SIT
SCHOOL FOR
INTERNATIONAL
TRAINING

GRADUATE INSTITUTE

COURSE CATALOG

2021-2022

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.
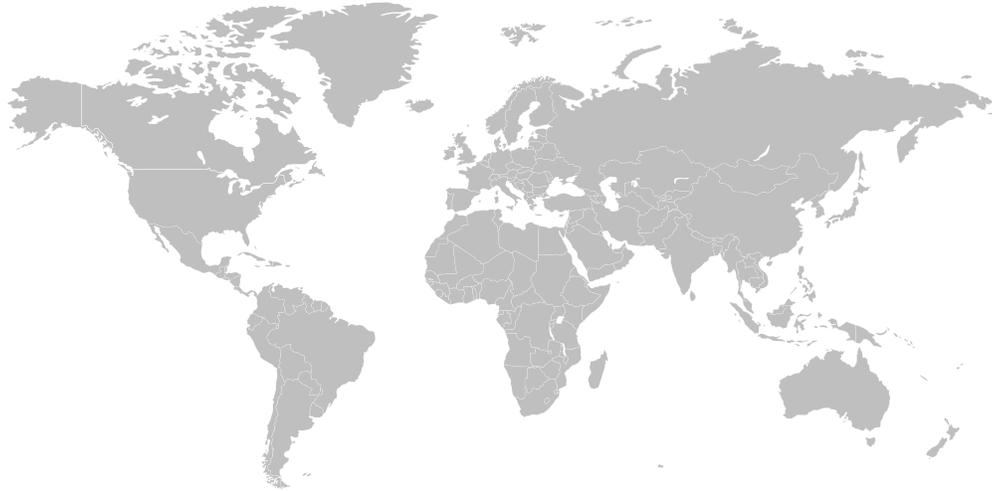
Accreditation

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.

World Learning and its circle design, School for International Training, SIT, and The Experiment in International Living and its infinity design are registered trademarks of World Learning Inc. The U.S. Experiment in International Living is a trademark of World Learning Inc.

National Council for State Authorization Reciprocity Agreements

SIT (School for International Training) is an approved NC–SARA institution. NC–SARA (National Council for State Authorization Reciprocity Agreements) is an agreement between member states, territories and districts of the United States of America to allow members to offer post–secondary, distance education programs to students residing in other SARA member states.

Students residing in California, which is not a SARA member state, may enroll in SIT's online programs, but they are responsible for understanding the degree requirements within their state. Reciprocity is not guaranteed.

International students may enroll in SIT's online programs, but they are responsible for understanding any international issues. Reciprocity is not guaranteed.

Click here for a full list of participating states and institutions.
Click here to view the full SARA Guide.

TABLE OF CONTENTS

ACADEMIC CALENDAR

SIT's academic calendar is created and maintained by the Calendar Committee. The information on this page is accurate as of the date of publication (June 2021) but is subject to change. For program specific dates and deadlines, please refer to the SIT website. Any questions about the calendar should be referred to kim.lier@sit.edu.

SUMMER 2021: JUNE 1–AUGUST 20

June 1	Summer term begins: Individual programs may start a week before or after this date. Residencies may begin earlier with a pre-program orientation.
June 1–11	Add/drop for summer term
July 5	*Independence Day (observed): offices closed
July 20	Student deadline for submitting incomplete spring 2021 coursework
August 2–13	Online registration for fall semester
August 16–18	Sandanona Conference MA TESOL
August 16–20	Capstone Seminar
August 20	Summer term ends
August 21	Commencement & degree conferral

FALL 2021: SEPTEMBER 7–DECEMBER 17

September 6	*Labor Day: offices closed
September 7	Fall semester begins: Individual programs may start a week before or after this date. Residencies may begin earlier with a pre-program orientation.
September 7–17	Add/drop period for fall semester
October 19	Student deadline for submitting incomplete Summer coursework
November 15–30	Online registration for spring semester
November 25–26	*Thanksgiving break: offices closed
December 15–18	Capstone Seminar
December 17	Fall semester ends
December 20	Degree conferral
December 24–Jan 3	*SIT holiday: offices closed

SPRING 2022: JANUARY 24–MAY 6

January 17	Martin Luther King Day: offices closed
January 24	Spring semester begins: Individual programs may start a week before or after this date. Residencies may begin earlier with a pre-program orientation.
January 24–Feb 4	Add/drop period for spring semester
February 15	Student deadline for submitting incomplete fall coursework
February 21	*Presidents' Day: offices closed
May 2–13	Online registration for summer semester
May 2–6	Virtual Capstone Seminar
May 6	Spring semester ends
May 7	Degree conferral
May 31	*Memorial Day: offices closed

*Administrative Offices are closed. This does not necessarily impact the administration of your class sessions. Please check with your degree chair/director about class sessions.

"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

INTRODUCTION

THE WORLD LEARNING INC. FAMILY

School for International Training (SIT) is the accredited higher institution within the **WORLD LEARNING INC.** family, which also includes World Learning and The Experiment in International Living. SIT is composed of SIT Graduate Institute, SIT Study Abroad, and the International Honors Program.

SIT GRADUATE INSTITUTE

SIT Graduate Institute, a pioneer in experiential education for more than 50 years, offers part-time hybrid and global master's degrees, certificate programs, and a doctorate focused on some of the most critical global issues. Fields of study include climate change and global sustainability, conflict transformation and peace and justice leadership, international and global 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 part–time, hybrid 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 and online, as well as the comparative **International Honors Program** in multiple locations. 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, and 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 and a leader in international virtual exchange. For more than 85 years, our multi–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, The Experiment provides hundreds of students each year 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 multiple identities, perspectives, and cultures in an enduring and meaningful response to global issues. 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 constantly changing. 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 into 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 other forms of violence. 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-careers, 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 they value differences, confront inequality, and recognize common struggles. Our programs develop reflective educational leaders who can open 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 & 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, 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 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 that 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.

SIT GRADUATE INSTITUTE OVERVIEW

SIT Graduate Institute believes that addressing the world's needs requires creative approaches that connect 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 as well as other identities, 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 a combination 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 understanding and communication.

SIT GRADUATE INSTITUTE PROGRAMS

This catalog includes courses and requirements for the following programs:

CLIMATE CHANGE & GLOBAL SUSTAINABILITY

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

DEVELOPMENT PRACTICE

MA in Development Practice (Onsite in Ecuador, Uganda, and Malawi)

DIPLOMACY & INTERNATIONAL RELATIONS

MA in Diplomacy and International Relations (Onsite in DC, Geneva, and Cape Town)

GLOBAL HEALTH

MA in Global Health (Onsite in Kenya and India)

HUMANITARIAN ASSISTANCE & CRISIS MANAGEMENT

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

MA in Humanitarian Assistance and Crisis Management (Online with short residencies in Vermont and Spain)

INTERCULTURAL SERVICE, LEADERSHIP & MANAGEMENT

MA in Intercultural Service, Leadership, and Management (Online with short residencies in Vermont; optional field courses)

INTERNATIONAL & GLOBAL EDUCATION

EdD in Global Education (Online with short residencies in Vermont)

MA in International Education (Onsite in Chile and Vietnam)

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

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

PEACE & 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)

SUSTAINABLE DEVELOPMENT

MA in Sustainable Development (Online with a short residency in Vermont and field courses in Nepal 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 & 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 lead us to seek and create a better world.

- Social Inclusion and 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.

- Sustainability: 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 their degree, SIT graduates will be able to:

- conduct inquiry and present information in a coherent and professional manner to a wide array of audiences;

- demonstrate awareness of and commitment to integrating inclusivity, diversity, peace, and justice in their professional and personal lives;

- serve as a change agent and advocate in their local and global communities;

- embody interculturality;

- exemplify, articulate, and advocate for ethical engagement with all beings; and

- apply critical thinking and reflective practice skills in their work.

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 articulate 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 these 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

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

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 the following:

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

- Learning is enhanced when the learner is asked to take responsibility for the direction, extent, and quality of their learning. This happens in an environment where diversity and inclusion are valued and when it includes introspection, experimentation, exploration of others' study and research, and reflection upon common experience in the community.

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

EMPHASIS ON EXPERIENTIAL LEARNING

SIT's teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, and Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; "knowledge is created through the transformation of experience" (Kolb, 2015, p. 49). Learning involves both content and process. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being. Learning involves a community and is a lifelong endeavor. Learning is transformational. The suggested four-step cycle of a concrete experience, reflective observation, abstract conceptualization, and active experimentation embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

SIT GRADUATE INSTITUTE PROGRAMS

CLIMATE CHANGE & GLOBAL SUSTAINABILITY

MA in Climate Change and Global Sustainability

Face-to-face, full-time: onsite in Iceland and Tanzania

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, and mitigate problems 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; and

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 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, Global Field Practicum, Capstone Project, and Capstone Paper in a location of the students' choice (per country regulations) (11 credits)

COURSE OF STUDY

Minimum required credits: 36

SEMESTER 1 (FALL)—ICELAND
(through SIT partner University Centre of the Westfjords)

CLIM–5010 Human–Climate Interface 1: 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 2: 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 Global Field Practicum	4 credits
CLIM–6703 Climate Change and Global Sustainability Capstone Project	3 credits
MPIM–6709 Capstone Seminar	1 credit

See course descriptions on pages 51–74.

PRACTICUM

The program practicum uses a structured and guided practitioner inquiry process to learn from professional experience. Students identify, connect, analyze, and apply useful theories and concepts highlighted in their program coursework. This leads to enhanced capacity for lifelong reflection, reflective practice, and professional development. During the practicum, students intern with a climate change or related social/environmental sustainability think tank, nongovernmental organization (NGO), government agency, or other organization involved in policy/advocacy/practice work at a location of their choice. This is an in-depth, hands-on learning experience, where the student is given tasks and projects, according to their knowledge, skills, and interests, so as to enable the student to make professional contributions to the work of the organization as well as to enable their professional growth. Given the option to conduct a quality practicum at most geographical locations, placement involves intercultural learning and an opportunity to exercise policy advocacy–related work in distinct social, cultural, institutional, and political settings. Moreover, the practicum expands a student's professional network and strengthens their ability to develop grounded expectations about what constitutes feasible or appropriate socio-environmental actions and advocacy strategies related to global climate change.

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 online from a remote location.

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.

DEVELOPMENT PRACTICE

MA in Development Practice

Face-to-face, full-time: onsite in Ecuador and Uganda/Malawi

Grounded in SIT's unique brand of experiential, place-based learning, this MA program explores how global health crises, economic inequality, natural resource degradation, and political and ethnic conflict are interconnected, requiring a new generation of highly educated, innovative, multidisciplinary development practitioners. The SIT MA in Development Practice offers students a chance to obtain professional skills while conducting their own research and fieldwork and undergoing systemic, cross-cutting, and interdisciplinary graduate-level training in a highly competitive, global environment. This program incorporates theory, practice, and leadership development across the social sciences, natural/health sciences, ecology, and management. Through rigorous academic training and immersive fieldwork, the program bridges systems thinking and community-driven approaches to research, analytics, advocacy, and management, equipping students with the real-world skills needed to identify and address sustainable development challenges and multisector solutions in the 21st century.

Starting in Quito, Ecuador, an urban city high in the Andes, students explore the challenges of one of the most biodiverse countries in the world while learning from experienced faculty, local community members, guest lecturers, and top experts in the field. Students examine ecological impacts, forest regeneration, sustainable land practices, and conservation on excursion to northern Ecuador's patchwork of cloud forests. Excursions may also include trips to the coast.

Students spend their second semester in Africa, splitting their time between Kampala, the national and commercial capital of Uganda, and the administrative capital city of Lilongwe, Malawi. For 15 weeks, students engage in comparative analyses of how economics, natural resource management, health policy, and trade are affected by contrasting local needs, diverse livelihood practices, cultural identities, and varied histories of colonization and resistance. Though based in the city, students examine sustainable and regenerative development practices in urban, peri-urban, and rural locations during their site visits and fieldwork.

Through coursework and field experiences drawing from SIT's longstanding worldwide partnerships and professional networks, students develop a global perspective on sustainable development practices.

STUDENT LEARNING OUTCOMES

Knowledge and Skills

Upon completion of the Development Practice degree, students will be able to:

1. contextualize the current systems that have led to growing inequality, poverty, environmental destruction, and unsustainable ways of living within the framework of sustainable development theory and practice;

2. apply the tools of participatory inquiry and design to bring about transformative action that engages with urgent challenges, such as poverty and inequality, conflict over natural resources, and environmental degradation, in the field of sustainable development;

3. apply social-ecological systems-thinking, practical skills, leadership capacity, and the sense of innovative and imaginative possibilities within the areas of sustainable development and resilience;

4. design, implement, manage, and evaluate a project based on the needs of a locality and in collaboration with multiple stakeholders;

5. compare global perspectives on development, sustainable development, and regeneration across different geographical, socio-economic, cultural, and political contexts; and

6. identify the linkages across policy instruments, social complexities, human health risks, ecological system dynamics, technological innovations, and financial models that can advance integrated sustainable development solutions.

SEMESTER AND COURSE SEQUENCE

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

- Semester 1: Fall—Coursework and field excursions in Ecuador (12 credits)
- Semester 2: Spring—Coursework and field excursions in Uganda and Malawi (15 credits)
- Semester 3: Summer—Field Practicum and Capstone Project (9 credits)

COURSE OF STUDY

Minimum required credits: 37

SEMESTER 1 (FALL)—ONLINE AND IN ECUADOR

Online

DEVP–5151 Practitioner Inquiry 1	0.5 credits

Ecuador

DEVP–5003 Professional Development Seminar 1	0.5 credits
DEVP–5050 Foundations of Sustainable Development	1 credit
DEVP–5110 Critical Issues in Global Health	3 credits
DEVP–5120 Development Economics	3 credits
DEVP–5130 Culture and Development	3 credits

SEMESTER 2 (SPRING)—ONLINE AND IN UGANDA AND MALAWI

Online

DIPL–5518 Negotiation, Mediation, and Dialogue	1 credit
DEVP–5252 Practitioner Inquiry 2	1.5 credits

Uganda

MPIM–5004 Professional Development Seminar 2	0.5 credits
DEVP–5206 Monitoring, Evaluation, and Learning	3 credits
DEVP–5275 Special Topics in Design and Development	3 credits

Malawi

MPIM–5004 Professional Development Seminar 2, continuation	0 credits
DEVP–5310 Sustainable Natural Resource Management	3 credits
DEVP–5320 Gender, Agriculture, and Climate Change	3 credits

SEMESTER 3 (SUMMER)—LOCATION OF CHOICE

DEVP–6601 Global Field Practicum	6 credits
DEVP–6604 Development Practice Synthesis Paper	2 credits
MPIM–6709 Capstone Seminar	1 credit

See course descriptions on pages 51–74.

PRACTICUM

Each student completes a 10– to 12–week practicum in the United States or abroad with a nongovernmental organization, government agency, or other community-based organization involved in policy advocacy addressing sustainable and regenerative development challenges. The field practicum has the dual purpose of providing service to a host organization and the communities it serves while fulfilling academic requirements and entails completion of professional work identified as a priority by the sponsoring organization. Practicum sites will both build on long-standing SIT and World Learning partnerships, with the assistance of SIT Career and Practicum Services, and may be proposed by students seeking to develop their own networks and relationships. Practica provide hands-on opportunities to put into practice conceptual and theoretical knowledge gained throughout the MA program. The practicum involves intercultural learning and an opportunity to exercise 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 development practice. During the practicum, the practicum coordinator and an advisor supervise each student and provide substantive and critical feedback to further their intellectual and experiential development. Students will also engage in guided and structured reflection with peers remotely online 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 and with pre-approval from the program director practicum coordinator, and host organization. The capstone project helps students to highlight what they have learned about a specific topic linked to development practice. 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 sustainable and regenerative development practice. Presentations can be made remotely.

