture. Students will be introduced to a variety of case studies through reading materials and through firsthand visits to organizations and initiatives and social movement activists engaging with popular education and community work as forms of creative resistance to development. This course also engages with the key local indigenous concepts of *Comunalidad* and *Buen Vivir*—communality and living well respectively. More than concepts, these key terms embody a different cosmovision, which has emerged across Latin America at local and national levels as an alternative to conventional development. This course will explore these philosophies and practices as they manifest themselves at the community and policy levels and outline how they have emerged over the last two decades as substantial critiques to development.

SDIS-5320

Communication, Media, and Art for Social Transformation

2 credits

This course addresses the role of communication, media, and the arts in relation to social transformation and community building. Focusing on case studies of local and indigenous media, students will explore how these tools can be used to help regenerate the social fabric and strengthen local identities. Lastly, the course explores the connection of art, activism, and social change, looking at how art (specifically in Mexico) has served to communicate the imaginaries of social and revolutionary movements. This course takes place in Oaxaca, a city and region with a thriving tradition of art. Students will be able to experience firsthand the role of the arts and artist organizations in the region and their links with indigenous, social, and revolutionary movements. Students will also be able to learn how the arts provide a significant source of livelihood for a number of communities in the region. This course also explores the possibility of using photography and video as tools of research. Students will be introduced to the key concepts in visual anthropology and documentary film and photography. The class will then go over some basic techniques in documentary film and photography, and students will be given an assignment to create in teams, such as a short video or photographic essay on a chosen theme during their stay in Oaxaca.

SDIS-5330

Food Sovereignty and Agro-ecology

1 credit

The course examines the centrality of agriculture in the field of development, exploring the significance of the Green Revolution in reshaping agriculture worldwide, including its political history and the way in which the Green Revolution is currently reshaping itself. The course also examines the critiques of the Green Revolution and the harmful impacts of chemical and industrial agricultural processes. Here we explore the question, *What kind of agriculture and food systems are most conducive to human and ecological flourishing?* Through this question we explore the debate between food security versus food sovereignty, topics of agro-ecology, local systems of agriculture (e.g., *Milpa*), free or fair trade, the control of food systems through multinational corporations, and regenerative movements of localization. Students will also be able to learn with local food movements on the ground in Oaxaca, exploring firsthand the impacts of NAFTA and the influx of cheap, subsidized, and GMO corn on the lives of communities who have cultivated this crop for thousands of years. Students will also explore with local communities the centrality of maize for their cosmovision and how this touches every aspect of their lives.

SDIS-5335

Migration, Borders, and Transnational Communities

1 credit

This course addresses the importance of migration, borders, and transnational communities within the field of development. The course provides an overview of the significance and scale of the phenomena on a global level and addresses the political economy of migration and the significant push and pull factors involved in this. Taking place during the Oaxaca residency, the course focuses specifically on Mexico and Oaxaca, addressing the particular historical, social, economic, and political context that has made mass migration to the United States a way of life for many Mexicans. As such, the impacts on local communities, especially indigenous farmers, of key trade agreements North American Free Trade Agreement (NAFTA) and the Central American Free Trade Agreement (CAFTA) are investigated. The impacts of this migration on individuals and communities are addressed in this course through visits and conversations with a range of key people and organizations. The course also investigates the role of remittances and transnational communities and the effects these have on the local and national communities' economies—of both the United States and Mexico.

SDIS-5415

Understanding and Designing Social-Ecological Change

3 credits

This course takes the premise that the design and practice of social research can in itself be an act of social change. With this in mind, the course prioritizes critical and participatory methodologies, enabling students to learn skills necessary to design a participatory inquiry through a more holistic and reciprocal engagement with their local context. The course prepares students to conduct critical and participative inquiry in their fields of practice in order to extend learning, critical thinking, problem-solving skills, organized action, and practice-based knowledge in the field. While this course prioritizes a qualitative methodological orientation to social research, the aim is to focus primarily on participatory approaches with the ultimate aim of organized action alongside written and/or visual forms of text as the culminating co-production of knowledge. Here students will learn and practice a range of methods of inquiry including interviewing, surveys, oral history, participant observation, different forms of mapping, and others. Students will also be introduced to quantitative research and basic concepts in statistics, enabling students to be critical consumers of data.

SDIS-5426

Science and Appropriate Technology

2 credits

This course introduces students to the key importance of science and technology in relation to development and sustainability. The course analyzes the way in which sustainable development theory and practice have been intrinsically tied with the spread of scientific knowledge and technology. We explore the central question, *What kind of science and technology is most appropriate for human and ecological flourishing?* Navigating this question takes us through the fields of the social studies of science and technology to indigenous science and technology to debates around power and inequality in science and technology to the role of corporations and citizen groups to the emerging domain of green technologies. This course is intended as an introduction to these topics, and case studies touching on water, housing, energy, waste, and communications will be explored.

SDIS-5510

Learning in Place: Land and Ecology

2 credits

The overall aim of this course is to consider the questions, *What is the ecology of this place and its life support systems and how does human dwelling depend on and relate to these systems?* The course seeks to develop a sensibility as to how these ecological systems are being used and depleted by human use and what are the possibilities for regenerative forms of engagement with this non-human world. The course develops a subtle deepening of inquiry, inspired by learning-in-place, mindfulness practice, and embodied and indigenous ways of knowing. The course is structured through weekly exercises to be conducted by students where they live so as to familiarize them with the flora, fauna, climate, and landscape of place, and the human impact upon these. Learning in Place encourages students to familiarize themselves with the place they live; to ask questions around local problems, sustainable development, and regeneration; and to build alliances with local stakeholders. This course is also designed to deepen the practice of learning from place while sharing this learning with other students in online seminars.

SDIS-5511

Learning in Place: Society and Culture

2 credits

This course asks students to consider the following questions: *What are the key social and cultural challenges of this place? Who are the key actors involved in attempting to find solutions? How could a sustainability and regeneration perspective support or enhance these efforts?* This course is the second part of Learning in Place*.* In this phase of Learning in Place, students will focus on deepening their learning of the social-cultural aspects of where they dwell through critical mapping exercises using a variety of methods that will be applied during the course. As such, students will be encouraged to engage with the regenerative possibilities of the localities where they are through a series of mapping and relational activities that directly take into account the various dynamics and power structures in place. The course also introduces students to systems thinking as a mode of understanding complex problems and dynamics within the social world and its interface with the environment.

SDIS-5551

Monitoring, Evaluation, Accountability, and Learning

2 credits

Program monitoring and evaluation 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 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 and education interventions, and 2) monitor and evaluate the process and impact of existing interventions.

SDIS-6701

Reflective Practice

3 credits

Reflective Practice provides an opportunity to deeply explore the learning derived from a focused professional or community practice context of a student's choice, allowing each student to test out in practice the theories, concepts, and tools highlighted in coursework and to further enhance the skills and awareness developed in the coursework phase. Equally important is the service and action aspect of the course; this is a special opportunity to make a contribution to the local or global community through enacting a project that contributes to human and ecological flourishing in the community or workplace. Reflective Practice is a question-based, problem-solving practitioner inquiry experience leading to an enhanced capacity for lifelong reflective practice, inquiry, professional development, and collaborative action. The course involves a minimum of three months' work in an organization or community setting accompanied by a learning plan and participative action research design approved by one's faculty advisor and a supervisor in the host organization or community.

SDIS-6702

Capstone Paper

1 credit

This course comprises the participative action research design approved by one's faculty advisor and a supervisor in the host organization or community.