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.

DIPLOMACY & INTERNATIONAL RELATIONS

MA in Diplomacy and International Relations

Face-to-face, full-time: onsite in DC, Geneva, and South Africa

This program prepares students for a career in international, regional, and global affairs; diplomacy; nongovernmental organizations; or the Foreign Service. Students learn about the structure of the global political system and the possibilities and limits of multilateral diplomacy to address the most critical global issues facing the planet.

The program begins in Washington, DC, where students participate in a two-week foundational traveling seminar and learn firsthand from professionals in the field. The group then travels to Geneva, Switzerland, to study multilateral diplomacy and strategic decision making. In the spring, students go to South Africa to explore non-western perspectives on international relations, South–South diplomacy, and the politics of the African Union.

Skills gained include negotiation and mediation, diplomatic leadership, crisis management, strategic decision making, collaborative problem solving, and applied research. Graduates will be positioned to work with government agencies, nongovernmental organizations (NGOs), and intergovernmental organizations, particularly in situations of conflict, crisis, and rapid change.

STUDENT LEARNING OUTCOMES

Knowledge and Skills

Upon completion of the Diplomacy and International Relations degree, students will be able to:

1. analyze core theoretical and applied traditions in diplomacy and international relations;

2. forecast political trends in emergent situations and develop management contingencies to counter them;

3. mediate situations of conflict and crisis through negotiation skills and practices;

4. apply leadership skills and strategic foresight analysis in decision making;

5. research global and regional challenges through qualitative methodologies;

6. integrate managerial and leadership skills in the design, delivery, and promotion of collaborative problem-solving plans in an international context; and

7. formulate responses to critical challenges in international affairs through research, policy advocacy, and evidence-based intervention.

SEMESTER AND COURSE SEQUENCE

Students will complete a degree sequence of 34 credits in one year (fall, spring, and summer semesters).

- Semester 1: Fall—Coursework in Washington, DC, Geneva, Switzerland, and online (14 credits)

- Semester 2: Spring—Coursework in Durban, South Africa and online (12 credits)

- Semester 3: Summer—Practicum, Capstone Project, Capstone Seminar (8 credits)

COURSE OF STUDY

Minimum required credits: 34

MPIM–5001 Language and Culture Proficiency Requirement	0 credits

SEMESTER 1 (FALL)—WASHINGTON, DC; GENEVA, SWITZERLAND; AND ONLINE

DIPL–5045 Foundations in Diplomacy and International Affairs	3 credits
MPIM–5003 Professional Development Seminar 1	0.5 credits
DIPL–5510 Practitioner Inquiry 1	1.5 credits
DIPL–5120 Strategic Foresight and Scenario Building	3 credits
DIPL–5130 International Organizations and Multilateral Diplomacy	3 credits
DIPL–5140 The Future of Europe	3 credits

SEMESTER 2 (WINTER)—DURBAN, SOUTH AFRICA, AND ONLINE

MPIM–5004 Professional Development Seminar 2	0.5 credits
DIPL–5515 Practitioner Inquiry 2	1.5 credits
DIPL–5518 Negotiation, Mediation, and Dialog	1 credit
DIPL–5530 South–South Relations in the Context of BRICS	3 credits
DIPL–5540 Energy Diplomacy and the African Political Economy	3 credits
DIPL–5550 Continental Solidarity and the African Union	3 credits

SEMESTER 3 (SUMMER)—LOCATION OF CHOICE

DIPL–6601 Field Practicum	5 credits
DIPL–6604 Capstone Paper	2 credits
MPIM–6709 Capstone Seminar	1 credit

See course descriptions on pages 51–74.

PRACTICUM

Each student completes a 12-week practicum with a think tank, nongovernmental organization, government agency, or other organization involved in diplomacy, global affairs, or international relations. 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 expands a student's professional network and strengthens their ability to develop grounded expectations about the possibilities and limits of international responses to common challenges. During the practicum, each student will receive substantive and critical feedback from both their academic advisor and site supervisor to further their intellectual and experiential development. 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 work with their advisor to complete a capstone paper consisting of original research on a topic related to diplomacy and international relations. The paper serves as a culmination of the two-semester course sequence, Practitioner Inquiry 1 and Practitioner Inquiry 2. The capstone project includes a 45-minute professional presentation open to the public. Presentations can be made face-to-face or remotely.

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.

GLOBAL HEALTH

MA in Global Health

Face-to-face, full-time: onsite in Kenya and India

A functioning healthcare system is fundamental to the achievement of universal coverage for healthcare, which has been the focus of recent statements by advocacy groups and other organizations around the globe, including a declaration by the United Nations in 2012. Yet global public health issues pose a major challenge to governments and health services provider institutions. Equity in healthcare system access, quality, and management is the focus of much healthcare advocacy work, but drugs and medical supplies for disease-specific programs, the relative underfunding of the broader healthcare infrastructure, and insurance provision remain significant challenges in many countries. In recent years, global health and healthcare systems—which encompass institutions, organizations, and resources (physical, financial, and human)—have become an even more serious and urgent priority especially due to migration, natural disasters, and failing governance structures.

This program will provide students with the experience-based training to play a role in addressing global health and healthcare system challenges and effect change as policymakers, administrators, and advocates.

STUDENT LEARNING OUTCOMES

Knowledge and Skills

Upon completion of the Global Health Policy, Administration, and Management degree, students will be able to:

1. situate critical theories and practice in global health policy, administration, and management within multidisciplinary fields, encompassing socio-economic, ethical, and professional standards and frameworks;

2. demonstrate skills and exhibit aptitudes in global health project design, implementation, and evaluation based on the needs of a community or a country and in collaboration with multiple stakeholders;

3. use proficient competencies and managerial and leadership skills to design, plan, deliver, and advocate for global health in collaboration with local, regional and international contexts;

4. locate and use relevant resources available at the local, regional, and global levels to inform the development, implementation, and evaluation of quality health promotion and/or disease prevention programs;

5. identify and address gaps in global health responses through completion of a unique capstone project in the form of a research-based paper, a policy-advocacy paper, or an evidence-based intervention; and

6. develop critical conceptual and practical skills that prepare them for leadership positions in global health.

SEMESTER AND COURSE SEQUENCE

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

- Semester 1: Fall—Coursework and field excursions in Kenya (13 credits)
- Semester 2: Spring—Coursework and field excursions in India (14 credits)
- Semester 3: Summer—Coursework, Practicum, and Capstone Project in India, Kenya, or the United States (9 credits)

COURSE OF STUDY

Minimum Required credits: 36

SEMESTER 1 (FALL)—KENYA

HEAL–5045 Fundamentals in Global Health	3 credits
HEAL–5110 Epidemiology of Communicable and Non-Communicable Diseases	3 credits
HEAL–5120 Bio-Security, Global Health Issues, and Challenges	2 credits
HEAL–5140 Action Research in Global Health	3 credits
HEAL–5150 Introduction to Health Economics	2 credits

SEMESTER 2 (SPRING)—INDIA

HEAL–5210 Indian Health Policy, Design, Systems, and Management	3 credits
HEAL–5220 Social Determinants, Equity, Reproductive, and Child Health	3 credits
HEAL–5230 Field Methods and Ethics in Health Sciences	3 credits
HEAL–5240 Humanitarian Crisis and Health Care Delivery	2 credits
HEAL–5250 Global Health Seminar Series	3 credits

SEMESTER 3 (SUMMER)—LOCATION OF CHOICE

HEAL–6601 Field Practicum	5 credits
HEAL–6604 Capstone Paper	3 credits
MPIM–6709 Capstone Seminar	1 credit

See course descriptions on pages 51–74.

PRACTICUM

Semester 3 consists of a full-time practicum where students work with organizations in India and Kenya or the United States for a period of twelve weeks and do hands-on exploration of what they have learned in the classroom and experienced in the field. Students focus on healthcare delivery, humanitarian relief or health administration, and management or a topic of their choice. Electives include International Governance on Global Health, Global Health Seminar Series, and Leadership and Management in Global Health (may be available as online courses). Students can choose if they want to explore opportunities through SIT's networks in Kenya/India or the United States. During this time, students will be assigned a faculty facilitator who will provide onsite or online guidance to the student group as they share resources, challenges, and learning experiences and help each other decide the topic for their final master's capstone project.

The mini project period in Kenya and India will be a time to apply theoretical and experiential learning to the real world (community). Students will have developed mini project proposals that will be reviewed and approved by the local review board (LRB). Necessary approvals and permissions will be sought from relevant institutions and organizations that will provide students with platforms for fieldwork. Students will be allowed to expand their mini projects into full proposals for their practicums as part of completing the program.

HUMANITARIAN ASSISTANCE & CRISIS MANAGEMENT

MA in Humanitarian Assistance and Crisis Management

Face-to-face, full-time: onsite in Jordan and Uganda with short excursion to Switzerland

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; and

6. design a risk analysis and crisis management plan.

SEMESTER AND COURSE SEQUENCE

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

- Semester 1: Fall—Coursework and 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 Contexts	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–6601 Field Practicum	6 credits
HACM–6702 Capstone Paper	2 credits
MPIM–6709 Capstone Seminar	1 credit

See course descriptions on pages 51–74.

PRACTICUM

Each student completes a 12-week practicum with a think tank, nongovernmental organization, government agency, or other organization involved in policy-advocacy work in 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 their practicum at any location, students experience 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, policy-advocacy paper or a humanitarian response or crisis management project plan or strategy or equivalent digital portfolio that addresses a topic relevant to humanitarian assistance and crisis management. Presentations can be made online from a remote location.

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.

MA in Humanitarian Assistance and Crisis Management

Part-time, hybrid: online with short residencies in Spain and Vermont

Geared towards working professionals, this interdisciplinary program will offer the opportunity for graduate-level education in the field of humanitarian assistance and crisis management.

The program launches with a foundational, two-week seminar at SIT's Vermont campus introducing the learning model and main themes in humanitarian assistance and crisis management. Following the foundational residency in Vermont, virtual classes will start allowing students to develop their knowledge and skills in the field of humanitarian assistance and crisis management. As detailed in the curriculum sequence below, the degree will take two years to complete. An additional two-week residency abroad will enable students to gain a more global experiential learning opportunity in the field of crisis management and humanitarian action. With field visits and field-based activities during the residency abroad, students will learn through observing and participating in designing and implementing humanitarian interventions and will get the opportunity to interact with aid workers and disaster-stricken populations.

During the final two semesters, students will conduct a virtual or field practicum and capstone projects, respectively, at a humanitarian aid or development organization. This field work will help you to master ethically and culturally appropriate field practice and research, to enable you to provide evidence-based recommendations and interventions in a range of humanitarian sectors.

By the conclusion of the program students will be equipped with the knowledge and skills needed to lead principled, inclusive, and professional humanitarian interventions.

STUDENT LEARNING OUTCOMES

Upon completion of the MA in Humanitarian Assistance and Crisis Management degree program, students will have demonstrated the following outcomes regarding knowledge, skills and attitudes in the humanitarian and crisis management fields.

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; and

6. design a risk analysis and crisis management plan.

COURSE OF STUDY

Students will complete a degree sequence of 36 credits in two years (six semesters).

SEMESTER 1 (SUMMER)—ONLINE

HACM–5110 Issues in Humanitarian and Refugee Studies	3 credits
HACM–5130 Crisis Management and Leadership in Humanitarian Response	3 credits

SEMESTER 2 (FALL)—ONLINE

MGMT–5105 Program Planning and Management	3 credits
HACM–5212 Safety and Well-being Challenges in Emergency Contexts	3 credits

SEMESTER 3 (SPRING)—ONLINE

MGMT–5106 Monitoring, Evaluation & Learning: Concepts and Practices	3 credits
HACM–5510 Practitioner Inquiry	3 credits

SEMESTER 4 (SUMMER)—TWO-WEEK SPAIN RESIDENCY AND ONLINE

HACM–5120 Humanitarian Policy, Diplomacy, and Advocacy	3 credits
HACM–5211 Developing and Maintaining Collaborative Relationships	3 credits

SEMESTER 5 (FALL)—ONLINE OR FIELD-BASED

PRAC–6701 Field Practicum	3 credits

SEMESTER 6 (SPRING)—ONLINE AND VERMONT RESIDENCY

HACM–5213 International Humanitarian and Refugee Law, Standards, and Policies (2-week Vermont residency)	6 credits
HACM–6702 Capstone Paper	2 credits
MPIM–6709 Capstone Seminar	1 credit

See course descriptions on pages 51–74.

CAPSTONE: PROJECT, PAPER, & PRESENTATION

In their final semester, each student will complete a capstone paper/project and presentation with advisement provided by their faculty advisor to synthesize and demonstrate their program learning. The capstone project helps students to highlight what they have learned about a specific topic linked to their selected area(s) of study. The capstone paper is a substantial research-based paper.

The capstone sequence culminates with a 30-minute professional presentation made during the Capstone Seminar. This presentation is open to the public. Capstone Seminars are held at the end of each semester. Students are encouraged to attend the Capstone Seminar in Vermont in August to deliver their presentations in person, however, presentations can be made online from a remote location. The May and December Capstone Seminars are fully remote.

INTERCULTURAL SERVICE, LEADERSHIP & MANAGEMENT

MA in Intercultural Service, Leadership, and Management

Part-time, hybrid: online with short residencies

The MA in Intercultural Service, Leadership and Management offers student the flexibility to design their own course of study by taking classes in SIT's low-residency degree programs in International Education, Peace and Justice Leadership, Sustainable Development, and Teaching English to Speakers of Other Languages. Students may also select online courses in SIT's Climate Change and Global Sustainability master's program and international field courses.

During their first five semesters of study, students take a combination of required and individually selected courses, chosen in conjunction with their academic adviser. Courses may be completely online or blended. In their final semester (spring), students conduct original research, produce a final capstone paper, and deliver a closing presentation on their work.

With only 15 credits of required courses, the ISLR degree provides maximum flexibility to students who can choose to take more than 80 percent of their courses online, thus remaining in their home communities while pursuing their graduate education. The only course students are required to take that has a face-to-face component is Foundations of Intercultural Service, Leadership and Management, which can be taken in Semester 1 of the first year or Semester 4 of the second year. The two other required courses are Practitioner Inquiry (which can be taken within any part-time, hybrid degree in either face-to-face or online formats) and Leadership and Change, which can be taken online.

Through this degree, students can explore the following themes:

- Sustainable development
- Language education
- International education
- Peace and justice leadership
- Leadership
- Social change
- Advocacy
- Monitoring and evaluation

STUDENT LEARNING OUTCOMES

Knowledge and Skills

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

- incorporate theories of intercultural service, leadership, and management into their professional work;
- design and carry out an intentional plan of study and professional development; and
- design and implement original research, including the writing of a final paper.

COURSE OF STUDY

Students will complete a degree sequence of at least 33 credits over the course of six semesters.