SDIS-6709

Capstone Presentation and Seminar

1 credit

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

SIT GRADUATE INSTITUTE ADMISSIONS

OVERVIEW

Professional experience, academic ability, demonstrated experience in the related program field, career goals, cross-cultural experiences, ability to work well with others, capacity to analyze cross-cultural and professional experiences, and learning style are considered when reviewing an applicant's file. A variety of methods are used to assess these qualities, including an essay, review of past academic performance, references, and in some cases a personal interview.

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

SELECTION PROCESS

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

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

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

APPLICATION CHECKLIST FOR GRADUATE DEGREE AND CERTIFICATE PROGRAMS

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

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

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

ADMISSIONS CRITERIA

For master's or certificate program:

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

PREFERRED ADMISSIONS CRITERIA

For low-residency degree programs:

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

The following are recommended but not required for all programs:

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

ADMISSIONS CRITERIA FOR CONTACT WORKSHOP

- Short essay
- Demonstrated experience in the related program field structure

VERIFICATION OF ENGLISH LANGUAGE ABILITY

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

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

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

DEFERRAL POLICY

Applicants accepted into an SIT graduate program may defer their application for up to two years. To defer an application, the applicant must submit a deposit of $400.

APPLICATION REACTIVATION POLICY

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

NON-MATRICULATED STUDENTS

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

Admissions Criteria

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

Expectations

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

Credits

Non-matriculated students may take up to six credits of 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 2019–2020

EXPLANATION OF COSTS

ENROLLMENT DEPOSIT
Upon acceptance to the degree program, students make a $400 non-refundable deposit that will reserve their place in the class and is credited toward the first semester tuition.

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 will be administratively withdrawn for nonpayment.

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

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

Undergraduate credit* $800 per credit

Graduate credit $1,000 per credit

Graduate audit $500 per credit

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

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

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

Time of Withdrawal:
Refund amounts are refunded on a pro-rated basis.

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

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 $1,000

2 credits $2,000

3 credits $3,000

FIELD COURSE PAYMENT AND WITHDRAWAL POLICY

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

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

the course. Students who withdraw after the start of class are responsible for the full program fee.

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

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

GLOBAL MASTER'S PROGRAMS ACADEMIC YEAR 2019–2020

Fall Semester (Due August 1, 2019 for term August 26, 2019 to December 13, 2019)

Spring Semester (Due November 14, 2019 for term January 6, 2020 to May 8, 2020)

Summer Semester (Due May 1, 2020 for term May 20, 2020 to August 21, 2020)

Tuition

$14,500 per semester

LOW-RESIDENCY PROGRAMS ACADEMIC YEAR 2019–2020

Summer Semester (Due May 1, 2019 for term May 29, 2019 to August 23, 2019)

Fall Semester (Due August 1, 2019 for term September 3, 2019 to December 13, 2019)

Spring Semester (Due November 14, 2019 for term January 6, 2020 to May 8, 2020)

Tuition

$7,250 per semester

Vermont Campus:

Estimate for Meals	Estimate for Room
$490	$560 (IE)
$525	$600 (PJL)
$490	$560 (SD)

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES MASTER'S PROGRAM ACADEMIC YEAR 2019–2020

Summer Semester (Due May 1, 2019 for term May 29, 2019 to August 23, 2019)

Fall Semester (Due August 1, 2019 for term September 3, 2019 to December 13, 2019)

Spring Semester (Due November 14, 2019 for term January 6, 2020 to May 8, 2020)

Tuition

$4,460 per semester

Vermont Campus:

Estimate for Meals	Estimate for Room
$770	$880

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. 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/.

COSTS AND THE STUDENT BUDGET

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

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

FINANCIAL AID APPLICATION PROCESS

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

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

- Complete the Certification of Finances form and return it to SIT. Your Certification of Finances form must demonstrate and document that you have sufficient funds to pay the expenses related to your education in the United States and your return home at your program's conclusion.

- Provide a copy of their passport.

- Note: For international students whose programs involve study in the United States, a $300 Student and Exchange Visitor Information System (SEVIS) fee will be added to the above total ($200 SEVIS fee and $100 shipping fee). This fee is required by the U.S. Department of Homeland Security for all international students applying for a student visa to study in the United States.

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. This form is not necessary for second year low residency students.

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 including financial support of other family members, unreimbursed medical expenses, or long-term loss of employment. Requests for reconsideration should be sent directly to the Financial Aid office at finaid@sit.edu. While an increase in aid cannot be guaranteed, we make every effort to assess the situation as fairly as possible. All students must maximize the unsubsidized federal loan available to them before additional institutional aid is awarded.

TYPES OF FINANCIAL AID

SIT SCHOLARSHIPS

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

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.

FEDERAL STUDENT LOANS FOR U.S. STUDENTS AND PERMANENT RESIDENTS

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

FEDERAL DIRECT UNSUBSIDIZED STUDENT LOAN

Eligibility for the unsubsidized student loan is not based on financial need; students are responsible for interest that accrues on the loan from the time the loan funds are disbursed until the loan is repaid in full. You may choose to pay the interest while you are in school to reduce your final repayment amount. Or, you may choose to capitalize the interest, which is to defer interest payments while enrolled in school and let the accrued interest be added to the loan principal, thus increasing the amount that must be repaid. The annual loan limit is $20,500, with a maximum aggregate total of $138,500, which includes all undergraduate loan amounts. The current interest rate for the 2019-2020 academic year is fixed at 6.6 percent, with an origination fee of 1.062 percent charged by the federal government. Repayment begins six months after graduation, dropping below half-time status, or withdrawal.

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 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 studentloans.gov.

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 online at studentloans.gov.

DISCLOSURE STATEMENTS

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

FEDERAL DIRECT GRAD PLUS LOAN

The Federal Direct Grad PLUS Loan is a non-need–based loan that allows the student to borrow up to the cost of attendance less all other financial aid received. In order to be eligible, the student borrower must not have an adverse credit history. Graduate students may borrow up to the cost of attendance minus all other financial aid received including Federal Direct Student Loans and private educational loans. The interest rate is fixed at 7.6 percent. Interest starts accruing on this loan at the time of disbursement. An origination fee of 4.248 percent will be charged. Federal Direct Grad PLUS Loan repayment can be delayed until six months after you graduate, are no longer enrolled at least half time, or upon withdrawal.

CREDIT CHECK

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

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

GRAD PLUS APPLICATION PROCESS

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

DISCLOSURE STATEMENTS

The Master Promissory Note does not list the amount of your loans. At the time of the first disbursement of your loan(s), you will receive a disclosure statement from the U.S. Department of Education listing the amounts

and types of your direct loans. You will receive a new disclosure statement for each new loan you borrow and if any changes are made to the amount of your loans. Be sure to keep your disclosure statements as a record of the loans you have received at SIT.

FINANCIAL AWARENESS COUNSELING

If a student is denied a Federal Direct Grad PLUS loan due to adverse credit, you may reapply with an endorser or appeal the decision directly to the Department of Education if you have extenuating circumstances. Steps to appeal or reapply with an endorser are available at 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. If you are interested in receiving your FICO score you can go to 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 online at graduate.sit.edu/documents/graduate/Private-EdLoan-Self-Cert.pdf.

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

INTERNATIONAL STUDENTS

Non-federal student loans are available to international students through private lenders and usually require a creditworthy U.S. citizen cosigner.

Additional information is available by contacting the Financial Aid Office.

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 studentloans.gov.

DISBURSEMENT OF FUNDS

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

SATISFACTORY ACADEMIC PROGRESS

Federal regulations require SIT to review each student's academic progress on an annual basis. SIT Graduate Institute is required to apply both qualitative and quantitative standards in measuring academic progress for financial aid purposes. These standards apply to all students who receive financial aid funds administered by SIT. Student academic progress is measured by the registrar each semester. Please see the Academic Policies section, beginning on page 51, for additional information.

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

QUALITATIVE AND QUANTITATIVE STANDARDS

Please see the institutional policy for Satisfactory Academic Progress on pages 55–56.

FINANCIAL AID PROBATION

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

FINANCIAL AID WITHDRAWAL PROCESS

If a student is receiving federal financial aid and withdraws after the beginning of classes for an academic period, the Financial Aid Office will perform a Return of Title IV Funds calculation to determine the amount of federal aid the student did not earn. These requirements are based on federal law, and there is no provision for a waiver.

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

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

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

ACADEMIC POLICIES

REGISTRATION ELIGIBILITY

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

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

INDEPENDENT STUDY REGISTRATION

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

ADD/DROP PERIOD

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

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

COURSE WITHDRAWAL

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

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

COURSE WORKLOAD

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

MEDICAL LEAVE OF ABSENCE

Recommendations for medical leave of absence take the form of a written statement from a health provider to the dean of students. Under certain circumstances, upon recommendation of a health provider and the dean of students, a student may be placed on a required medical leave of absence. A copy of this policy is available at the dean of students and 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

SIT Graduate Institute will report a student's withdrawal (official or unofficial) to the National Student Loan Data System. See page 50, Financial Aid Withdrawal Process, for more information on how withdrawal may impact student loans.

Any student who wishes to withdraw from SIT during a semester must complete a withdrawal and separation clearance with the registrar and the academic dean. Withdrawal becomes effective on the date the student's

written notification is received by the registrar. The amount of refund, if any, will be processed by Student Accounts and calculated as of the effective date of withdrawal. A student who stops attending classes without officially withdrawing from SIT will receive failing grades for all courses in which he or she is enrolled.

DISMISSAL FOR NONPAYMENT OF FEES

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

PARTICIPATION POLICY

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

ENROLLMENT STATUS

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

MA in Climate Change and Global Sustainability

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

MA in Humanitarian Assistance and Crisis Management

Students enrolled in the MA in Humanitarian Aid and Crisis Management program are considered full-time students for each semester in which they are enrolled.

MA and Graduate Certificate in International Education

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

MA in Peace and Justice Leadership

Students enrolled in the low-residency MA in Peace and Justice Leadership are considered half-time students for each semester in which they are enrolled.

MA in Sustainable Development

Students enrolled in the low-residency MA in Sustainable Development are considered half-time students for each semester in which they are enrolled.

MA in Teaching English to Speakers of Other Languages

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

ACADEMIC ACCOMMODATIONS FOR RELIGIOUS HOLIDAYS

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

In particular:

- Faculty should make every effort to avoid scheduling exams and/or other key activities on religious holidays. It is the responsibility of students to consult the faculty member promptly regarding any possible conflicts. Upon the timely request of students, faculty members should, whenever possible, reschedule exams, assignment deadlines, and/or other key activities that may fall on religious holidays.

- Students should not be penalized for class absences because of religious holidays. This does not, however, relieve students of meeting their academic obligations and completing assignments. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday.

- Faculty should be permitted to reschedule class meetings that conflict with their observance of a religious holiday, assuming appropriate advance notice is provided to both students and the academic dean.

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

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

ACADEMIC CREDITS

CREDIT HOUR RULE

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

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

For courses that are offered in an intensive, seminar, or online format, the ratio of in-and out-of-class 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:

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

- The college or university must be listed in Accredited Institutions of Postsecondary Education (American Council on Education). Credit is accepted from regionally accredited institutions. International institutions should be recognized by the Ministry of Education of the country issuing the document. International documents must be accompanied by certified English translations. If a translation is not available, the student must use an international credential evaluation service to provide the transcript evaluation.

- No official evaluation is processed until all transcripts and supporting documents are received. Students wishing specific requirements to be substituted by transfer credit must provide course descriptions. All final transcripts must be received prior to orientation.

- Coursework taken at SIT should not duplicate coursework accepted as transfer credit. If coursework is repeated, transfer credit is removed, which may jeopardize the student's eligibility for graduation.

- Quarter-hour credits are converted to semester hours by multiplying by 0.6.

- Students wishing to transfer credit earned after their matriculation to SIT in order to fulfill either a credit deficiency or to substitute for a requirement must receive written permission from the degree chair and the registrar prior to enrolling in the course at the other institution.

- A maximum of six graduate semester hours taken at another institution may be transferred, if permission for the transfer is approved in writing by the degree chair and credit is accepted by the registrar. All courses must have a grade of B (3.00) or better, or the equivalent for international documents. No tuition reduction is granted in these cases.

- Courses taken more than five years prior to matriculation will not be considered for transfer.

- One elective credit may count toward completion of the Graduate Certificate in International Education.

GRADING AND EVALUATION POLICIES

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

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

GRADE SYMBOL	POINTS
A	4.00
A –	3.70
B +	3.30
B	3.00
B –	2.70
C +	2.30
C	2.00
C –	1.70
F	0.00

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

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

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

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

COURSE GRADING RUBRIC

Revised June 4, 2009

GRADING RUBRIC—LETTER GRADES

A (Outstanding, 94–100)

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

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

A– (Very Good, 90–93)

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

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

B+ (Good, 87–89)

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

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

B (Satisfactory, 84–86)

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

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

B–, C+, C, and C– can all be assigned as final grades. Note that only grades of B (3.00) and above may count toward degree completion. Any course required for one's degree program for which B– (B minus) or below is earned must be repeated (see page 56 for information about repeats).

F (Failing)

Work does not meet criteria identified above.

GRADE OF INCOMPLETE

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

GRADE CHANGE POLICY

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

the Academic Review Board. See the Academic Review Board section below for more details. All grade changes must be submitted on the Grade Change Form.

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

EVALUATION OF STUDENT LEARNING AND PERFORMANCE

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

PEER EVALUATION

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

FACULTY EVALUATION OF STUDENT WORK

The faculty member responsible for facilitating a particular course and/or advising the student's work on a practicum will evaluate the student's work based on criteria that will have been established by the faculty member and shared in writing with students at the beginning of the course or practicum. The evaluation of student performance includes a statement of the minimum requirements for successful completion of the course. In addition, the evaluation forms may include a summary assessment of the student's performance, based on tests, papers, class participation, projects, and self-evaluations. Students may request written narrative evaluations from their course instructors. This is recommended for those students planning to continue their studies at the postgraduate level.

GRADE APPEAL

PHASE ONE

A student seeking a grade change must first, within 60 days of the posting of the grade, write a formal grade appeal letter directed to their academic director or program director or Graduate Institute faculty (henceforth all referred to as faculty), providing any supporting documents for the grade appeal. In considering the appeal, the faculty relies on the materials and information the student submitted. The faculty may also consult with appropriate in-country faculty and reevaluate work that may have remained in-country and any other documentation relevant to the specific course(s) being

appealed. Within 30 days of receipt of the appeal letter, the faculty must send a written response to the student. If the grade has been changed, the faculty submits a grade change form to the SIT registrar. (For Standard Procedures Manual only the faculty/chair will send a copy of the decision letter to their dean, and the grade change form if necessary.)

PHASE TWO

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

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

PHASE THREE

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

If the student's appeal results in a change to the academic record, the SIT registrar updates the student record.

SATISFACTORY ACADEMIC PROGRESS

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

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

STUDENT GRADE POINT AVERAGE

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

STUDENT PACE OF PROGRESSION

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

MAXIMUM CREDIT HOURS (PROGRAM DURATION)

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

GOOD ACADEMIC STANDING

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

ACADEMIC PROBATION

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

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

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

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

ACADEMIC DISMISSAL

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

APPEALING ACADEMIC DISMISSAL

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

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

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

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

REPEATS

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

VETERANS BENEFITS

Programs of SIT Graduate Institute are approved by the U.S. Veterans Administration. Students who have served in the United States armed forces may apply for benefits through the GI Bill or other educational benefits. For additional information, please contact the SIT Registrar's Office or visit the U.S. Department of Veterans Affairs website at va.gov.