REQUIRED COURSES (15 CREDITS)

Semester 1 (Summer)—Online
(7 credits suggested)

MPIM–5045 Foundations in Intercultural Service, Leadership, and Management	3 credits
MPIM–5510 Practitioner Inquiry (also offered in spring terms) OR advisor-approved elective	3 credits
ISLM–6701 Reflective Practice 1	1 credit

Semester 2 (Fall)—Online
(6 credits suggested)

Elective (see list of options below)	3 credits
Elective (see list of options below)	3 credits

Semester 3 (Spring)—Online
(7 credits suggested)

MGMT–5370 Leadership and Change	3 credits
ISLM–6702 Reflective Practice 2	1 credit
MPIM–5510 Practitioner Inquiry (if not taken in Semester 1) OR advisor-approved elective	3 credits

Semester 4 (Summer)—Two-Week Vermont Residency and Online (6 credits suggested)

Elective (see list of options below)	3 credits
Elective (see list of options below)	3 credits

Semester 5 (Fall)—Online
(7 credits suggested)

ISLM–6703 Reflective Practice 3	1 credit
Elective (see list of options below)	3 credits
Elective (see list of options below)	3 credits

Semester 6 (Spring)—Online
(3 credits)

MPIM–6604 Capstone Paper	2 credits
MPIM–6709 Capstone Presentation and Seminar	1 credit

Students may also choose to take another class this semester, pending their advisor's approval.

ELECTIVE COURSES

Course descriptions, including prerequisites, can be found on pages 51–74. Unless otherwise noted, all courses are online.

Some degree programs require that courses be taken in order. Please verify your plan with your adviser and the chair of the degree program housing the courses you are interested in taking. Two of the required courses—Foundations in Intercultural Service, Leadership, and Management, and Management and Practitioner Inquiry—are offered several times each year in different formats within different degrees.

Locations of residencies and field courses are subject to change.

Semester 1 (Summer 2021)

CLIM–5080 International Environmental Policy and the Challenge of Climate Diplomacy	3 credits
EDLG–5505 Developing an Approach to Teaching and Learning, Part 1	2 credits
EDLG–5535 English Applied Linguistics, Part 1	1 credit
HACM–5110 Issues in Humanitarian and Refugee Studies	3 credits
HACM–5130 Crisis Management and Leadership in Humanitarian Response	3 credits
ICHR–5821 Intercultural Communication and Ethnographic Inquiry for Language Educators, Part 1	1 credit
MGMT–5103 Program Monitoring and Evaluation Concepts	1 credit
MPIM–5045 Foundations of Intercultural Service, Leadership, and Management	3 credit
MPIM–5510 Practitioner Inquiry	3 credits

PEAC–5413 Design, Monitoring, and Evaluation for Programming in Fragile Environments	1 credits
SDIS–5111 Human Flourishing in the Anthropocene	3 credits
SDIS–5220 Policy Advocacy and Social Change	3 credits
SDIS–5426 Science and Appropriate Technology	2 credits

Semester 2 (Fall 2021)

DIPL–5510 Practitioner Inquiry, Part 1	1.5 credits
EDLG–5523 Teaching the Four Skills	3 credits
EDLG–5536 English Applied Linguistics, Part 2	1 credit
HACM–5105 Program Planning and Management	3 credits
HACM–5212 Safety and Well-being Challenges in Emergency Context	3 credits
IEDP–5512 Theory, Practice, and Policy of International Education	3 credits
MGMT–5513 Advanced Leadership and Change	2 credits
MPIM–5510 Practitioner Inquiry	3 credits
PEAC–5375 Special Topics in Peace and Justice Promotion	3 Credits
PEAC–5400 Field Seminar: South Africa	2 credits
PEAC–5515 From Grant Writing to Policy Briefs: Essential Skills in Peace & Justice Promotion	1 credits
SDIS–5105 Program Planning and Management	3 credits
SDIS–5210 Economics for Sustainable Development and Regeneration	3 credits
SDIS–5216 Community Development and Social Change (field course in Nepal)	1 credit
SDIS–5350 Leadership, Community Organizing, and Coalition Building	3 credits

Semester 3 (Spring 2022)

DIPL–5515 Practitioner Inquiry, Part 2	1.5 credits
EDLG–5537 English Applied Linguistics, Part 3	2 credits
EDLG–5824 Curriculum Design and Assessment, Part 1	1 credit
HACM–5106 Monitoring, Evaluation & Learning: Concepts & Practices	3 credits
HACM–5510 Practitioner Inquiry	3 credits

ICHR–5822 Intercultural Communication and Ethnographic Inquiry for Language Educators, Part 2	1 credit
IEDP–5065 International Education Program Planning and Design	3 credits
MGMT–5106 Monitoring, Evaluation, Accountability, and Learning	3 credits
MPIM–5510 Practitioner Inquiry	3 credits
PEAC–5310 Civil Resistance	2 credits
PEAC–5315 Theory and Practice of Peace and Justice Promotion	3 credits
SDIS–5612 Development Practice	3 credits

Semester 4 (Summer 2022)
Some courses may include a Vermont residency

CLIM–5080 International Environmental Policy and the Challenge of Climate Diplomacy	3 credits
EDLG–5505 Developing an Approach to Teaching and Learning, Part 1	2 credits
EDLG–5506 Developing an Approach to Teaching and Learning, Part 2	1 credit
EDLG–5535 English Applied Linguistics, Part 1	1 credit
EDLG–5805 Second Language Acquisition	3 credits
EDLG–5834 Curriculum Design and Assessment, Part 2	1 credit
HACM–5110 Issues in Humanitarian and Refugee Studies	3 credits
HACM–5120 Humanitarian Policy, Diplomacy and Advocacy (field course in Spain)	3 credits
HACM–5130 Crisis Management and Leadership in Humanitarian Response	3 credits
HACM–5211 Developing and Maintaining Collaborative Relationships (field course in Spain)	3 credits
ICHR–5821 Intercultural Communication and Ethnographic Inquiry for Language Educators, Part 1	1 credit
ICHR–5823 Intercultural Communication and Ethnographic Inquiry for Language Educators, Part 3	1 credit
IEDP–5610 Advanced Concepts in International Education, Part 1	3 credits
MGMT–5103 Program Monitoring and Evaluation Concepts	1 credit
MGMT–5128 Grant Writing and Fundraising	2 credits
MPIM–5045 Foundations of Intercultural Service, Leadership, and Management	3 credits
MPIM–5510 Practitioner Inquiry	3 credits

PEAC–5210 Conflict Transformation Across Cultures (CONTACT)	2 credits
PEAC–5212 Introduction to Peacebuilding	1 credit
PEAC–5413 Design, Monitoring, and Evaluation for Programming in Fragile Environments	1 credit
PEAC–5510 Negotiation, Mediation, and Dialog	2 credits
SDIS–5111 Human Flourishing in the Anthropocene	3 credits
SDIS–5220 Policy Advocacy and Social Change	3 credits
SDIS–5330 Agroecology and Food Systems (field course in Mexico)	1 credit
SDIS–5416 Effective Communication for Change	2 credits

Semester 5 (Fall 2022)

EDLG–5523 Teaching the Four Skills	3 credits
EDLG–5536 English Applied Linguistics, Part 2	1 credit
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
HACM–5105 Program Planning and Management	3 credits
HACM–5212 Safety and Well-being Challenges in Emergency Context	3 credits
IEDP–5611 Advanced Concepts in International Education, Part 2	3 credits
IEDP–5512 Theory, Practice, and Policy of International Education	3 credits
MPIM–5510 Practitioner Inquiry	3 credits
PEAC–5215 Conflict Analysis	1 credit
PEAC–5220 Strategic Peacebuilding	1 credit
PEAC–5375 Special Topics in Peace and Justice Promotion	3 credits
PEAC–5515 From Grant Writing to Policy Briefs: Essential Skills in Peace & Justice Promotion	1 credit
SDIS–5105 Program Planning and Management	3 credits
SDIS–5210 Economics for Sustainable Development and Regeneration	3 credits
SDIS–5216 Community Development and Social Change (field course in Nepal)	1 credit

SDIS–5350 Leadership, Community Organizing, and Coalition Building   3 credits

SDIS–5223 Policy Advocacy   3 credits

Semester 6 (Spring 2023)

EDLG–5537 English Applied Linguistics, Part 3   2 credits

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

HACM–5106 Monitoring, Evaluation & Learning: Concepts & Practices   3 credits

HACM–5213 International Humanitarian and Refugee Law, Standards and Principles   6 credits

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

IEDP–5065 International Education Program Planning and Design   3 credits

MGMT–5106 Monitoring, Evaluation & Learning   3 credits

MPIM–5510 Practitioner Inquiry   3 credits

PEAC–5310 Civil Resistance   2 credits

PEAC–5315 Theory and Practice of Peace and Justice Promotion   3 credits

SDIS–5375 Special Topics in Sustainable Development   3 credits

SDIS–5612 Development Practice   1 credit

CAPSTONE PROJECT

In their final semester, each student will complete a capstone paper/project with advisement provided by their faculty advisor in order to synthesize and demonstrate their program learning through a capstone project. The capstone project helps students to highlight what they have learned about a specific topic linked to their selected area(s) of study. The capstone project includes a 30-minute professional presentation open to the public and a substantial research-based paper. While it is preferable that students attend the Capstone Seminar in Vermont to deliver their presentations in person, presentations can be made online from a remote location.

ADVISING

At the start of the program, ISLR students are matched with a faculty advisor who will support their studies and professional development for the duration of the program. This individual, who may be located anywhere in the world, will serve as the faculty of record for students' Reflective Practice coursework, including preparation of the capstone project/paper. Staff from Career Services will provide further training related to professional development in order to prepare graduates for the transition to their practicum and post-graduate career.

INTERNATIONAL & GLOBAL EDUCATION

EdD in Global Education

Part-time, hybrid: online with short residencies in Vermont

Comparative and International Education (CIE) is an ever-growing and interdisciplinary field that celebrates and examines the diversity and complexity of education around the world, shaped by local and global forces, as well as state and nongovernmental actors. Students in the doctoral program in Global Education will join an active community of scholars and practitioners to make a meaningful contribution to fostering education equity around the world.

An increasingly globalized world facing critical challenges requires rigorous and thoughtful leadership. SIT's hybrid EdD offers a flexible path to complete a Doctorate in Global Education to working professionals who seek to advance as leaders in the field. By enhancing their knowledge and skills, students will be able to move up the career ladder in their respective institutions or elsewhere and become change makers in their professional and home communities.

SIT's EdD in Global Education is a 60-credit, cohort-based, three-year program with short-term summer residencies in Brattleboro, Vermont; online coursework; and dissertation research and defense. Working with diverse faculty who are scholars and practitioners at SIT and World Learning, students are able to pursue research areas of interest in the field and conduct applied research in their workplace or another location of choice without leaving their job.

Coursework includes foundational theories, rigorous research preparation, electives, and guided reflective practice doctoral seminars. These courses enable students to build a community of practice that provides constructive feedback and peer support as they conceptualize and develop their dissertation proposal and complete the dissertation in their advisor cluster.

Prospective doctoral students who hold an MA in the field of international, comparative, or development education will be able to transfer up to 12 credits. Coursework will not exceed 8 credits per semester, which will qualify students as part-time.

Prerequisite: One research methods course at the MA level (e.g., introduction to research methodology). In the case of SIT alumni, Practitioner Inquiry will meet this prerequisite requirement.

After completing the required coursework, students take a comprehensive exam at the beginning of the second year, develop and defend their dissertation proposal along with the approved IRB application in the second year, conduct data collection, and complete their dissertation by the end of the third year. The cohort-based, flexible and guided curriculum model is designed to provide peer support and structure to complete the degree in three years; however, doctoral students will be able to take additional time for the degree completion as needed.

STUDENT LEARNING OUTCOMES

Upon completion of the EdD program in Global Education, students will be able to:

- analyze contemporary educational issues around the globe through the lens of foundational theories.
- design and carry out original, ethical research informed by relevant literature and grounded in appropriate methodologies and approaches.
- interpret original and secondary data to produce actionable findings.
- contribute to scholarship and practice of the field through publishable research findings.

SEMESTER AND COURSE SEQUENCE

Students will complete a degree sequence of 60 credits in 36 months.

Semester 1: Summer—Coursework in person and online (8 credits)

EDGE–7110 Theoretical Foundations 1	3 credits
EDGE–7115 Research Methods 1	3 credits
EDGE–7150 Reflective Practice Doctoral Seminar 1	2 credits

Semester 2: Fall—Coursework online (8 credits)

EDGE–7210 Theoretical Foundations 2	3 credits
EDGE–7215 Research Methods 2	3 credits
EDGE–7250 Reflective Practice Doctoral Seminar 2	2 credits

Semester 3: Spring—Coursework online (5–8 credits)

EDGE–7315 Research Methods 3	3 credits
EDGE–7350 Reflective Practice Doctoral Seminar 3	2 credits
Elective *(optional)*	3 credits

Semester 4: Summer—Coursework in person and online (5–8 credits)

EDGE–7400 Comprehensive Exam	0 credits
EDGE–7415 Research Methods 4	3 credits
EDGE–7450 Reflective Practice Doctoral Seminar 4	2 credits
Elective *(optional)*	3 credits

Semester 5: Fall—Coursework online
(2-5 credits)

EDGE–7550 Reflective Practice Doctoral Seminar 5	2 credits
Preparation of Dissertation Proposal and IRB application	0 credits
Elective *(optional)*	3 credits

Semester 6: Spring—Coursework online
(5-8 credits)

EDGE–7650 Reflective Practice Doctoral Seminar 6	2 credits
EDGE–7680 Dissertation Proposal defense and IRB approval	3 credits
Data Collection	0 credits
Elective	3 credits

Semester 7: Summer—Coursework and dissertation writing online (5 credits)

EDGE–7750 Reflective Practice Doctoral Seminar 7	2 credits
EDGE–7780 Dissertation Writing	3 credits

Semester 8: Fall—Coursework and dissertation writing online (5 credits)

EDGE–7850 Reflective Practice Doctoral Seminar 8	2 credits
EDGE–7880 Dissertation Writing	3 credits

Semester 9: Spring—Dissertation writing and defense (5 credits)

EDGE–7950 Reflective Practice Doctoral Seminar 9	2 credits
EDGE–7990 Dissertation Writing and Defense	3 credits

LIST OF POSSIBLE ELECTIVES

Please note this is subject to advisor, course instructor, and program chair approval; actual courses offered may vary from year to year.