VETERANS READMISSION POLICY

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

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

GRADUATION AND COMPLETION OF DEGREE REQUIREMENTS

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

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

- by July 1 for September graduation
- by October 15 for December graduation

- by March 15 for May/June graduation

Intent to Graduate forms can be obtained online at MySIT.

ELIGIBILITY TO PARTICIPATE IN GRADUATION CEREMONIES

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

REINSTATEMENT POLICY

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

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

ACADEMIC INTEGRITY POLICY

Academic integrity is essential to the educational and social justice mission of SIT. The Academic Integrity Policy serves to foster a culture of academic honesty by communicating clear standards of academic conduct; establishing guidelines for reporting suspected violations; setting forth procedures for addressing reported violations to ensure fair and timely application of standards; and facilitating the resolution of charges. All members of SIT's academic community are expected to understand and follow the standards of academic integrity. These standards apply to all work submitted or presented, regardless of stage of completion. For complete information, please refer to the full policy, available in the SIT Graduate Student Handbook, through the Dean's office, and online at MySIT.

EDUCATIONAL RECORDS

FERPA AND YOUR PRIVACY

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

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

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

EDUCATION RECORDS DO NOT INCLUDE THE FOLLOWING:

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

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

Under FERPA, a student has a right to:

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

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

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

FERPA ANNUAL NOTICE TO REFLECT POSSIBLE FEDERAL AND STATE DATA COLLECTION AND USE

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expanded the circumstances under which education records and personally identifiable information (PII) contained in such records—including Social Security number, grades, or other private information—may be accessed without the student's consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to a student's records and PII without the student's consent to any third party designated by a Federal or State Authority to evaluate a federal-or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, federal and state authorities may allow access to a student's education records and PII, without their consent, to researchers performing certain types of studies, in certain cases even when SIT objects to or does not request such research. Federal and state authorities must obtain certain use-restriction and data security promises from the entities they authorize to receive a student's PII, but the authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, state authorities may collect, compile, permanently retain, and share, without the student's consent, PII from their education records, and they may track the student's participation in education and other programs by linking such PII to other personal information about the student that they obtain from other federal or state data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

STUDENT PRIVACY NOTICE: EUROPEAN UNION GDPR

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

As of May 25, 2018, SIT processes your personal data in accordance with General Data Protection Regulations ("GDPR"). This Notice meets the requirements of both the DPA and GDPR. Prior to and after the effective date of the GDPR, we may make changes to this Notice. We will inform you of any changes to this Notice. Notification will be through an appropriate medium of communication, such as email, text, written notice, or website notice, depending on the contact information that we have for you. You can find the current version of this Notice on SIT's website. If you have any questions about this Notice, please contact our Data Protection Officer (DPO), who will be happy to answer any queries you may have concerning this Notice or the way in which we process or use your personal data. SIT's DPO, as of the data of this Notice, is Dr. Kathryn Inskeep, at kathryn.inskeep@sit.edu.

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

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

1. Your personal data will be collected and processed to fulfill the obligations established by any applicable law, including the regulations or the European Union Law.

2. Your personal data will be collected and processed to execute the contractual obligations with reference to your enrollment with the SIT study programs organized in the EU at SIT (such as but not limited to courses, attendance certification, student health and safety protection).

3. Your personal data will be collected and processed with reference and in connection to data provided by public authorities or by hospitals should an accident or aggression occur to the student, in order to take the necessary actions.

4. Your sensitive data regarding your health conditions and food habits will only be processed for the purpose of protecting student safety or of fulfilling the obligations established by local law, by regulations, or by the European Union law; sensitive data regarding judicial measures which may have been provided to SIT by public bodies will be processed only for purposes relating to a health or safety emergency and complying with any applicable mandatory provision of local or European Union law.

5. Submittal and processing of personal data is necessary in order for SIT to achieve the purposes above specified.

6. Any opting out or refusal to allow such processing and use will make it impossible to carry out the necessary activities and the correct administrative, operational and academic management of student programs necessary to accomplish the contractual obligations of SIT in connection with your graduate and/or study abroad stay at SIT in the EU as well as the obligations imposed by law.

7. All personal data, including sensitive data, will be collected and processed automatically and/or manually in compliance with the provisions of the EU GDPR and by adopting the appropriate data protection measures, securing strictly monitored access.

8. Data processing will take place, according to the aforementioned criteria, only within those offices of SIT which are exclusively dedicated to SIT graduate or study abroad programs; the data will be handled only by the persons who are responsible for the related activities and by other persons working on the same areas as specified in internal communications; sensitive data will be handled only within those offices of SIT which are exclusively dedicated to SIT graduate or study abroad programs, for the purposes above specified, by persons officially appointed to this task. Your personal data you have provided may be transferred overseas pursuant to the terms, conditions, and limits specified by Chapter V of the EU GDPR.

9. In particular, your data may be communicated, in compliance with the rules above indicated, to public or private subjects to whom they may be necessary in order to fulfill obligations set forth by local laws, regulations or EU laws; sensitive data may be communicated to public bodies and authorities (such as public hospitals, public safety authorities, police offices, courts, magistrates, and the like) and to private subjects (such as private hospitals and clinics, security supervisors, or insurance companies) only for purposes relating to health and safety emergency and for the purposes of fulfilling obligations set forth by local laws, regulations, and EU laws.

10. You will be able to exercise any and all other rights, as applicable, foreseen by Articles from 15 to 22 of the EU GDPR, namely right of access, right to rectification, right to erasure or "to be forgotten", right to restriction of processing, right to data portability, right to object; you can read Regulation (EU) 2016/679 at ec.europa.eu/justice/data-protection/reform/files/regulation_oj_en.pdf.

11. Please be also informed that:

    a. the period for which your personal data will be stored will be from now until the information is no longer needed for the purposes articulated herein and until the applicable retention period has expired and the information is deleted or destroyed.

    b. you can withdraw your consent, if granted below, at any time and even only orally, but this will not affect the lawfulness of processing your personal data based on your consent before withdrawal.

    c. you have legal rights and remedies against any breach of your personal privacy according to articles from 77 to 84 of the EU GDPR.

    d. you can find a consent form on SIT's website at sit.edu.

CHANGE OF NAME OR ADDRESS

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

TRANSCRIPTS

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

STUDENT IDENTIFICATION CARDS

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

SIT STATEMENT ON ACADEMIC FREEDOM

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

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.

ACADEMIC RESOURCES

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

TEXTBOOKS

Textbooks are listed on the SIT website eight weeks prior to the beginning of a course at graduate.sit.edu/academics/textbooks-coursework/.

This list is intended to facilitate students' purchasing the textbooks from the book vendor of their choice.

DONALD B. WATT LIBRARY AND INFORMATION COMMONS

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

RESERVES AND ELECTRONIC RESERVES

Reserves are required readings and/or supplementary materials chosen by the faculty in support of classroom instruction. For low-residency students, physical reserves are available in the Donald B. Watt Library on the Vermont campus when students are on campus. Access to all or portions of these texts will be made electronically when students are off campus.

Electronic reserves (e-reserves) are required readings and/or supplementary materials chosen by the faculty

in support of classroom instruction. These items will be accessible during the term that class is in session through a link provided by the instructor in the online learning management system.

ACADEMIC COMPUTING

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

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

MEDIA SERVICES

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

Specific services offered include:

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

Computer-based presentation equipment is available in all classrooms.