International Education

IEDP–5065 Program Planning and Design	3 credits
IEDP–5512 Theory, Practice, and Policy of International Education	3 credits
IEDP–5610 Advanced Concepts in International Education 1	3 credits
IEDP–5611 Advanced Concepts in International Education 2	3 credits
Elective or Field course	1 credit

Peace and Justice Leadership

PEAC-5212 Introduction to Peacebuilding*	1 credit
PEAC-5220 Strategic Peacebuilding*	1 credit
PEAC–5310 Civil Resistance	2 credits
PEAC–5315 Theory and Practice of Peace and Justice	3 credits
PEAC–5375 Special Topics in Peace and Justice	3 credits
PEAC–5413 Design, Monitoring, and Evaluation for Programming in Fragile Environments✣	1 credit
PEAC–5510 Negotiation, Mediation, and Dialog	2 credits
PEAC–5515 From Grant Writing to Policy Briefs	1 credit

* *These two courses build on each other*
✣ *Takes place in August*

TESOL

EDLG–5523 Teaching the Four Skills	3 credits
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
ICHR–5821 Intercultural Communication and Ethnographic Inquiry for Language Learners 1	1 credit
ICHR–5822 Intercultural Communication and Ethnographic Inquiry for Language Learners 2	1 credit
EDLG–5824 Curriculum Design and Assessment 1	1 credit
EDLG–5834 Curriculum Design and Assessment 2	1 credit

Sustainable Development

SDIS–5105 Program Planning and Management	3 credits
SDIS–5106 Monitoring, Evaluation, Accountability, and Learning	2 credits
SDIS–5111 Human Flourishing in the Anthropocene: From Development to Regeneration	3 credits
SDIS–5210 Economics of Sustainable Development and Regeneration	3 credits
SDIS–5220 Policy Advocacy and Social Change	3 credits
SDIS–5350 Leadership, Community Organizing, and Coalition Building	3 credits
SDIS–5416 Effective Communication for Change	2 credits

ADVISING

EdD students will enroll in nine consecutive Reflective Practice Doctoral Seminars taught by their primary advisor in which they will receive guided advising on their dissertation conceptualization, design, development, and defense in their advisor cluster. In the second year of the doctoral program, students will have a secondary advisor assigned to them who, along with a primary advisor, will guide them in the writing of the dissertation proposal and completion of the dissertation. The dissertation proposal committee will be comprised of the primary and secondary advisors who will work with doctoral students closely to guide them through the process. The dissertation defense committee will be comprised of the primary and secondary advisors in addition to a third dissertation reader selected in consultation with the primary advisor and program chair closer to the completion of the dissertation.

DISSERTATION PROPOSAL & IRB SUBMISSION SEQUENCE

Students will develop their dissertation proposal in Reflective Practice Doctoral Seminars. The dissertation proposal will consist of three chapters: Introduction, Conceptual Framework and Literature Review, and Research Design and Methodology. In addition to completing a dissertation proposal, doctoral students will submit their HSR application for approval by both advisors. The proposal defense will be scheduled online. Upon successful defense of the dissertation proposal, doctoral students will submit their HSR application to the Institutional Review Board (IRB). Upon IRB approval, students will start their data collection and continue working on their dissertation.

DISSERTATION

The dissertation is a doctoral candidate's substantial, original research that demonstrates their robust conceptualization of a research topic, understanding of relevant literature in the field, rigorous methodological design, and analytical interpretation of primary and secondary data, which generates new knowledge, produces actionable findings, and makes a scholarly contribution to the field. The focus of the dissertation should pertain to any education issue relevant in the field of Comparative and International Education. The dissertation is between 200 and 250 pages double-spaced, excluding the bibliography. The dissertation must be approved by both primary and secondary advisors prior to filing for Intent to Defend in the last semester of doctoral studies. The dissertation defense will take place online, unless prior arrangements are made with the committee for an in-person defense on campus.

MA in International Education

Face-to-face, full-time: onsite in Chile and Vietnam

As with all global critical issues, professionals in any given field are most effective if they understand the context, issues, skills, and possible paths forward of their field firsthand. The International Education global master's program invites students to practice what it preaches: that the intercultural partnership and understanding necessary to deliver quality international education programs are best possible when one is willing to move to a new location, to interact with one's partners, to study the culture and history and systems of their partners, to live with and learn from them in an "up close and personal" way. This degree format is designed primarily for new professionals who may not yet have jobs in the field or who have up to five or so years of professional experience. It can also accommodate those with more experience in the field.

In this program, students will spend one semester each in Santiago, Chile, and Ho Chi Minh City, Vietnam, before completing a practicum. Each location offers a unique history, culture, and economic and educational systems so that students will be able to learn more intimately about various theories, policies, and practices in the field. Students will then spend two semesters in the location of their choice during which time they will complete their practicum and conduct independent research that will culminate in a capstone paper/project. By the completion of their studies, students will be familiar with educational policies and practices in three to four nations (including the United States) and will have the skills required to successfully serve as new and mid-level professionals in the field of IE.

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. Articulate their critical understanding of education systems around the world with emphases on social justice, equity, inclusion, and diversity;
2. Demonstrate their knowledge of influential theories in the international education field;
3. Understand the perspectives, relationships, roles, and influences of the stakeholders in the international education field;
4. Articulate how power, privilege, and oppression mediate educational practices around the world; and
5. 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 International 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

SEMESTER AND COURSE SEQUENCE

Students will complete a degree sequence of 38 credits in 16 months (fall, spring, summer, and fall semesters).

- Semester 1: Fall—Coursework and field excursions in Chile (13 credits + language study)

- Semester 2: Spring—Coursework and field excursions in Vietnam (9 credits + language study)

- Semester 3: Summer—Reflective Practice and Practicum in location of student's choice (8 credits)

- Semester 4: Fall—Reflective Practice and Practicum in location of student's choice and Capstone Seminar (8 credits)

COURSE OF STUDY

Students will complete a degree sequence of a minimum of 38 credits in four semesters.

SEMESTER 1 (FALL)—SANTIAGO, CHILE

MPIM–5045 Foundations in Intercultural Service, Leadership, and Management	3 credits
IEDP–5557 Educational Practice and Policy in Chile	3 credits
IEDP–5500 Theory and Practice in International Education	3 credits
MPIM–5510 Practitioner Inquiry	3 credits
MPIM–6611 Reflective Practice	1 credit

Spanish: Students will take a placement test at the start of the program, which will offer beginning and intermediate conversational Spanish. Note: undergraduate credit does not count toward the master's degree.

SEMESTER 2 (SPRING)—HO CHI MINH CITY, VIETNAM

IEDP–5668 Educational Practice and Policy in Vietnam	3 credits
IEDP–5660 International Education Design, Delivery, and Evaluation	3 credits
MPIM–6622 Reflective Practice 2	1 credit

Vietnamese: Requires ACTFL score of Low or below.

Note: Undergraduate credit does not count toward the master's degree.

SEMESTER 3 (SUMMER)—LOCATION OF CHOICE

MPIM–6633 Reflective Practice 3	4 credits
MPIM–6634 Reflective Practice 4	4 credits

SEMESTER 4 (FALL)—LOCATION OF CHOICE

MPIM–6645 Reflective Practice 5	4 credits
MPIM–6646 Reflective Practice 6	3 credits
MPIM–6709 Capstone Seminar	1 credit

See course descriptions on pages 51–74.

PRACTICUM

In the third and fourth semesters of the program, students will conduct an independent practicum and will complete a capstone paper. The practicum is designed to help students apply their learning from coursework to the practical realities of the workplace. Students may elect to remain in Vietnam, return to Chile, or complete their practicum in another location of their choice (visa policies permitting) and are responsible for investigating and identifying their own practicum, as the process, while guided and supported by the academic advisor and Career Services staff, is treated as experiential learning in preparation for subsequent job searches. They may work in any educational setting with any age group anywhere in the world. The only requirements (in addition to length of service, noted previously) are that the practicum be in the field of education and that the student have a supervisor from the host institution.

CAPSTONE PROJECT

In Semester 4, each student will complete their capstone work with advisement provided by program faculty. Each student will demonstrate and synthesize their program learning through a capstone project. 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 60-minute professional presentation open to the public and a substantial research-based paper. Presentations can be made remotely.

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 Semesters 3 and 4. Staff from Career Services will provide further advisement related to professional development in order to prepare graduates for entry into a career.

LANGUAGE AND CULTURE PROFICIENCY

MA in International Education

Part-time, hybrid: online with short residencies in Vermont

&

Graduate Certificate in International Education

Online with short residencies in Vermont

The International Education (IE) part-time, hybrid 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 part-time, hybrid Master of Arts in International Education;
- a part-time, hybrid Graduate Certificate in International Education; and
- stand-alone courses and workshops (upon approval by the Degree Chair and space permitting).

Students in both the part-time, hybrid 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 International 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)

Students will complete a degree sequence 35 credits in two years/six semesters of part-time study.

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

MPIM–5001 Language and Culture Proficiency Requirement✣	0 credits

Semester 1 (Summer)—Online

MPIM–5045 Foundations in Intercultural Service, Leadership, and Management	3 credits
MPIM–5510 Practitioner Inquiry	3 credits

Semester 2 (Summer)—Online

IEDP–5512 Theory, Practice, and Policy of International Education	3 credits
MPIM–6601 Reflective Practice 1	2 credits

Semester 3 (Spring)—Online

IEDP–5065 International Education Program Planning and Design	3 credits
MPIM–6602 Reflective Practice 2	2 credits

Semester 4 (Summer)—One-week residency and online

IEDP–5610 Advanced Concepts in International Education, Part 1	3 credits
MPIM–6603 Reflective Practice 3	2 credits

Semester 5 (Fall)—Online

IEDP–5611 Advanced Concepts in International Education, Part 2	3 credits
MPIM–6704 Reflective Practice 4	3 credits

Semester 6 (Spring)—Online

MPIM–6705 Reflective Practice 5	3 credits
MPIM–6709 Capstone Seminar	1 credit
Elective Courses	4 credits

GRADUATE CERTIFICATE IN INTERNATIONAL EDUCATION (ONLINE WITH SHORT RESIDENCY IN VERMONT)

Students will complete a sequence of 18 credits in one year of part-time study.

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

Semester 1 (Summer)—Online

MPIM–5045 Foundations in Intercultural Service, Leadership, and Management	3 credits
MPIM–5510 Practitioner Inquiry	3 credits

Semester 2 (Fall)—Online

IEDP–5512 Theory, Practice, and Policy of International Education	3 credits
MPIM–6601 Reflective Practice 1	2 credits

Semester 3 (Spring)—Online

IEDP–5065 International Education Program Planning and Design	3 credits
MPIM–6601 Reflective Practice 2	2 credits
Elective Course	2 credits

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:

- 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 86 for details)*

- Field courses offered by SIT *(as approved by faculty)*

- Online courses offered by SIT *(as approved by faculty)*

See course descriptions on pages 51–74.

*See page 49 for information on the language and culture proficiency requirements.

PEACE & JUSTICE LEADERSHIP

MA in Peace and Justice Leadership

Part-time, hybrid: online with short residencies in Vermont and South Africa

The Peace and Justice Leadership 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 nongovernmental organization (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, hybrid 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 two-week residential term in June, where they will participate in the CONTACT (Conflict Transformation across Cultures) Summer Peacebuilding Program . 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

Upon completion of the Peace and Justice Leadership program, students will have demonstrated the following outcomes:

Knowledge

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 programming; and

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

Skills

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

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

Students will complete a degree sequence of 33 credits across two years/six semesters of part-time study.

SEMESTER 1 (SUMMER)

MPIM–5045 Foundations in Intercultural Service, Leadership, and Management	3 credits
PEAC–5212 Introduction to Peacebuilding	1 credit
PEAC–5510 Negotiation, Mediation, and Dialog	2 credits

SEMESTER 2 (FALL)

DIPL–5510 Practitioner Inquiry 1	1.5 credits
PEAC–5215 Conflict Analysis	1 credit
PEAC–5220 Strategic Peacebuilding	1 credit
PEAC–5400 Field Seminar (South Africa)	2 credits

SEMESTER 3 (SPRING)

DIPL–5515 Practitioner Inquiry 2	1.5 credits
PEAC–5310 Civil Resistance	2 credits
PEAC–5315 Theory and Practice of Peace and Justice Promotion	3 credits

SEMESTER 4 (SUMMER)

MGMT–5103 Program Monitoring and Evaluation Concepts	1 credit
PEAC–5210 Conflict Transformation Across Cultures 1	2 credits
PEAC–5413 Design, Monitoring, and Evaluation for Programming in Fragile Environments	1 credit

SEMESTER 5 (FALL)

PEAC–5375 Special Topics in Peace and Justice Promotion	3 credits
PEAC–5515 From Grant Writing to Policy Briefs: Essential skills in Peace and Justice Promotion	1 credit
SDIS–5223 Policy Advocacy	1 credit

SEMESTER 6 (SPRING)

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

See course descriptions on pages 51–74.

CAPSTONE

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) Summer Peacebuilding Program

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

CONTACT participants 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 required residency for the degree program. Non-credit participants receive a certificate of participation upon completion of the workshop.

COURSE OF STUDY

CONTACT: CONFLICT TRANSFORMATION ACROSS CULTURES

If taken for credit:

Semester 4 (Summer)

PEAC–5210 Conflict Transformation Across Cultures 1	2 credits

See course descriptions on pages 51–74.

SUSTAINABLE DEVELOPMENT

MA in Sustainable Development

Part-time, hybrid: online with field courses in Nepal and Oaxaca, Mexico, and a short residency in Brattleboro, Vermont

Global in scope, the Master of Arts in Sustainable Development is a multi-faceted program designed to challenge students experientially, theoretically, and critically. Through timely and innovative content, students undertake current issues in sustainable development and engage with the frontiers of development thought and practice. Focused on building core skills, the program curriculum fosters the formation of a robust and competent cadre of social change specialists. The curriculum focuses on building a range of skills among students including monitoring and evaluation, policy advocacy, community organization, program management, leadership, grant writing and fundraising, effective communication, and coalition building, among others. In recognition of the amplitude of the sustainable development field, students acquire skills and knowhow that they will apply to the specializations of their particular interest, from gender to public health to environment to poverty and many more. In consideration of students' specific interests and the multiple subfields and specializations that exist within sustainable development, students have the option to take six elective credits across SIT, including online and field courses from the departments of Peace & Justice Leadership, Humanitarian Assistance & Crisis Management, and International & Global Education.

An integral component of the program is giving students the opportunity to study in the field. Field experience is essential to becoming an effective practitioner. The field component of the program allows students to apply and hone their newly acquired skills in hands-on, field environments. In Brattleboro, Vermont, Oaxaca, Mexico, and Nepal, students will learn from an array of projects, practitioners, and organizations from diverse specializations in the sustainable development milieu who work toward advancing human and environmental flourishing and well-being. During the program, students also have the opportunity to apply their new skills in a semester-long practicum with an organization of their interest (virtual or face-to-face). Key to building professional networks for students, the practicum and field experiences provide a solid foundation for applied student learning and growth in the sustainable development field.

Graduates from this degree can expect to find employment in the fields of community capacity building, economic development, human rights, education, food security, public health, gender equity, nonprofit and nongovernmental organization 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 provides 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

Upon completion of the Sustainable Development degree program, students will be able to demonstrate the following outcomes regarding knowledge, skills, and attitudes in the sustainable development field.

Knowledge

Through this degree, students can expect to:

1. articulate how historical social, economic, political, and colonial conditions and contexts have shaped development in diverse parts of the world;

2. understand and identify the forces that drive community development disparities and discourse as they relate to power, inequality, and well-being;

3. evidence a critical understanding of current and emerging development theories and their applications;

4. distinguish and elucidate the roles played by diverse actors in development, including communities, resistance movements, organizations, governments, multinational organizations, and financial institutions and their transformations in a postcolonial context; and

5. define and articulate current challenges to sustainability and identify and apply approaches to formulate relevant solutions.

Skills

1. apply leadership and management skills to positively advance change and organizational endeavors;

2. plan and manage productive community, sustainability, and development programs and projects (including design, planning, implementation, staffing, budgeting, troubleshooting, cohesion, and project integrity);

3. design and lead effective policy advocacy and social change campaigns;

4. create and implement robust monitoring and evaluation programs;

5. write competitive grant proposals and fundraising initiatives to create community development projects, strengthen organizations, and drive similar endeavors; and

6. apply methods of scientific inquiry, evaluate research question viability, produce an ethically sound research proposal, and conduct successful field research.