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:

- courses.sit.edu
- courses.worldlearning.org

For Moodle support, please email: Moodle@sit.edu.

EMAIL

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

CAREER COACHING AND PRACTICUM SUPPORT SERVICES

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

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

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

- Professional development workshops to help students develop an individualized career search strategy
- Skills self-assessment
- Career exploration
- Branding
- Networking
- Résumé and cover letter customization
- Interview practice
- Salary negotiation
- Enhanced résumé builder
- Career development e-books and videos
- LinkedIn alumni group, Career Services Facebook page
- Funding/fellowship links on LibGuides and application support

ONLINE WRITING CENTER

The Online Writing Center is available to all SIT Graduate Institute students who are working on course and degree related writing projects. Students can work one on one with a trained writing coach to receive objective,

constructive feedback on their writing projects at any stage of development by scheduling a synchronous or asynchronous appointment with the Online Writing Center at sit.mywconline.net.

DISABILITY SERVICES

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

The process for requesting an accommodation includes:

1. Completing an Accommodation Request Form.

2. Providing current medical documentation (with a diagnosis) that supports the requested accommodations.

3. Meeting with DS staff to discuss specific accommo- dation needs.

Accommodation requests are considered on a case-by- case basis and include an interactive process between the student and Disability Services. Students should submit accommodation requests as soon as possible prior to the start of their programs to allow sufficient time for arranging approved accommodations. For more detailed information regarding the accommodation process, including a link to the Accommodation Request Form, visit the Disability Services website at graduate.sit. edu/student-support/disability-services/. Students are encouraged to contact Disability Services at 802-258- 3390 or disabilityservices@sit.edu with any questions, concerns or to request an accommodation request form in an alternate format.

STUDENT RIGHTS AND RESPONSIBILITIES

PHILOSOPHY

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

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

Student complaints involving the conduct of a World Learning or SIT faculty or staff member should be directed to the director of Human Resources or the coordinator of Graduate Student Affairs and will be handled in accordance with applicable human resource policies and procedures.

STUDENT CODE OF CONDUCT

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

- Violation of safety practices or action or inaction that might cause injury or death to oneself and any other person
- 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 or stealing SIT property or the property of those associated with SIT or a host community
- Tampering with or misusing fire alarms, firefighting equipment, or other emergency equipment or reporting mechanisms on program sites

- Theft or unauthorized use of property from any other person or entity
- Unauthorized entry or use of campus or program facilities, including host facilities such as host universities, hotels, or offices of program staff and contacts
- Possession or use, including the threat of use, of a weapon or other hazardous materials, such as, but not limited to, a firearm, knife, explosive, or other object that could be considered a weapon while on the program
- Smoking in prohibited areas
- Violation of national or local laws, including, but not limited to, those that relate to the use of alcohol and controlled substances on the program. Violation of local laws may result in fines, punishment, imprisonment, or deportation in addition to punitive actions by SIT
- Failure to comply with the reasonable directions of program or institutional officials acting in the performance of their duties
- Violations of any approved SIT policies and regulations as published in the SIT Graduate Institute Course Catalog and Student Handbook or other official SIT publications, including infringements of SIT's academic dishonesty and plagiarism policy and World Learning's appropriate use policy
- Any conduct that jeopardizes SIT's ability to maintain positive relations in host communities or to continue to carry out its programs, including, but not limited to, culturally inappropriate behavior or defamatory statements regarding the host community, local organizations, or countries in blogs or other public media
- Any conduct the school determines to be contrary to the interests of the SIT Graduate Institute and World Learning community in preserving an environment of mutual learning, mutual enjoyment, and mutual respect

STUDENT RESPONSIBILITIES

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

The director may try to resolve the complaint through mediation or through an informal or formal hearing, depending upon the seriousness of the complaint. Please note that sexual harassment complaints shall be handled in accordance with the school's sexual harassment policies and procedures. Student complaints involving the conduct of a World Learning or SIT faculty or staff member

should be directed to the director of Human Resources or Assistant Dean of Students for international programs and Title IX coordinator and will be handled in accordance with applicable human resource policies and procedures.

STUDENT CONDUCT PROCESS

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

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

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

HEARING PROCEDURES

PRELIMINARY PROVISIONS AND DEFINITIONS

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

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

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

Impartiality: Hearing officers shall remove themselves from resolving a case if they believe they cannot be impartial. A respondent or complainant may seek the removal of a hearing officer where either the respondent or complainant believes that any assigned hearing officer cannot be impartial. The student must submit a written statement to the coordinator of graduate student affairs stating the specific reasons the student believes the individual(s) cannot be impartial. This written statement must be submitted to the coordinator of graduate student affairs within 24 hours of receipt of the notice of the hearing officer(s) selected to hear the case. If

the coordinator of graduate student affairs or designee determines that the challenged individual may not be impartial, that individual will be removed from the case. If at all feasible, the hearing date will not be changed.

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

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

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

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

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

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

HEARING PROCEDURES

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

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

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

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

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

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

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

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

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

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

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

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

APPEAL PROCEDURES

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

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

If an acceptable basis for appeal is stated, the Dean of Students will determine the outcome of the appeal.

Written Appeal Decision: The Dean of Students or designee will render a written decision. The appeal decision may uphold the original hearing decision, modify the hearing decision, overturn the hearing decision, or refer the case back to the original hearing

officer, as warranted. The appeal decision is the final action taken by SIT.

SANCTIONS

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

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

Disciplinary Probation: A student's actions will be subject to close examination for a specific period of time. Any offense committed during this time can result in dismissal from the residence halls, 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.

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

Withdrawal: The student will be temporarily separated from the program/site for a specified period of time not to exceed two years. The time period will be specified by the hearing panel and acknowledged by the 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 Dean of Students after consultation with the director of the academic program and the approval of the president of SIT. A copy of this statement and the statement on academic standing will be kept on file in the Student Affairs office and in the student's permanent file until the specified time period has elapsed. The file would then reflect permanent withdrawal.

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

POLICY CHANGES

Changes in this policy require the approval of the Dean of Students.

STUDENT GRIEVANCE POLICY

POLICY STATEMENT

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

APPLICABILITY OF THE POLICY

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

PROCEDURES

1. If a student has a complaint or grievance, s/he should first seek to resolve the issue informally with the faculty member, staff member, or administrator directly involved with their complaint. For full consideration, the complaint or grievance should be filed during the semester in which the concern arises.

2. Should the complaint or grievance remain unresolved after consultation with the involved faculty member, staff member, or administrator, or should the student feel uncomfortable or unsafe confronting the involved person, the student may file a written complaint to the appropriate academic dean in cases involving a faculty member, or the appropriate supervisor in cases involving other SIT Graduate Institute employees. This notification should detail the complaint and indicate what outcome the student is seeking. The appropriate dean, supervisor, or designee will respond in writing within ten working days of receipt of the written grievance.

3. If the grievance is not resolved through communication with the dean or supervisor, the student may appeal to the appropriate division supervisor for the area. The division supervisor 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 division supervisor, 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

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

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

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

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

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

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 Manager 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

1. 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.

2. Filing a formal grievance

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

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

Students requesting an alternate method for submitting a grievance (e.g., 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.

3. Appeal of a grievance resolution decision

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

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

4. 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.

5. 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.

6. Office of Civil Rights (OCR) Complaint

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

HARASSMENT POLICY AND PROCEDURES

INTRODUCTION

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

SIT, in an effort to create an environment where all people can work and study without fear of discrimination, harassment, exploitation, or intimidation, is committed to the following: educating the community about harassment, sexual harassment, and sexual assault; implementing appropriate, consistent, and prompt procedures for protecting the rights and well-being of victims, respondents, and the community at large; and assisting victims in securing needed services.