Attitudes

1. promote and advance community rights, social justice, sustainability, and equality;

2. prioritize and value inclusivity & cultural sensitivity; and

3. uphold high ethical standards and equity in all aspects of one's professional work.

COURSE OF STUDY

Students will complete a degree sequence of 36 credits in two years/six semesters of part-time study.

SEMESTER 1, SUMMER

SDIS–5220 Policy Advocacy and Social Change	3 credits
SDIS–5111 Human Flourishing in the Anthropocene: From Development to Regeneration	3 credits

SEMESTER 2, FALL

SDIS–5105 Program Planning and Management	3 credits
SDIS–5350 Leadership, Community Organizing, and Coalition Building	3 credits
SDIS–5216 Community Development and Social Change (field course in Nepal) OR Elective (online or field)*	1 credit

SEMESTER 3, SPRING

SDIS–5510 Practitioner Inquiry	3 credits
SDIS–5106 Monitoring, Evaluation, Accountability, and Learning	3 credits

SEMESTER 4, SUMMER

MGMT–5128 Grant Writing and Fundraising OR Elective (online or field)*	2 credits
SDIS–5416 Effective Communication for Change	2 credits
SDIS–5330 Agroecology and Food Systems (field course in Oaxaca)	1 credit

SEMESTER 5, FALL

SDIS–5530 Capstone Proposal	1 credit
SDIS–5525 Global Virtual Practicum in Sustainable Development	3 credits
SDIS–5210 Economics for Sustainable Development and Regeneration	3 credits

SEMESTER 6, SPRING

SDIS–5375 Special Topics in Sustainable Development OR Elective (online or field)*	3 credits
SDIS–6702 Capstone Paper	1 credit
MPIM–6709 Capstone Presentation and Seminar	1 credit

Students may choose between these courses and an elective from one of the following programs: Peace & Justice Leadership; Humanitarian Assistance & Crisis Management; or International Education.

See list of course options on pages 51–74.

ELECTIVE COURSES

Master of Arts in Sustainable Development students have the option of completing six credits of electives. Electives may be chosen from the following:

- Online and field courses in the departments of Peace & Justice Leadership; Humanitarian Assistance & Crisis Management; or International Education *(see list of course options on pages 51–74)*

- An Independent Study, as determined by the student and their advisor

- Transfer credit, if approved, for online or face-to-face courses taken elsewhere *(must be approved by degree chair and registrar—see page 86 for details)*

See course descriptions on pages 51–74.

MA in Teaching English to Speakers of Other Languages (TESOL)

Part-time, hybrid: online with short residencies in Vermont

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 the following:

- 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; and

- 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 that 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 awareness 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; and

- 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 Canvas.

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 Canvas.

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. 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 89.

ASSESSMENT IN THE MA IN TESOL COURSES AND 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. A student with more than two weeks of online absence for any reason will be required to petition the faculty for continuation in the course.

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

PROGRAM ELIGIBILITY/FEATURES

The part-time, hybrid 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 in a virtual synchronous/asynchronous intensive. 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 part-time, hybrid 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. During the IYTP period, students must teach at least 124 hours.

The IYTP is divided into two segments:

- Interim Year Teaching Practicum (IYTP) Part One: Establishing a Reflective Practice (2 credits and at least 24 hours of teaching)
- Interim Year Teaching Practicum (IYTP) Part Two: Practicing Reflection (4 credits and at least 100 hours of teaching)

During the first semester students work together with their cohort to develop reflective practice skills. During that time, they are matched with a supervisor who works with them intensively one-on-one in part two.

The part-time, hybrid 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 or associated faculty member. The observation, reports, and assigned projects are a tutorial on teaching, directed by the practicum supervisor. Supervisions will mostly take place in a four-week period negotiated by the supervisor and student.

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 an area of the field of language learning and teaching.

INDEPENDENT PROFESSIONAL PROJECT

The Independent Professional Project, or thesis, completes the program. In addition to the thesis 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.

IPP Portfolio Submission Dates		
Submission Deadline	Reading Period	Degree Conferral
July 1	July 2–31	August
November 1	November 2–30	December
April 1	April 2–30	May–June

COMPLETION OF THE DEGREE

The part-time, hybrid MA in TESOL is a two-year program. Students will complete the program, including the Independent Professional Project (IPP), by August of their second year. Students will register for the IPP in their 2nd spring semester and have the choice of two submission dates:

- April 1: submission for May/June conferral date
- July 1: submission for August conferral date

If these deadlines are 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. The petition should include the IPP proposal and timeframe for expected completion.

Students who do not submit their IPPs by the April or July submission deadline of their registered IPP semester will be charged a late submission fee when they submit the thesis for a later deadline. Degrees will only be conferred according to the annual IPP/Portfolio submission dates described above.

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 part-time, hybrid MA in TESOL program selects the language of study for each student. The course Beginning Language Study earns one undergraduate credit.

COURSE OF STUDY

Students will complete a degree sequence of at least 34 credits over two years/six semesters.

SEMESTER 1 (SUMMER)—ONLINE

EDLG–5410 Foundations of Teaching and Learning	1 credit
EDLG–5505 Developing an Approach to Teaching and Learning, Part 1	2 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

SEMESTER 2 (FALL)—ONLINE

EDLG–5523 Teaching the Four Skills	3 credits
EDLG–5536 English Applied Linguistics, Part 2	1 credits
EDLG–5690 Interim Year Teaching Practicum (IYTP) Part 1: Establishing a Reflective Practice	2 credits

SEMESTER 3 (SPRING)

EDLG–5537 English Applied Linguistics, Part 3	2 credits
EDLG–5691 Interim Year Teaching Practicum (IYTP) Part 2: Practicing Reflection	4 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

SEMESTER 4 (SUMMER)—ONLINE AND IN VERMONT

EDLG–5506 Developing an Approach to Teaching and Learning, Part 2	1 credit
EDLG–5805 Second Language Acquisition	3 credits
EDLG–5612 Sandanona Conference Presentation	1 credit
EDLG–5834 Curriculum Design and Assessment, Part 2	1 credit
ICHR–5823 Intercultural Communication and Ethnographic Inquiry for Language Educators, Part 3	1 credit

SEMESTER 5 (FALL)

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

SEMESTER 6 (SPRING)—ONLINE

EDLG–5698 Independent Professional Project	5 credits

ELECTIVE: 1 CREDIT

Students may take an additional elective within the other part-time, hybrid 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 51–74.
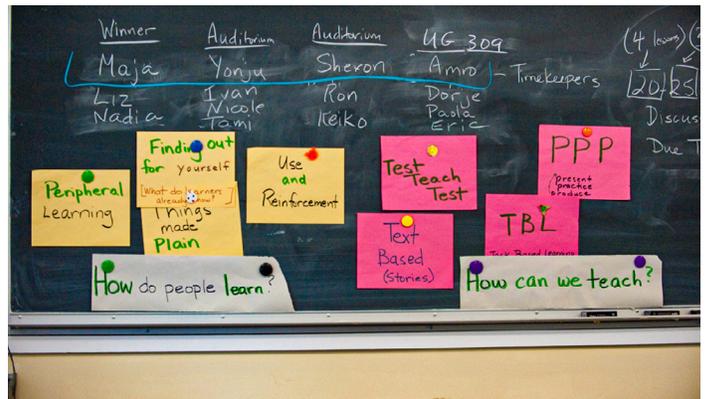
LANGUAGE AND CULTURE PROFICIENCY

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 and 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 and 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 those from the 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). Student completes 30 hours of dedicated language study in Mango Languages. Typically, these hours will be devoted to completing Unit 1 for the student's 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. The student documents their progress in the Language Learning Log. This component will be supervised by the dean for assessment and learning support.

Part II: Conversation Partners (10 hours). Student improves listening and speaking skills through conversation with a qualified conversation partner. The student may nominate a conversation partner or select one available through SIT. Ideally, the conversations align with the content of each chapter of coursework. The student documents their progress in the Language and Culture Learning Log, and conversation partners document progress in a separate conversation log. This component will be supervised by the dean for assessment and learning support.

Part III: Cultural Activities (5 hours). Student actively engages with the language of study through cultural activities in their 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. The students documents these activities and reflects on them using the Language Learning Log. This component will be supervised by the dean for assessment and learning support.

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

COURSE DESCRIPTIONS

CLIM–5010
Human–Climate Interface 1: 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, labor, 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 2: 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, freshwater 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 frameworks 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 for studying 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 for studying evidence of climate change: coastline attrition, altered water chemistry, sea level rise, coral bleaching, diminished biodiversity, impacts on 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 examining 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–6706

Climate Policy Advocacy Practicum

4 credits

The program practicum uses a structured and guided practitioner inquiry process to learn from professional practice experience. Students identify, connect, analyze, and apply useful theories and concepts highlighted in their program coursework. This leads to enhanced capacity for lifelong reflection, reflective practice, and professional development. During the practicum, students intern with a climate change or related social/environmental sustainability think tank, nongovernmental organization (NGO), government agency, or other organization involved in policy/advocacy/practice work at a location of their choice. This is an in-depth, hands-on learning experience, where the student is given tasks and projects, according to their knowledge, skills, and interests so as to enable the student to make professional contributions to the work

of the organization as well as enabling their professional growth. A quality practicum may be conducted in most geographical locations so it involves intercultural learning and an opportunity to exercise policy advocacy–related work in distinct social, cultural, institutional, and political settings. Moreover, the practicum expands a student's professional network and strengthens their ability to develop grounded expectations about what constitutes feasible or appropriate socio-environmental actions and advocacy strategies related to global climate change.

CLIM–6703
Climate Change and Global Sustainability Capstone Project
3 credits

In this capstone project course, students synthesize and demonstrate what they have learned during the MA program. The primary course deliverable is a research-based paper, digital portfolio, or policy-advocacy position paper that addresses a facet of climate change and global sustainability.

DEVP–5050
Foundations of Sustainable Development
1 credit

The MA in Development Practice program prepares skilled and analytical practitioners who will join the international development community and dedicate their careers to social justice and equity, the reduction of poverty, and greater global connectedness. The development practitioner is professional, well-versed across relevant disciplines, experienced in problem solving, critically sensitive to underlying power differences, and adept at working within teams and across cultures. The Foundations of Development Short Course is composed of 18 hours of classroom and field encounters and counts as one academic credit. By the end, students will be acclimated, the groundwork for their collective community identity will be founded, and they will be starting from a shared understanding of sustainable development practice.

DEVP–5110
Critical Issues in Global Health
3 credits

This course will explore current issues, problems, and controversies in global health through an interdisciplinary perspective and will examine the complex interaction of social, economic, political, and environmental factors that affect global health. The course will both contextualize current efforts in global health historically and describe likely future trends. Readings will be drawn from a range of disciplinary perspectives, including history, political science, economics, sociology and anthropology. A major goal of this course is to equip students with some critical perspectives and resources they will need as public health professionals and global citizens in our increasingly small and interdependent world. The course will combine interactive lectures with case-based exercises.

DEVP–5120
Development Economics
3 credits

This course analyzes the constraints on individuals, households, and institutions in developing countries. Students examine household and individual behavior under different types of market failures and learn how to evaluate the impact of development policy interventions. The overall goal of this course is to help develop students' ability to read and critique research in development economics. The instruction will be based on journal articles and working papers, along with appropriate textbook references. The required textbook readings are meant to provide background and context; the class will focus mainly on journal articles and papers.

DEVP–5130
Culture and Development
3 credits

The systematic, imperative integration of cultural specificities in the conception, measurement, and practice of development ensures the involvement of local populations and a desirable outcomes of development efforts. This course provides an anthropological approach to theory, qualitative methodology, and applied development practices that highlight the interdisciplinary relationship between anthropology and international development. Using a variety of ethnographic case studies and exploring the cultural politics, policies, and practices associated with international development, the course will address the complex ways in which "development projects" introduce wanted and sometimes unwanted or criticized change. By critically examining anthropologies of development, policymaking, bureaucracy, and neoliberal governance through ethnographic case studies, students will gain in-depth insights into development contexts and actors. Students will also critically appraise the role played by anthropologists who qualitatively evaluate or work on behalf of development. This course covers a variety of themes including culture and development agencies, cultural values and economic development, culture and politics, social capital, local knowledge, gender inequality, health, tourism, consumerism, religion, and diasporas. At the end of the course, students will have a solid

understanding of the complexities, controversies, and debates surrounding the relationship between culture and development.

DEVP–5151, 5252
Practitioner Inquiry 1 and 2
1.5 credits each

These courses introduce students to qualitative research and its design and methodology and offer students a hands-on experience to explore and apply qualitative research through a mini research study. The mini research study takes students full circle from formulating a research question to situating their research inquiry in existing literature to designing and conducting an empirical study to generating findings and conclusions. Qualitative research can be understood as bricolage—a complex representation and interpretation of a phenomenon crafted with multiple methods that help the researcher understand local processes and meanings in natural settings. In this course, students will broaden their understanding of and develop skills in qualitative research by designing and carrying out a research project that examines a social issue/phenomenon related to students' personal interests, experiences, or professional practice. Students will be able to conceptualize and design a mini research study; conduct a literature review / develop a conceptual framework; collect, manage, and analyze data; synthesize, interpret, and write up findings; and present their study findings. The course will equip students with research skills necessary for carrying out a capstone project. The course will be divided into two parts (PI 1 & 2). Students will complete both, each counting for 1.5 credits.

DEVP–5206
Monitoring, Evaluation, and Learning
3 credits

This course provides a thorough introduction to concepts, case examples, and research tools designed to 1) explore and assess community problems and needs and the feasibility of new sustainable development interventions and 2) monitor and evaluate the process and impact of existing interventions. Special attention is given to participatory methodologies and other current approaches. In addition, students will explore monitoring, evaluation, and learning within the specific context of sustainable development challenges. Key issues include uses of evaluation; alternative evaluation methodologies; evaluation as the process of testing hypotheses about linkages and causality, evaluating for sustainability, stakeholder identification, participatory approaches to evaluation, cross-cultural perspectives on evaluation, funding of evaluation, and the role of organizational leadership and management in evaluation. Seminar participants review and critique evaluations of development assistance projects sponsored by bilateral, multilateral, and nongovernmental organizations. Additionally, they develop original evaluation designs that allow them to apply critical seminar concepts to a real-life project.

DEVP–5275
Special Topics in Design and Delivery
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.

DEVP–5310
Sustainable Natural Resource Management
3 credits

This course examines the interdisciplinary aspects of sustainable natural resource management. Sustainability is one of the most significant shifts in thinking and action in the environmental and resource management arenas. Sustainable Natural Resource Management emphasizes practical and sustainable solutions from social, economic, and environmental perspectives. In this course we will discuss concepts and principles related to the economic, environmental, social, ecological, cultural, and ethical considerations of resource management and evaluate different methods of balancing these sometimes competing interests in order to manage resources sustainably. We will examine global natural resource issues and international collaborative efforts to address them through the lens of sustainable development. Key drivers of natural resource policy and key stressors of natural resources and ecosystems (including population, pollution, invasive species, habitat loss and degradation, overharvest, disease, poverty, political conflict, cultural traditions, urbanization, technology, and climate change) will be analyzed. The course will conclude with an analysis of the role of ethics, social justice, and communication in the sustainable management of natural resources.

DEVP–5320
Gender, Agriculture, and Climate Change
3 credits

This course explores global women's efforts to make visible and address the gender dimensions of agriculture and climate change, including women's grassroots adaptation strategies and cutting-edge research. The course will examine women's vulnerability to the effects of chronic challenges and specific hazards and disasters that are related to agriculture and climate change. It will

also look at work that has been done historically and regionally to promote gender, climate, and food justice. Since the course is based in Malawi, it will focus on how rural smallholding woman have coped with agricultural challenges and climate change historically and are organizing today.

DEVP–6601
Global Field Practicum

6 credits

The Global Field Practicum presents an opportunity for students to identify, connect, analyze, and apply useful theories and concepts highlighted in their coursework to further their professional contributions to the global community. It also leads to enhanced capacity for lifelong reflection, reflective practice, and professional development. The practicum consists of a 10- to 12-week placement with an international development agency, UN agency, intergovernmental organization, or national or local nongovernmental organization (NGO) working in practice, policy, advocacy, and/or development aid. The aim of this placement is to enable students to gain valuable practicum experience and enhance their skills in a practicum environment. Students will have two weeks after their placement to complete final course requirements and present their work.

DEVP–6604
Development Practice Synthesis Paper

2 credits

For the capstone paper course, students work with the content learned in Practitioner Inquiry to develop a research paper related to the field of sustainable development. Each student is paired with an advisor to help conceptualize, launch, and write up their research project.

DIPL–5045
Foundations in Diplomacy and International Relations

3 Credits

This course examines the historical evolution and current state of diplomacy and international affairs. Students will learn about the structure of the international political system and the possibility and limits of multilateral diplomacy for addressing critical global issues. Special attention will be devoted to the rise and current dissolution of liberal internationalism, the impact of populism on contemporary international affairs, and the challenges posed by contemporary global trends such as mass migration, climate change, rising populism, weapons of mass destruction, and global wealth inequality. In addition to spending time in the classroom, students will spend most days in the field meeting with US and foreign government officials, nongovernmental organization leaders, journalists, and activists.

DIPL–5120
Strategic Foresight and Scenario Building

3 credits

The course focuses on the methodology of strategic foresight, drivers and super-trends, and back-casting and scenario-building and their practical application in studying international affairs and diplomacy. The course discusses the concepts of monolithic and infinite futures, continuity, and disruption of trends, as illustrated by the futures cone of plausible future worlds. Students learn on horizon scanning, trend monitoring, back-casting, scenario-planning, wild card, counter factual history, futures wheel, and the PESTEL. Historical cases of altered pasts as well as the critical global issues and examples of alternative futures are discussed in the form of lectures, case studies, brainstorm sessions, and creative workshops on scenario-building.

DIPL–5130
International Organizations and Multilateral Diplomacy

3 credits

The course examines the formation, processes, functions, and effects of major international organizations. Besides contending with theories of international organizations, the course examines practical applications in the areas of global governance and regional cooperation. Students learn about the concept of collective security, the League of Nations, and the foundation of the United Nations system. The course discusses international organizations and regimes in the fields of human and economic development, human rights and migration, universal criminal justice, the environment, and regional cooperation. The course concludes with discussion on the international system and challenges the UN and international organizations may face in the future. In addition to teaching in class, students visit Geneva-based international organizations, which may include WTO, UNCTAD, UNHCR, WIPO, ILO, and WHO and nongovernmental organizations (NGOs) such as Norwegian Refugee Council (NRC), Diplo Foundation, World Organization against Torture (OMCT), and International Bridges to Justice (IBJ).

DIPL–5140
The Future of Europe
3 credits

This course focuses on super-trends and drivers shaping the future landscape of the European continent. Various lecturers and guest speakers teaching the course use a variety of approaches in analyzing international and regional issues, actors, and processes. The course framework defines the geopolitics of Europe as a maritime region in the West open to the high seas and trade and the heartland region in the East, stretching to Asia and mainly landlocked. While discussing underlining forces that have shaped European history, economy, and society, the course assesses the European integration process since WWII and its formidable achievements, structural vulnerabilities, and potential failures. The course debates the emergence of the European Economic Community / European Union as a supra-national regional organization. The course reviews neoliberal policies, outsourcing and deindustrialization, and dismantlement of the welfare state as a set of causes for increasing popular discontent across Europe. The course lecturers discuss the crisis of the European Monetary Union, the Grexit, and the Brexit, resulting in the rise of illegitimate democracies and populism.

DIPL–5510, 5515
Practitioner Inquiry 1 & 2
1.5 credits each

This sequence of two courses introduces students to the design and methodology of qualitative research and offers students a hands-on opportunity to explore and apply qualitative research through a mini research study. The mini research study takes students full circle from formulating a research question to situating their research inquiry in existing literature to designing and conducting an empirical study to generating findings and conclusions.

DIPL–5518
Negotiation, Mediation, and Dialog
1 credit

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 roleplays and simulations

DIPL–5530
South–South Relations in the Context of BRICS
3 credits

This course examines the recent resurgence of South–South co-operation in international affairs. This is located in the context of a contestation for global space within a new configuration of multilateralism. Students will explore how BRICS (Brazil, Russia, India, China, and South Africa) has emerged as an alternative to Bretton Woods Institutions and moved onto the center stage of world politics, leading to a renewed interest in its historic promise to transform our world order.

DIPL–5540
Energy Diplomacy and the African Political Economy
3 credits

Africa's energy riches will make it a significant player in international relations for the foreseeable future. This course explores how African nations are currently managing energy resources nationally, bilaterally, and multilaterally. It will also examine how ecological factors and the scarcity of fossil fuels will likely dominate the agenda of African countries in the coming decades.

DIPL–5550
Continental Solidarity and the African Union
3 credits

This course focuses on the architecture of the African political landscape constructed around the multilateral objectives of the African Union (AU). This is located in the context of the AU's Agenda 2063, where the AU charts Africa's development trajectory over a 50-year time frame. Significant portions of the class include site visits to relevant institutions and organizations working on issues of continental solidarity.

DIPL–6601
Practicum
6 credits

Each student completes a 10- 12-week practicum with a nongovernmental organization, government agency, intergovernmental organization, or other entity involved in work related to diplomacy and international relations. Students may complete the field practicum in the United States or abroad with the dual purpose of providing service to a host organization and the communities it serves while fulfilling academic requirements. The practicum entails completion of professional work identified as a priority by the sponsoring organization. Practicum sites will both build on long-standing SIT and World Learning partnerships,

with the assistance of SIT Career and Practicum Services, or may be proposed by students seeking to develop their own networks and relationships. Practica provide hands-on opportunities to put into practice conceptual and theoretical knowledge gained throughout the MA program. The practicum expands a student's professional network and strengthens their ability to develop grounded expectations about what constitutes feasible or appropriate development practice. 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. 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.

DIPL–6604
Capstone Paper

2 credit

For the capstone paper course, students work with the content learned in Practitioner Inquiry to develop a research paper related to the field of diplomacy and international relations. Each student is paired with an advisor to help conceptualize, launch, and write up their research project.

EDGE–7110
Theoretical Foundations 1

3 credits

In this course, students will examine how social and critical theories in the field of international and comparative education can be used to explain how economics, politics, and culture shape education worldwide. The course will introduce students to the history of the field and how it has evolved over time through multidisciplinary influences. Students will examine such sociological theories as functionalism, neo-Marxism, post-modernism, post-structuralism, post-colonialism, critical race theory, critical pedagogy, socio-cultural theories, capabilities theories, feminist theories, and globalization theories, and apply them to analyze various educational phenomena.

EDGE–7115
Research Methods 1: Qualitative Approaches: Ethnography. Phenomenology. Case Study.

3 credits

In this course, students will be introduced to various qualitative approaches and methods used in social sciences and education. Ethnography, phenomenology, and case study approaches will be applied to explore educational issues of student choice through pilot studies in class. Students will deepen their knowledge about primary methods of data collection and enhance their data collection skills by conducting observations, interviews, and focus groups. Students will also be reflecting on each method's strengths and limitations and their compatibility with their research study.

EDGE–7150
Reflective Practice Doctoral Seminar 1

2 credits

The Reflective Practice Doctoral Seminar 1 is part of the Reflective Practice Doctoral Seminars series that span across three years with an intent to build a community of practice of EdD students working on developing one's research agenda, proposal, and dissertation as well as providing constructive peer feedback and support to their colleagues. This course enables students to make meaningful connections between theory and practice as students reflect on various concepts, theories, debates, case studies, methodologies, approaches, and methods studied in the EdD program, apply gained knowledge in their professional work, and develop their dissertation proposals and dissertations under guided supervision of their advisor.

In this course, students will be building a community of practice, establishing norms and expectations for the cohort and reflective practice, developing an academic learning plan, beginning to formulate one's research topic, and preparing a statement of researcher positionality. Students will be giving and receiving constructive peer feedback on their work.

EDGE–7210
Theoretical Foundations 2

3 credits

In this course, students will examine a host of critical educational issues, reforms, policies, institutions, and movements influencing educational development and education experiences of populations globally. Students will draw on various theories studied in TF 1 course and examine contemporary educational issues through those theoretical lenses. The course will include such topics as global institutions and global governance; education access, quality, and equity in the post-Education For All (EFA) and Sustainable Development Goals (SDG) era; education in conflict and peace education; migration and education in displacement; privatization of education and public-private partnerships; global education policies on climate change and sustainability; language policies in education; indigenous education; education and social movements for social change; teacher professionalism and

professional development; student and scholar mobility: international exchange; internationalization of higher and secondary education.

EDGE–7215
Research Methods 2: Qualitative Approaches: Grounded Theory. Discourse Analysis. Action Research. Participatory Action Research.

3 credits

In this course, students will be introduced to various qualitative approaches and methods used in qualitative inquiry. Grounded theory, discourse analysis, action research, and participatory action research will be explored and applied in pilot studies in class. Students will deepen their knowledge about these approaches and enhance their data collection skills by conducting surveys, applying discourse analysis frameworks, combining diverse methods in action research, and reflecting on each method's strengths and limitations and their compatibility with their research study.

EDGE–7250
Reflective Practice Doctoral Seminar 2

2 credits

The Reflective Practice Doctoral Seminar 3 is part of the Reflective Practice Doctoral Seminars series that span across three years with an intent to build a community of practice of EdD students working on developing one's research agenda, proposal, and dissertation as well as providing constructive peer feedback and support to their colleagues. This course enables students to make meaningful connections between theory and practice as students reflect on various concepts, theories, debates, case studies, methodologies, approaches, and methods studied in the EdD program, apply gained knowledge in their professional work, and develop their dissertation proposals and dissertations under guided supervision of their advisor.

In this course, students will be making theory to practice connections by preparing 2 reflective practice papers (RPPs) connected to their research topic. Both RPPs will allow students to explore how various theories can be used to inform their research topic. One RPP will draw on Theoretical Foundations 1 and second RPP will draw on Theoretical Foundations 2. Students will be giving and receiving constructive peer feedback on their work.

EDGE–7315
Research Methods 3: Introduction to Statistical Methods in Education

3 credits

In this course, students will be introduced to statistical concepts and procedures as prerequisites for conducting quantitative and mixed methods research. Students will learn how to display data distributions using graphs and describe distributions with numbers using measures of central tendency and dispersion. Additionally, students will examine relationships among data and learn how to produce data using various quantitative designs. This course will introduce students to inferential statistics, including simple linear and multiple regression analyses and ANOVAs. Students will develop knowledge and skills using and interpreting descriptive and inferential statistical data and will be manipulating STATA/SPSS software packages to analyze data.

EDGE–7350
Reflective Practice Doctoral Seminar 3

2 credits

The Reflective Practice Doctoral Seminar 3 is part of the Reflective Practice Doctoral Seminars series that span across three years with an intent to build a community of practice of EdD students working on developing one's research agenda, proposal, and dissertation as well as providing constructive peer feedback and support to their colleagues. This course enables students to make meaningful connections between theory and practice as students reflect on various concepts, theories, debates, case studies, methodologies, approaches, and methods studied in the EdD program, apply gained knowledge in their professional work, and develop their dissertation proposals and dissertations under guided supervision of their advisor.

In this course, students will be introduced to the building blocks of the dissertation proposal and develop a draft of Chapter 1 (Introduction) of their proposal. Students will be giving and receiving constructive peer feedback on their work.

EDGE–7415
Research Methods 4: Advanced Qualitative and Quantitative Data Analysis

3 credits

Research generates a multitude of rich data (copious fieldnotes and interview transcripts, documents, visual materials, survey responses, administrative data, secondary data), posing a challenge to researchers to analyze it systematically and rigorously. In this course, students will develop data analysis skills using computer

software including NVivo and Stata. Qualitatively, students will learn how to code data inductively and deductively, develop codes, look for patterns emerging in data, develop overarching themes, and interpret findings using their pilot study data collected during Qualitative Research Methods I and II courses. Quantitatively, students will take a deep dive into data management using Stata, practice analyzing data that is similar to data that they may use in their dissertation work, and explore advanced approaches to quantitative data analysis.

EDGE–7450
Reflective Practice Doctoral Seminar 4

2 credits

The Reflective Practice Doctoral Seminar 4 is part of the Reflective Practice Doctoral Seminars series that span across three years with an intent to build a community of practice of EdD students working on developing one's research agenda, proposal, and dissertation as well as providing constructive peer feedback and support to their colleagues. This course enables students to make meaningful connections between theory and practice as students reflect on various concepts, theories, debates, case studies, methodologies, approaches, and methods studied in the EdD program, apply gained knowledge in their professional work, and develop their dissertation proposals and dissertations under guided supervision of their advisor.

In this course, students will develop a literature review and conceptual-theoretical framework—Chapter 2 of the proposal—to ground their research studies in existing scholarship. Students will be giving and receiving constructive peer feedback on their work.

EDGE–7550
Reflective Practice Doctoral Seminar 5

2 credits

The Reflective Practice Doctoral Seminar 5 is part of the Reflective Practice Doctoral Seminars series that span across three years with an intent to build a community of practice of EdD students working on developing one's research agenda, proposal, and dissertation as well as providing constructive peer feedback and support to their colleagues. This course enables students to make meaningful connections between theory and practice as students reflect on various concepts, theories, debates, case studies, methodologies, approaches, and methods studied in the EdD program, apply gained knowledge in their professional work, and develop their dissertation proposals and dissertations under guided supervision of their advisor.

In this course, students will propose the design and methodology of their research study by articulating the choice and rationale for a) methodology, genre, or

approach; b) sampling; c) methods; d) ethics; e) researcher positionality; f) trustworthiness of findings; g) data management and analysis; h) feasibility, limitations, and delimitations of their study. Additionally, students will be preparing a draft of their IRB application. Students will be giving and receiving constructive peer feedback on their work. By the end of this course students will be submitting their dissertation proposal draft (tentatively due December 20, 2022) to their advisor and aim to defend their dissertation proposal in the spring 2023 semester.