All students and staff must familiarize themselves with and observe the Harassment Policy and Procedures. All students and staff, regardless of their country or territory of origin, must abide by U.S. laws and regulations while in the United States. Students and/or staff involved in programs in countries other than the United States must abide by laws and regulations of their host country while overseas and observe the SIT Harassment Policy and Procedures.

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 status, or any other characteristic protected by law, or that of his/her relatives, friends, or associates, and that:

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

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

SEXUAL MISCONDUCT AND HARASSMENT: POLICY AND PROCEDURES

POLICY STATEMENT

Sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual exploitation, domestic violence, dating violence, and stalking are prohibited, and will not be tolerated by any program of 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 sup-port 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 is the designated Title IX Coordinator for SIT and is responsible for coordinating SIT's efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator's core responsibilities include overseeing SIT's response to Title IX reports and complaints and identifying and addressing any patterns or systemic problems revealed by such reports and complaints. To accomplish this, subject to the exemption for confidential employees discussed below, the Title IX Coordinator must be informed of all reports and complaints raising Title IX issues, even if the report or complaint was initially filed with another individual or office or if the investigation will be conducted by another individual or office. The Title IX Coordinator is available to meet with students, employees, or third parties regarding Title IX-related issues, such as issues related to SIT's compliance with Title IX, response to Title IX reports or complaints, related grievance procedures, relevant patterns of conduct, or related education and prevention programs. The contact information for the SIT Title IX Coordinator is:

Jennifer Core
Assistant Dean of Students
Jennifer.core@sit.edu or TitleIX@sit.edu
1 Kipling Road, PO Box 676
Brattleboro, VT 05302
802-258-3562

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

OFFICE FOR CIVIL RIGHTS REGIONAL OFFICE FOR VERMONT

Office for Civil Rights, Boston Office
Department of Education 5 Post Office Square, 8th Floor
Boston, MA 02109-3921

Telephone: 617-289-0111; FAX: 617-289-0150;
TDD: 800-877-8339

Email: OCR.Boston@ed.gov

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, DC 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 at 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:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; or

- submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or

- 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 that may constitute sexual harassment include, but are not limited to: conditioning a promotion, pay raise, or course grade upon the receipt of sexual favors; unwelcome hugging, kissing, embracing, patting, pinching, or any other unwelcome touching; leering; persistent unwelcome social invitations; use of vulgar language of a sexual nature; graphic comments about a person's body; displaying sexually explicit pictures or other materials; making sexually suggestive

comments or telling sexually suggestive or "dirty" jokes or stories; asking an employee or student questions about their sex life; and/or continuing to engage in any such behavior if it is known or should be known that the behavior is unwelcome.

NONCONSENSUAL SEXUAL CONTACT

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

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

NONCONSENSUAL SEXUAL INTERCOURSE

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

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

SEXUAL EXPLOITATION

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

DOMESTIC VIOLENCE

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

DATING VIOLENCE

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

STALKING

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

GENERAL DEFINITIONS

Consent: Consent is defined as willingly giving permission or agreement to a particular sexual activity or behavior, without coercion, fear, 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 alcohol or other substances.

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

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

SAFE BYSTANDER INTERVENTIONS

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

someone is in a potentially uncomfortable or unsafe situation, and/or encouraging the target of such conduct to report the incident and seek support.

RETALIATION

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

PROCEDURES

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

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

REPORTING MISCONDUCT

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

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

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

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

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

CONFIDENTIAL REPORTING

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

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

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

RESPECTFUL (NOT CONFIDENTIAL) SIT RESOURCES:

Local Program Director or Program Coordinator

Jennifer Core, Assistant Dean of
Students and Title IX Coordinator   802-258-3562
jennifer.core@sit.edu

COMMUNITY RESOURCES (VERMONT)

Women's Freedom Center,
24-Hour Hotline   802-254-6954

Business Line   802-257-7364
advocates@womensfreedomcenter.net

Windham County Victim Advocate   802-579-1358

Brattleboro Memorial Hospital
Emergency Room   802-257-0341

Brattleboro Health Center
(Planned Parenthood)   802-257-0543

Windham County Sheriff   802-365-4949

Vermont State Police   802-254-2382

REPORTING RESOURCES

Emergency in any location in the United States   911

Emergency in any location outside the United States:

Please see the program chair, local faculty, or local staff member.

Confidential SIT Resources

SIT Counselors   counseling@sit.edu

INVESTIGATION

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

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

will counsel the complainant and the respondent on academic and other emotional supports available.

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

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

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

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

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

ADJUDICATION PROCESS FOR CASES INVOLVING EMPLOYEE RESPONDENTS

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

DUAL RELATIONSHIPS

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

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

CONFIDENTIALITY POLICY

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

COUNSELING

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

PUBLIC RIGHT TO INFORMATION

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

USE OF INSTITUTIONAL NAME

Permission from SIT/World Learning is required before students, or groups of any kind affiliated with World Learning, may use the name, trademarks, letterhead, and/or logo of World Learning or SIT Graduate Institute, including for online and printed promotional projects.

Guidelines on permissible usage are available through SITSA (SIT Student Association) or Student Affairs. All requests of an academic nature should be directed to the director of the program involved.

PUBLICITY

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

STUDENT AFFAIRS

The Office of Student Affairs is composed of a dedicated team of student affairs professionals on our Vermont campus who work closely with our field-based program staff to ensure that our policies and program-specific contingency plans evolve to meet current global health and safety realities. Student Affairs support includes disability services, health administration, counseling services, crisis management, safety and security analysis, program emergency preparedness, student diversity, student conduct, and staff training in support of the student experience. SIT graduate students are invited to contact the Student Affairs team at any point in your program at studentaffairs@sit.edu or 802-258-3212.

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

STUDENT HEALTH, SAFETY, AND WELL-BEING

SAFETY STATEMENT

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

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

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

1. SIT monitors U.S. government advisories, considering those issued both by in-country embassies and consulates and by the State Department in Washington, DC. SIT program directors and local program coordinators also rely on the considerable in-situ knowledge and analysis from local institutional colleagues with whom SIT has long and trusted relationships.

2. SIT consults with local academic and nongovernmental organizations using global networks.

3. SIT maintains close contact with other intercultural education networks and professionals around the world using academic, personal, and online networks.

4. SIT staff have lived and worked in the regions where our programs operate, and they use their familiarity with local institutions and resources to inform their decision making.

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

Total safety cannot, of course, be guaranteed abroad, just as it cannot be guaranteed in the United States.

STUDENT RESPONSIBILITY

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

RESTRICTED ACTIVITIES

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

POLICY ON ALCOHOL AND DRUG USE

In keeping with its mission, it is the intent of SIT to provide an environment that fosters tolerance, a commitment to learning, personal development, and respect for others. While there does exist some latitude for individual choice regarding the personal use of alcohol, this freedom of choice exists within certain guidelines. Students are required to obey all applicable local laws regarding the possession, use, and distribution of alcohol, comply with SIT policies, and take full responsibility for their conduct. This includes respect for individual and collective rights and property. Behavior that threatens to create disorder, public disturbance, damage to oneself or to others, or that otherwise interferes with the proper functioning of the program will not be tolerated. Appropriate use of alcohol will be shaped by local laws, cultural norms, individual program regulations, and safety considerations.

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

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

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

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

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

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

STUDENT LEGAL FEES

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

DATING APPS

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

DRONE POLICY

SIT does not permit the usage of any drone technologies.

INDEPENDENT TRAVEL

Independent travel is defined as travel that is not part of an SIT program or activity and/or is undertaken by a student on their own. Independent travel also includes all student travel during free time, and during research and practicum phases. SIT is not responsible or liable for student welfare during independent travel. In order to engage in independent travel during a global master's program, students must consult with their program chair in advance, inform the program chair of their travel plans and itinerary, and sign an assumption of risk and release of liability form in favor of SIT in the form requested by SIT before travel commences.

LOCAL TRANSPORTATION

To ensure student safety, all local motorized transportation must be done with registered and insured transportation options when possible. Students are discouraged from renting vehicles and should not fly in private airplanes and helicopters or ride on or drive motorcycles, and SIT is not liable for student welfare if they choose to do so. (Program chairs will note if there are specific country variations to this policy.)

WATER SAFETY

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

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

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

INVOLUNTARY LEAVE

Students may be placed on involuntary medical leave when their health, or behavioral manifestations of their

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

STUDENT SUPPORT

LGBTQ STUDENT INFORMATION

Sexual orientation and sexual identity are viewed differently in the various host communities a student may have contact with during the program. While on the program, students may be challenged by vastly different beliefs and boundaries than those in their home community. Specific local cultural and religious realities, as they apply to LGBTQ+ issues, should be discussed with the academic director during orientation. Students may also contact the SIT Office of Student Affairs at studentaffairs@sit.edu. For more information about LGBTQ+ information abroad, resources include:

- NAFSA: Association of International Educators Rainbow SIG: docs.google.com/document/d/1RNpz QPX4Z8FAvvQJsXE0egutmnn6XxGhibFj6YQhKAs/ edit

- Diversity Abroad: www.diversityabroad.com/ guides/diversity-and-inclusion-abroad-guide/lgbtq-students-abroad

- GoAbroad: www.goabroad.com/downloads/lgbt-study-abroad-guide.pdf

SOCIAL IDENTITY AND LEARNING ABROAD

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

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

TRANSGENDER STUDENTS

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

STAYING HEALTHY

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

HEALTH REVIEW

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

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

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

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

We require that all students participating on SIT programs show medical and mental health stability for at least six months prior to the program's start date.

SUPPORT FOR STUDENT MENTAL HEALTH

SIT programs offer exciting academic and personal challenges, including in many cases, the experience of adapting to another culture. The cultural adjustment process requires psychological flexibility in the face of different customs, beliefs, and living conditions. These new situations may trigger "culture shock" while learning abroad, marked by symptoms such as sad mood, anxious thoughts, homesickness, and difficulties eating and sleeping, to name a few. Students who are currently

managing a mental health condition are encouraged to discuss any concerns with their health professional and/or SIT Student Affairs. SIT's medical review process is designed to support students in making the safest and most reasonable choices regarding their mental health; full disclosure on health forms is required to aid in this process.

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

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

STUDENT HEALTH INSURANCE

SIT Graduate Institute wants to help ensure the health and safety of all participants and provides students with accident and illness coverage for the international components of global master's programs. Please note that this coverage is not in effect for any medical expenses incurred in the U.S. Therefore, we highly recommend that you maintain coverage in the U.S. for the duration of your global master's program.

SIT partners with International SOS, providing membership to all of our students in their medical and security assistance services. International SOS has been providing high quality global medical and security services for more than 25 years. In the unlikely event of a medical emergency, the highest quality medical care will be arranged for you. If necessary, the coverage facilitates medical and security evacuation of students from the country. The services of International SOS are meant to complement the risk management and health recommendations of the SIT Study Abroad Student Affairs team. All global master's students are automatically eligible for this coverage.

Students are insured through Cigna Global, which has a direct billing agreement in place with International SOS to ensure a seamless claims process alleviating the need for our students to file claims. For further details about the Cigna Global policy coverage, read the Summary of Benefits at studyabroad.sit.edu/documents/studyabroad/Statement-of-benefits.pdf.

SIT's membership with International SOS includes access to a 24-hour emergency assistance network. This multilingual service can help locate appropriate medical treatment; coordinate with doctors and hospitals; arrange direct payment, emergency medical evacuation, and replacement of stolen passports or tickets; and provide other general assistance.

All students should print a membership card from studyabroad.sit.edu/documents/studyabroad/isos-insurance-card.pdf and carry a copy with them at all times.

If you are in need of emergency medical support services:

- Contact your academic director or other local staff member.
- Contact International SOS immediately by calling 215-942-8478.
- Identify yourself with the membership number 11BYCA639556 or mention SIT.

Students should be prepared to pay for their own medical expenses out of pocket, keep their receipts, and then submit a claim for reimbursement at cignaenvoy.com. Students will need to provide details about the date of their treatment and their diagnosis, upload receipts, and provide banking information for direct deposit reimbursement.

International SOS Contact Information

- internationalsos.com
- Call direct or collect: 215-942-8478. There is 24-hour, seven-days-a-week coverage.
- Member number: 11BYCA639556
- Download the International SOS assistance app at internationalsos.com/assistance-app.

ILLNESS AND CRIME REPORTING

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

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

RESIDENCE HALLS—VERMONT

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

INTERNATIONAL STUDENT SERVICES

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

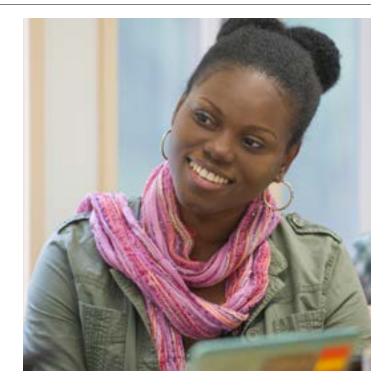including helping with cultural adjustment, and practical training.

STUDENT ORGANIZATIONS

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

SIT STUDENT ASSOCIATION (SITSA)

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

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

"I feel like each of us is leaving with an incredible education. . . . Everyone is ending up with traits that are going to be extremely desirable for employers. And the SIT network is incredible."

MICALEA LEASKA
MA in Climate Change and Global Responsibility

SIT ADMINISTRATION, FACULTY, AND STAFF

(Year in parentheses indicate start date at SIT.)

ADMINISTRATION

Sophia Howlett (2017) President

DPhil, York University (United Kingdom); MA, Cambridge University (United Kingdom); BA, Cambridge University (United Kingdom)

Kenneth Williams (2000) Dean

EdD, Columbia University, 2009; MS, London School of Economics (United Kingdom), 1994: MEd, Columbia University, 2000; BA, University of the West Indies (Jamaica), 1990

Mary Deering (2018) Administrative Assistant to the Dean

BS, Franklin Pierce University, 1989

FACULTY

Imraan Buccus (2018) Senior Practitioner

MA, University of KwaZulu-Natal (South Africa); BA, University of KwaZulu-Natal (South Africa)

PEACE AND JUSTICE LEADERSHIP

Udi Butler (2018) Associate Professor (Chair)

PhD, Goldsmiths College (United Kingdom), 2004; MS, University of Bristol (United Kingdom), 1999; MA, University of Edinburgh and Heriot Watt College of Art (United Kingdom), 1997

SUSTAINABLE DEVELOPMENT

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

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

PEACE AND JUSTICE LEADERSHIP

Sora Friedman (2005) Professor (Chair)

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

INTERNATIONAL EDUCATION

Alla Korzh (2015) Assistant Professor

EdD, Teachers College of Columbia University, 2013; MEd, University of Illinois at Chicago, 2008; BA, Nizhyn State University (Ukraine), 2004

INTERNATIONAL EDUCATION

Nicolas Stahelin (2015) Assistant Professor

EdD, Columbia University, 2017; MA, Columbia University, 2008; BA, Oberlin College, 2002