EDGE–7650
Reflective Practice Doctoral Seminar 6

2 credits

The Reflective Practice Doctoral Seminar 6 is part of the Reflective Practice Doctoral Seminars series that span across three years with an intent to build a community of practice of EdD students working on developing one's research agenda, proposal, and dissertation as well as providing constructive peer feedback and support to their colleagues. This course enables students to make meaningful connections between theory and practice as students reflect on various concepts, theories, debates, case studies, methodologies, approaches, and methods studied in the EdD program, apply gained knowledge in their professional work, and develop their dissertation proposals and dissertations under guided supervision of their advisor.

In this course, students will finalize their proposal and schedule their proposal defense with their primary and secondary supervisors. Students are required to pass the proposal defense to be able to advance to the next stage of their EdD program.

EDGE–7750
Reflective Practice Doctoral Seminar 7

2 credits

The Reflective Practice Doctoral Seminar 7 is part of the Reflective Practice Doctoral Seminars series that span across three years with an intent to build a community of practice of EdD students working on developing one's research agenda, proposal, and dissertation as well as providing constructive peer feedback and support to their colleagues. This course enables students to make meaningful connections between theory and practice as students reflect on various concepts, theories, debates, case studies, methodologies, approaches, and methods studied in the EdD program, apply gained knowledge in their professional work, and develop their dissertation proposals and dissertations under guided supervision of their advisor.

In this course, having embarked on data collection, students will begin processing and analyzing their data,

and interpreting emergent findings. Students will develop a draft of the first Findings chapter. Students will be giving and receiving constructive peer feedback on their work.

EDGE–7850
Reflective Practice Doctoral Seminar 8

2 credits

The Reflective Practice Doctoral Seminar 8 is part of the Reflective Practice Doctoral Seminars series that span across three years with an intent to build a community of practice of EdD students working on developing one's research agenda, proposal, and dissertation as well as providing constructive peer feedback and support to their colleagues. This course enables students to make meaningful connections between theory and practice as students reflect on various concepts, theories, debates, case studies, methodologies, approaches, and methods studied in the EdD program, apply gained knowledge in their professional work, and develop their dissertation proposals and dissertations under guided supervision of their advisor.

In this course, students will continue data analysis and interpretation of the findings. Students will develop a draft of the second Findings chapter and a draft of Conclusions chapter. Towards the end of the course, students will be preparing their first dissertation draft and submitting it to their advisors for feedback. Students will be giving and receiving constructive peer feedback on their work.

EDGE–7950
Reflective Practice Doctoral Seminar 9

2 credits

The Reflective Practice Doctoral Seminar 9 is part of the Reflective Practice Doctoral Seminars series that span across three years with an intent to build a community of practice of EdD students working on developing one's research agenda, proposal, and dissertation as well as providing constructive peer feedback and support to their colleagues. This course enables students to make meaningful connections between theory and practice as students reflect on various concepts, theories, debates, case studies, methodologies, approaches, and methods studied in the EdD program, apply gained knowledge in their professional work, and develop their dissertation proposals and dissertations under guided supervision of their advisor.

In this course, students will complete their dissertation and prepare for oral defense working closely with their primary and secondary advisors. Students will be able to present their dissertation remotely, using WebEx/Skype or other technology.

EDLG–5410
Foundations for Teaching and Learning

1 credit; graded P/NP only

This seven-week module is an introduction to the two-year part-time, hybrid MA in TESOL 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–5505
Developing an Approach to Teaching and Learning (Part 1)

2 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–5506
Developing an Approach to Teaching and Learning (Part 2)

1 credit; 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 1, 2 & 3

4 credits (combined); graded P/NP only

EDLG–5535: 1 credit; EDLG–5536: 1 credit; EDLG–5537: 2 credits

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 co-organize the conference and plan and deliver a professional presentation that explores in depth a chosen area in the field of second-language teaching/learning.

EDLG–5690
Interim Year Teaching Practicum (IYTP)
Part 1: Establishing a Reflective Practice

2 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. During Part One of the IYTP, students will develop a deeper understanding of the student learning outcomes of the MATESOL program and practice of reflection. Students will be guided in a process of self-reflection on their work through (reading, regular journaling, keeping a blog, student and classroom observation assignments) in order to develop and individual/collaborative reflective practice. Students will analyze the data that they collect from the various inquiry processes into teaching and learning and use it to define and focus their goals for IYTP Part Two.

Students are required to teach at least 2 hours per week throughout this phase of the course (24 hours).

EDLG–5691
Interim Year Teaching Practicum (IYTP)
Part 2: Practicing Reflection

4 credits; gr aded P/NP only

This course is a continuation of the fall teaching practicum. During this phase, students are assigned to individual faculty supervisors who will work closely with them to make sense of teaching and learning at their work site. This phase of the teaching practicum is an opportunity to develop areas for growth determined in part one and to continue to learn from inquiry into student learning, reflection on and analysis of their teaching impact on student learning. Students will be asked to take risks in their teaching and learn from their experimentation implementing theories, practices and approaches explored

in their coursework and revealed by their students/ learning and perspectives on their learning. 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.

 Students are required to teach at least 100 hours during this part of the program over at least 8 weeks of instruction.

EDLG–5698
Independent Professional Project (thesis)

5 credits; graded P/NP only

The Independent Professional Project is the culmination of the part-time, hybrid MA in TESOL 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 or who intend to work with displaced populations, 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–5805
Second-Language Acquisition

3 credits; graded P/NP only

Students will explore language acquisition and learning processes (L1/L2/ Ln) and implications for their approach to teaching and learning 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 plurilingualism and differences between naturalistic and classroom language learning.

EDLG–5824, 5834
Curriculum Design and Assessment 1 & 2

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. This 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–5106
Monitoring, Evaluation, and Learning: Concepts and Practices

3 credits

This course provides a thorough introduction to concepts, case examples, and research tools designed to 1) explore and assess community problems, needs, and the feasibility of new development interventions and 2) monitor and evaluate the process and impact of existing interventions. Special attention is given to participatory methodologies and other current approaches. In addition, students will explore monitoring, evaluation, and learning within the specific context of humanitarian assistance.

HACM–5110
Issues in Humanitarian and Refugee Studies

3 credits

The course will introduce the origins and history of humanitarian action and principles and the controversy surrounding them. 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. Theories relating to resilience, Identity, and integration for refugee and resettled populations will be examined and applied in different contexts.

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 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 nongovernmental organizations (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 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 risk 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 Contexts

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–6601
Field Practicum
6 credits

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.

HACM–6702
Capstone Paper
2 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 or policy-advocacy position paper. This assignment addresses a facet of humanitarian assistance and crisis management.

HEAL–5045
Fundamentals in Global Health
3 credits

This course aims to give students an opportunity to widen their understanding and knowledge of global health issues, including core topics such as history of global health, global health governance, global burden of disease, and global health ethics.

HEAL–5110
Epidemiology of Communicable and Non-Communicable Diseases
3 credits

The purpose of this course is to learn more about the principles and practice of infectious disease epidemiology, including how communicable diseases and their control affects public health locally, nationally, and internationally. This course will also present methods for measuring the burden of non-communicable diseases.

HEAL–5120
Bio-Security, Global Health Issues and Challenges
2 credits

In this course, students will be introduced to the International frameworks that drive global biosecurity and biosecurity systems. Using real-life examples and case studies, students will learn about preparedness, surveillance, diagnostics, emergency response, and management of pests and diseases.

HEAL–5140
Action Research in Global Health
3 credits

The course is intended for students interested in cross-sector collaboration and integration of knowledge from coursework and other experiences. The students will learn the values of creativity, the design thinking approach, engagement practices, scaling and reframing, diagramming and storytelling, and prototyping to test assumptions.

HEAL–5150
Introduction to Health Economics
2 credits

This course provides an overview of the healthcare systems around the world using a microeconomics lens. Students will be introduced to microeconomic theory and empirical studies that will deepen their understanding of how consumers, firms, and the government influence healthcare expenditures (including its quantity and prices), healthcare quality, and health outcomes.

HEAL–5210
Indian Health Policy, Design, Systems, and Management
3 credits

This course introduces students to Indian health policies, systems, and program management in local and global contexts. The course also takes into account the healthcare management and challenges within local and global contexts.

HEAL–5220
Social Determinants, Equity, Reproductive, and Child Health
3 credits

This course introduces students to social determinants of health, equity, reproductive health, and child health in the context of global health, highlighting the importance of understanding the various determinants that influence access to healthcare and outcome. The social determinants of health and equity are mostly responsible for health inequities—the unfair and avoidable differences in health status seen within and between countries.

HEAL–5230
Field Methods and Ethics in Health Service
3 credits

The Field Methods and Ethics course provides students with the concepts and methodological skills to conduct fieldwork in a cross-cultural setting. In particular, this course helps students negotiate additional barriers and boundaries faced while conducting research in a global health context, specifically in navigating power dynamics in conducting interviews and writing objective analysis. During this course, students learn how to consolidate and apply the knowledge imparted during the program.

HEAL–5240
Humanitarian Crisis and Health Care Delivery
2 credits

During this course, students will learn to explore refugees, and displaced people's access to and reliance on healthcare services from the hands-on perspective of involvement in a nongovernmental organization (NGO) or disaster management and rehabilitation in India. Through active participation, students will be encouraged to examine systems of healthcare themselves, investigating realities of the delivery of health services for refugees and other marginalized groups in the context of contemporary humanitarian crises.

HEAL–5250
Global Health Seminar Series
3 credits

This course deepens the concept of global health and provides a comprehensive overview of governance mechanisms in international health policy and development. The seminar builds leadership skills and examines impacts of globalization and culture on public health. It will help students in identifying how ethics, justice, and human rights shape global health programs policy and management.

HEAL–6601
Practicum
5 credits

The third semester of the program consists of a full-time practicum where students work with organizations in India, Kenya, or the US for a period of twelve weeks and do hands-on exploration of what they have learned in the classroom and experienced in the field. Students focus on healthcare delivery, humanitarian relief, or health administration and management or topics of their choice. During this time, students will be assigned a faculty facilitator who will provide onsite or online guidance to the student group as they share resources, challenges, and learning experiences and help each other decide the topic for their final master's capstone project.

HEAL–6604
Capstone Paper
3 credits

In this course, students synthesize and demonstrate what they have learned during the MA in Global Health program. Course deliverables include a professional presentation (open to the public) and a research-based paper, digital portfolio, or policy-advocacy position paper. Researching and writing the capstone paper takes students deeply into the experiential learning cycle, where they explore the meaning of the practicum experience, integrate theory and practice in written and oral presentations, and contribute to the field of global health. Both assignments address a global health issue, critique a policy, and study healthcare management and/or administration.

ICHR–5821, 5822, 5823
Intercultural Communication and Ethnographic Inquiry for Language Educators
3 credits (combined); 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.

IEDP–5500
Theory and Practice in International Education
3 credits

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

IEDP–5512
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 international education. Students also will be introduced to the current realities of international education policy: definitions, principles and practices, frameworks for analysis, and policy issues for today and the future.

IEDP–5557
Educational Practice and Policy in Chile
3 credits

This course explores the historical, social, political (post-conflict), and economic (neoliberal) contexts of Chilean education. It also introduces methods for policy analysis, educational advocacy, and citizen and public diplomacy program design. Classroom-based learning will be complemented by various field trips within Santiago to visit educational programs and associations and a four-day excursion to Temuco for students to learn about models

of and issues related to indigenous education, bilingual education, autonomous education, decolonization of education, and Mapuche values and educational practices.

IEDP–5610, 5611
Advanced Concepts in International Education 1 and 2

3 credits each

These advanced courses examine responses to current international educational issues and identify specific educational sectors for further analysis to provide students with a framework to better understand some of the breadth and depth of international education. These courses also examine how international education professionals can impact the development of related policy by advocating for their programs. Students explore internationalization, supporting program participants, curriculum design, cocurricular activities, indigenous education, and nonformal education as well as developing skills in conducting needs assessments and program evaluations.

IEDP–5660
International Education Design, Delivery, and Evaluation

5 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–5668
Educational Practice and Policy in Vietnam

3 credits

This course will explore the historical, social, political (post-war), and economic (communist) contexts of Vietnamese education. It will include field trips within Ho Chi Minh City to visit educational programs and associations as well as a four-day excursion to Hanoi for meetings with representatives from education-related government offices and nongovernmental organizations (NGOs).

ISLM–6701, 6702, 6703
Reflective Practice

1 credit each

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.

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. Students will acquire the knowledge and skills required for designing humanitarian assistance and the interplay between humanitarian and international development programs. The skills include situational analysis and designing and managing creative, flexible, and results-based humanitarian programs/projects and monitoring and evaluation plans. The course will also discuss the requirements for effective, efficient, and ethical interventions and the evolving nature of humanitarian aid projects in emergency situations from the acute emergency phase throughout the normalization phase.

MGMT–5106
Monitoring, Evaluation, and Learning: Concepts and Practices
3 credits

This course provides a thorough introduction to concepts, case examples, and research tools designed to explore and assess community problems and 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–5128
Grant Writing and Fundraising
2 credits

In this course, class participants will learn, explore, analyze, and plan to build their capacity to develop a strong fundraising program for a non-profit organization. Students examine fundraising from both individuals and institutions (foundations and corporations), and explore the different methods of asking for support, as well as the different ways donors give. Classes will also focus on the details of successful grant writing practice.

MGMT–5513
Advanced Leadership and Change
2 credits

This course aims to inspire and enable participants to lead effective change towards a world of regeneration, whether they intend to work in education, business, government, nonprofit, community, religious, or international organizations. The course is divided into three parts. The first part of the course examines the root causes of the current crises we face in the world of development, climate, food systems, and human livelihoods. In this section, the emphasis is on understanding the separation between humans and the environment and the polarization of aspects of being that should be seen more holistically and how this separation has affected our inner and outer ecosystems. Part two concentrates on the core meaning of Regenerative Leadership and looks at lessons that can be learnt from the fruitfulness of living systems and can be transferred into new principles for Design, Leadership, and Lifestyle. The final part of the course provides tools and practices to analyze organizations' capacity for true regeneration and the inner and outer ecosystems of participants. Throughout this course, the themes of justice and social and ecological responsibility will continue to 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 involved as we attempt to design sustainable and regenerative organizations and futures.

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 page 49 for detailed information.

MPIM–5003, 5004
Professional Development Seminar 1 & 2
.25 credits each

This two-part, one-credit seminar focuses on topics related to professional development for students who will be establishing careers in development practice, academic, or research settings. The seminar covers "how-to" knowledge and skills on topics including career planning, conference presentations, peer-reviewed publications, funding, and the job search process. The course is facilitated by the program chair, and individual sessions feature invited guest speakers, faculty, and others with expertise in sustainable development practice. Students have the opportunity and are encouraged to meet with leaders engaged in sustainable development.

MPIM–5045
Foundations in Intercultural Service, Leadership, and Management
3 credits

The Foundations course introduces students to theories and skills related to intercultural communication, leadership, management, and transformational change processes in organizations. The course uses multiple teaching and learning methods, including readings, lectures, discussions, simulations, and individual and group projects.

MPIM–5510
Practitioner Inquiry: Quantitative and Qualitative Research Methods

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. Students will have 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–6601, 6602, 6603
Reflective Practice

2 credits each, graded P/NP only

(each component may be taken once for credit; each sequence 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–6611, 6622, 6633, 6634, 6645, 6646
Reflective Practice

1–4 credits each, graded P/NP only

(each component may be taken once for credit; each sequence 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–6704, 6705
Reflective Practice

3 credits each, graded P/NP only

(each component may be taken once for credit; each sequence 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–6601, 6602, 6603, 6704, 6705, or MPIM–6611–6646; may be taken concurrently with MPIM–6705 or MPIM–6646)

The capstone seminar provides an environment in which students demonstrate, assess, and synthesize previous learning as well as generating new learning. It is also an opportunity for students to improve and refine their skills in oral communication and presentation. Students will critically read and give, as well as receive, peer critique of their 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–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 in gathering 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 roleplays 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, 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–6601
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 nongovernmental organization (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.