CLIMATE CHANGE AND GLOBAL SUSTAINABILITY

Elka Todeva (1993) Professor

PhD, University of Sofia (Bulgaria), 1985; MA, University of Sofia (Bulgaria), 1977

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Leslie Turpin (2012) Associate Professor (Chair)

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

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

J. Richard Walz (2016) Associate Professor (Chair)

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

CLIMATE CHANGE AND GLOBAL SUSTAINABILITY

AFFILIATED FACULTY

Marti Anderson (2015) Visiting Professor

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

Tatsushi Arai (2006) Professor

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

Steve Iams (2014) Assistant Professor

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

Karla Giuliano Sarr (2015) Assistant Professor

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

Alex Silverman (1974) Associate Professor

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

John Ungerleider (1988) Professor

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

Ryland White (1994) Professor

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

Raymond Young (2012) Assistant Professor

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

PART-TIME FACULTY

Mokhtar Bouba (2019)

PhD, Franklin Pierce University; MEd, Keene State College; MA, SIT Graduate Institute; BA, Qadi Ayyad University (Morocco)

Manuel Callahan (2019)

PhD, University of Texas at Austin, 2003; MA University of Texas at Austin, 1995

John Hardman (2019)

PhD, Florida Atlantic University, 2009; MA, Oxford Brookes University (United Kingdom), 1997

Ku Kahakalau (2019)

PhD, The Union Institute and University, 2003; MA, University of Hawai'i at Manoa, 1990

Gerardo López Amaro (2019)

PhD (candidate), California Institute of Integral Studies; MA, El Colegio de San Luis (Mexico), 2009

Alessandra Pomarico (2019)

PhD, University of Salento (Italy), 2008; BA, University Sorbonne Nouvelle (France), 1998

Mari Jyväsjärvi Stuart (2019)

PhD, Harvard University, 2011; Master of Theological Studies, Harvard Divinity School, 2002; BA, Hampshire College, 2000

Kelly Teamey (2018)

PhD, King's College London, 2007; MA, New York University, 1999; BA, Brown University, 1994

PROFESSOR EMERITI

Susan Barduhn (2003) Professor Emerita

PhD, Thames Valley University (United Kingdom), 1998; MAT, School for International Training, 1977; BA, University of Washington, 1973

Karen Stromgren Blanchard (1988) Professor Emerita

PhD, California Institute of Integral Studies, 200; MIA, School for International Training, 1976; BA, University of Connecticut, 1966

Raymond C. Clark (1966) Professor Emeritus

MA, Brown University, 1969; BA, University of New Hampshire, 1962

Alvino Fantini (1964) Professor Emeritus

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

Linda Drake Gobbo (1984) Professor Emerita

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

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

Elizabeth Ward Tannenbaum (1974) Professor Emerita

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

Jeff Unsicker (1990) Professor Emeritus

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

ACADEMIC ADMINISTRATION

Kathryn Inskeep (2017) Dean of Assessment and Learning Support

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

Virginia Nellis (2011) Registrar

BA, American University of Paris (France), 1985

Elizabeth Saccoccio (2007) Assistant Registrar

LIBRARY SERVICES (DONALD B. WATT LIBRARY)

Patrick Spurlock (2015) Library Director

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

John Levin (1996) Access Services Librarian

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

CAREER AND PRACTICUM SERVICES

Kaitlin Ford (2015) Assistant Director of Career and Practicum Services
BS, Champlain College, 2004

ENROLLMENT MANAGEMENT

Eric Wirth (2008) Associate Dean for Admissions
MA, University of Massachusetts Amherst, 2007; BA, University of Massachusetts Amherst, 2001; BS, University of Massachusetts Amherst, 2001

Meghan McMillan (2018) Graduate Programs Outreach Manager
MA, SIT Graduate Institute, 2017; BA, Gustavus Adolphus College, 2012

Mary Kay Sigda (2009) Senior Graduate Admissions Counselor
MA, SIT Graduate Institute, 2008; BA, Dickinson College, 1984

Maira Tungatarova (2015) Graduate Admissions Officer
MA, SIT Graduate Institute, 2010; BA, National Institute of Culture (Kazakhstan), 1985

FINANCIAL AID SERVICES

Mary Clark (2005) Associate Manager of Financial Aid
BS, Castleton State College, 1989

DIVISION OF STUDENT AFFAIRS

Laurie Granger (1991) Executive Assistant to the Dean
BA, State University of New York at Albany, 1973

Jennifer Core (2011) Assistant Dean of Students
MA, School for International Training, 2005; BA, Pacific Lutheran University, 1998

Cheryl Pennie Williams (2004) Manager of Student Health Administration
MIS, Pace University, 2002; MS, London School of Economics (United Kingdom), 1994; BS, University of the West Indies (Jamaica), 1990

OFFICE OF ALUMNI ENGAGEMENT

Carla A. Lineback (1999) Director of Alumni Engagement
MA, International Christian University, 2006; BA, Smith College, 1994

Clifford Ohrnberger (2016) Alumni Engagement Assistant
BA, SUNY Oswego, 2011

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.

Lynne Maguire
Chair, New York, NY

Lawrence Cooley
Vice Chair, Arlington, VA

Allen Cutler
Vice Chair, New York, NY

Paul S. Muther
Vice Chair, Toronto, Canada

Richard J. Adler
Greenwich, CT

Jenny Backus
Washington, DC

Michael Clarfeld
Brooklyn, NY

Thomas Hiatt
Indianapolis, IN

Carol Jenkins
Ex Officio, Alexandria, VA

Richard Keim
New York, NY

Virginia Loeb
Cambridge, MA

Charles MacCormack
Easton, CT

Emilie M. Ogden
Mill Valley, CA

Laura Roos
San Diego, CA

Michael Siegal
New York, NY

Cheryl Winter Lewy
Mamaroneck, NY

Carole Wood
St. Louis, MI

Robert C. Chase
Trustee Emeritus, Alexandria, VA

Rosamond Delori
Chair Emerita, Lincoln, MA

Phyllis Watt Ingersoll
Trustee Emerita, Buzzard's Bay, MA

Stephen Lowey
Chair Emeritus, Rye, NY

Susan B. Plimpton
Chair Emerita, Minneapolis, MN

OFFICERS OF THE CORPORATION

Carol Jenkins
Chief Executive Officer & President
World Learning Inc.

Sophia Howlett
President
School for International Training (SIT)

Kote Lomidze
Senior Vice President of Finance
Chief Financial Officer
World Learning Inc.

Lisa Rae
Senior Vice President of Legal Affairs
General Counsel and Corporate Secretary
World Learning Inc.

SIT Graduate Institute, a pioneer in experiential education for more than 50 years, offers low-residency and global master's degree and certificate programs in the fields of climate change and global sustainability, conflict transformation and peace and justice leadership, humanitarian assistance, international education, sustainable development, and TESOL.

World Learning Inc.

THE WORLD LEARNING INC. FAMILY

SIT Graduate Institute
SIT Graduate Institute offers low-residency and global master's degree and certificate programs focused on some of the world's most pressing issues.

graduate.sit.edu

SIT Study Abroad
Providing more than 80 immersive summer and semester-long study abroad programs for undergraduates on seven continents.

studyabroad.sit.edu

World Learning
Impacting people in more than 150 countries, World Learning is a global nonprofit working to create a more peaceful and just world through education, sustainable development, and exchange.

worldlearning.org

The Experiment in International Living
The nation's most experienced and respected provider of international education and experiential learning.

experiment.org

Phone
802 258-3510

Toll-Free Within the U.S.
800 336-1616

SIT Vermont Office
1 Kipling Road
Brattleboro, VT 05302-0676

DC Office
1015 15th Street, NW
Washington, DC 20005

GRADUATE.SIT.EDU