PRAC–6701
Field Practicum

6 credits

This seminar consists of a 12-week placement with a UN agency, intergovernmental organization, international development agency, and national and local NGOs providing humanitarian assistance and development aid to refugee and local communities. The aim of this placement is to enable students to gain valuable internship experience and enhance their skills in an international internship environment. SIT will use its extensive network to facilitate placement with an organization. The organization and the student's internship activities, though, must be approved by the SIT's academic director. Regular reflection and assessment meetings are held with the academic director to review the progress of the internship and learning associated with the internship experience. The student is responsible for submitting a signed learning agreement which outlines the learning objectives, activities, and deliverables of their internship experience. The students complete an internship and submit a paper in which they process their learning experience on the internship, analyze an issue important to the organization, and/or design a socially responsible solution to a problem identified by the organization. Approved in advance by the Academic Director, SIT's Local Review Board (for ethical clearance purposes), and the internship supervisor, the internship focus project may involve interviews and other data collection methods relevant to achieving internship learning goals. The paper and final presentation reveal how those goals are linked to the SIT program theme and its Critical Global Issue focus. The paper should also document a comprehensive schedule and the specific skills and knowledge acquired through the experience. Rubrics for the focus project paper and presentation will be shared with students.

PRAC–6706
Climate Policy-Advocacy Practicum

4 credits

During the policy-advocacy practicum, students intern with a climate change or environmental sustainability think tank, nongovernmental organization (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. 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–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. It encourages a critical examination of the prevailing models in order to assess their strengths and weaknesses. The purpose is to prepare students to be effective practitioners within organizations that adhere to the dominant paradigm, but who can also evaluate the efficacy within that particular context, introduce alternatives, and become agents of change.

SDIS–5110
Policy Advocacy and Social Change

3 credits

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

SDIS–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 that 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.

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 Gross Domestic Product (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 contribute to the questions raised in this field concerning poverty alleviation, equity, industrialization, and so forth.

SDIS–5216
Community Development and Social Change field course—Nepal

1 credit

Field experience is essential for all students and researchers of sustainable development. In this course, students will gain important insights into community development work and the challenges and successes that move forward and set back social change initiatives. Through community visits, students will witness the achievements of community development work and learn about effective practices for social change. During discussions and site visits to different organizations, community workers and specialists will introduce students to the issues and goals that they work toward as well as reveal the obstacles and barriers that impede the

flourishing and well-being of their communities. During the course, students will have the opportunity to test the theories, concepts, and frameworks they have learned during their previous coursework as well as be introduced to new endeavors occurring in the field.

SDIS–5220
Policy Advocacy and Social Change

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–5330
Agroecology and Food Systems field course—Oaxaca

1 credit

This course introduces students to the concepts of food sovereignty, food self-sufficiency, food security, and agroecology on local, regional, and global scales. Linking these concepts with the field of development, the course addresses food systems and their relevance to ecological sustainability and human well-being in the twenty-first century. The course explores key topics in the field of food security and food sovereignty today, including post-carbon production, international trade, food waste and loss, nutritious food availability, and the systems approach to food policy. Through the field experience, students will have firsthand opportunities to understand the successes and challenges local organizations, movements, and people face to harness food security for their communities. Field visits, lectures, and discussions with farmers and activists will offer students the opportunity to inquire and interact directly with individuals who have brought food security to the fore in their communities. As part of the course, students will connect their field experience to their place to understand the food security efforts and challenges that exist in their communities.

SDIS–5350
Leadership, Community Organizing, and Coalition Building

3 credits

This course examines approaches to promoting and responding to community change. Community organizing and coalition building will be examined as two processes for promoting change and working towards greater social justice for disadvantaged groups. Through active participation and critical analysis, participants will explore how to empower communities, facilitate community dialogue, and build effective coalitions in order to achieve social justice for these underprivileged groups. In order to create and sustain vigorous community organizing and strong coalitions, specific kinds of leadership are required. This course offers participants the opportunity to develop a deeper understanding of community organizing and coalitions and the types of leadership skills necessary for achieving this.

SDIS–5416
Effective Communication for Change

2 credits

Communication is an essential component of social change and advocacy. In this course, students will be introduced to the use of appropriate communication methods that effectively inform and spread knowledge and information as well as tools that bring about changes in attitudes and behavior. The course will explore contemporary uses of information and communication technologies and community media to advance social change, as well as examine the role of culture in successful communication strategies. During the course, students will design, launch, monitor, and measure their own micro communication campaign in their community.

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. The course explores the central question: What kind of science and technology is most appropriate for human and ecological flourishing? Navigating this question takes students 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–5525
Global Practicum

3 credits

The Global Practicum provides students the opportunity to gain field-focused work experience, expand their professional networks, and to test the theories, concepts,

and proposals they have studied and engaged with during the program. The practicum will expand students' intercultural learning opportunities especially as they pertain to the workplace and provide students insights into the challenges to and triumphs of successful community development work. Depending upon the responsibilities assigned by the organization, students may have the opportunity to practice skills they have acquired during the program, including policy advocacy, coalition building, program planning, and/or social science research. Students will form a supportive peer network with their classmates and faculty to guide them during the practicum process. Together with their peers, students will share their experiences through guided reflective practice and deepen their experiences and those of their peers. Prior to the beginning of the semester, and in coordination with SIT's Career and Practicum Services as well as with faculty, students will seek out an organization that aligns with their professional interests thematically and geographically in order to best suit their identified interests. Students' responsibilities will be assigned by the organization according to their immediate needs, in recognition of the student's role in providing service to the host organization and the communities they serve. Students may choose to participate in a virtual or face-to-face practicum.

SDIS–5530
Capstone Proposal

Integral to the degree program, the Capstone provides students the opportunity to connect their coursework experiences and create their own original research or related project. In this course, students plan their project in the form of a research or project proposal. Drawing on their Practitioner Inquiry course and with guidance from their faculty advisor, students compose a formal proposal, in accordance with the degree guidelines, and submit it to the SIT Internal Review Board to be vetted through the Human Subjects Review process.

SDIS–5612
Development Practice
3 credits

This course is designed to increase awareness of the complexity of development initiatives and prepare students for the self-reflexive journey of being facilitators of social change. The idea of "practicing development" requires individuals to cultivate both the conceptual and personal tools to analyze tough problems, understand their own limitations, follow the lead of groups experiencing development challenges as part of their day-to-day lives, and identify where they fit into the struggle. This work involves deep listening and reflecting as well as understanding how to balance competing demands from multiple stakeholders with uneven access to power. This course will use diverse theoretical frameworks combined with specific case studies to situate four common development themes in their empirical context. Narratives to be explored include: gender equality, health provisioning, sustainable energy technologies, and other relevant topics.

SDIS–6702
Capstone Paper
1 credit

In this course, students develop original research or a project on a topic of their choice within the field of sustainable development. Based on the research or project proposal students produce in the fall in the course Capstone Proposal, students will develop the research or project and produce a comprehensive paper or report on the results and findings of their research or project. During the research and writing process, students are guided by a faculty advisor. The work in this course calls on skills students have acquired during the program, including application of field research methodology, effective communication, leadership, and ethical behavior.

ADMISSIONS

OVERVIEW

When reviewing an applicant's file, 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. 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 a 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
- Letter or letters of reference sent directly to SIT from the reference writers.
  - Applicants to the doctorate program: 3 letters required. Applicants should submit two academic references and one professional reference.
  - Applicants to master's programs and graduate certificate in international education: 3 letters required. If possible, send a reference from a current or most recent supervisor who knows your work. Do not submit more than two academic references.
- 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
  - 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 graduate and certificate programs:

- US bachelor's degree or an equivalent that demonstrates academic ability (not applicable for some certificate programs). Applicants from institutions outside the US most hold the equivalent of a US bachelor's degree from a college or university of recognized standing.
- Demonstrated English language ability (details below)
- Intercultural and professional experience
- Demonstrated ability to use experience as a source of learning

Additionally, for doctoral admissions:

- Cumulative Grade Point Average (GPA) from a graduate master's degree program of 3.5.

- Demonstrated interest in the EdD degree at SIT and the ability to address how your prior academic and professional experiences have prepared you to undertake doctoral studies.

- Ability to process your research topic and its significance to the field and identify your professional goals for the program.

PREFERRED ADMISSIONS CRITERIA

For part-time, hybrid 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

- 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 Master of Arts or Certificate graduate program may defer their application for up to two years. To defer an application, the applicant must submit a deposit of $400. Doctoral applicants cannot defer and must reapply during the next admissions period.

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 2021–2022)

EXPLANATION OF COSTS

ENROLLMENT DEPOSIT

Upon acceptance to the degree program, US Citizens and Permanent Residents must make a nonrefundable deposit that will reserve their place in the class and is credited toward the first semester tuition.

- Master's degree and certificate programs: $400
- Doctoral programs: $600

Because international students must pay their first semester tuition and fees as part of their student visa process, SIT does not require the deposit payment for international students.

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	$1,200 per credit
Graduate audit	$600 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.

PART-TIME, HYBRID 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 percent
- During the first 10 percent of the semester: 90 percent
- Between 11 percent and 25 percent of the semester: 75 percent
- Between 26 percent and 50 percent of the semester: 50 percent
- 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. Nonmatriculated students may audit an SIT course for half the amount of the fees shown below.

1 credit	$1,200
2 credits	$2,400
3 credits	$3,600

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 nonrefundable 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 2021–2022

Fall Semester (Due August 1, 2021 for term September 7, 2021 to December 17, 2021)

Spring Semester (Due November 14, 2021 for term January 24, 2022 to May 6, 2022)

Summer Semester (Due May 1, 2022 for term May 23, 2022 to August 12, 2022)

Tuition

$14,500 per semester

PART-TIME, HYBRID PROGRAMS

Academic Year 2021–2022

Summer Semester (Due May 1, 2021 for term June 1, 2021 to August 20, 2021)

Fall Semester (Due August 1, 2021 for term September 7, 2021 to December 17, 2021)

Spring Semester (Due November 14, 2022 for term January 24, 2022 to May 6, 2022)

Tuition

$7,250 per semester

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES MASTER'S PROGRAM

Academic Year 2021–2022

Summer Semester (Due May 1, 2021 for term June 1, 2021 to August 20, 2021)

Fall Semester (Due August 1, 2021 for term September 7, 2021 to December 17, 2021)

Tuition

$4,460 per semester

FINANCIAL AID

OVERVIEW

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 graduate.sit.edu.

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

FINANCIAL AID APPLICATION PROCESS

To receive a financial aid award, students must first be admitted to an aid-eligible degree program. US students must file a FAFSA each year at 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. The Certification of Finances form must demonstrate and document that the student has sufficient funds to pay the expenses related to their education in the United States and their return home at the program's conclusion.

- Provide a copy of their passport, which has an expiration date at least 6 months beyond the expected date of completion of their time in the US.

For international students whose program involves study in the United States on an F–1 Student Visa (those pursuing a master's or doctoral degree), a F–1 Student and Exchange Visitor Information System (SEVIS) fee covering the fee and shipping will be added to the above total. The current F–1 SEVIS fee can be found at ice.gov/sevis. Check with the SIT Office of Student Accounts to determine the shipping fee.

- Note: For international students whose program participation requires a J–1 Visitor and Exchange Visa (CONTACT and certificate students), a J–1 SEVIS fee to pay the SEVIS fee and document shipping will be added to the above total. The current J–1 SEVIS fee can be found at ice.gov/sevis. Check with the SIT Office of Student Accounts to determine the shipping fee. The SEVIS 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 U.S. students need to complete a Continuing Student Financial Aid Application, in addition to the FAFSA. Continuing international students only need to submit a Continuing Student Financial Aid Application. This form should be submitted to the SIT Financial Aid Office by April 15 or as soon as Reflective Practice or portfolio plans are finalized. This form is not necessary for second-year part-time, hybrid 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 US STUDENTS AND PERMANENT RESIDENTS

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

FEDERAL DIRECT UNSUBSIDIZED STUDENT LOAN

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. Students may choose to pay the interest while in school to reduce the final repayment amount, or they 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 a student is borrowing a Federal Direct Unsubsidized Student Loan for the first time at SIT, they must complete a Master Promissory Note. The Master Promissory Note that the student signs will be used for all subsequent Federal Direct Unsubsidized Student Loans at SIT. The Master Promissory Note should be completed online at studentaid.gov.

Entrance Counseling—If this is the first time a student has borrowed a Federal Direct Unsubsidized Student Loan at SIT, they are required to complete an entrance counseling session to inform them of their rights and responsibilities as a borrower. The loan funds will not be disbursed to SIT until the student has fulfilled this requirement. The entrance counseling session should be completed online at studentaid.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 the student is no longer enrolled. Exit counseling can be completed online at studentaid.gov.

Disclosure Statements

The Master Promissory Note does not list the amount of your loans. At the time of the first disbursement of the loan(s), the student will receive a disclosure statement from the U.S. Department of Education listing the amounts and types of direct loans. Students will receive a new disclosure statement for each new loan they borrow and if any changes are made to the amount of the loans. Students should be sure to keep their disclosure statements as a record of the loans they'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 graduation or upon dropping below half-time status or 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 a student is borrowing a Federal Direct Grad PLUS Loan for the first time at SIT, they must complete a Master Promissory Note online. The Master Promissory Note the student signs will be used for all subsequent Direct Grad PLUS Loans at SIT. Students will not need to sign a new promissory note for each academic year nor will they sign a new note if they decide to change the amount of the direct loan. The Master Promissory Note should be completed online at studentaid.gov.

Entrance Counseling

If this is the first time a student has borrowed a Federal Direct Grad PLUS Loan at SIT, they are required to complete an entrance counseling session to inform them of their rights and responsibilities as a borrower. Loan funds will not be disbursed to SIT until the student has fulfilled this requirement. The entrance counseling session should be completed online at studentaid.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 withdrawal. Exit counseling can be completed online at studentaid.gov.

Disclosure Statements

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

Financial Awareness Counseling

If a student is denied a Federal Direct Grad PLUS loan due to adverse credit, they may reapply with an endorser or appeal the decision directly to the Department of Education if they have extenuating circumstances. Steps to appeal or reapply with an endorser are available at studentaid.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. Applicants 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. Applicants who do not meet a lender's credit qualifications may need to apply with a creditworthy 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 credit history, we strongly encourage applicants to review their credit report prior to applying. Applicants may receive a free credit report at annualcreditreport.com. If applicants are interested in receiving their FICO score, they can go to myfico.com, which releases scores for a fee.

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. Students should allow sufficient time for the approval process of a private

educational loan so that their tuition charges are paid in a timely manner.

International Students

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

Additional information is available by contacting the Financial Aid Office.

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 studentaid.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 84, 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 page 89.

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 online for each term during the preceding semester term, i.e., in fall for spring, in spring for summer, in summer for fall. All students must be registered before the first day of classes each semester to ensure eligibility to participate in classes and on Canvas and to comply with FERPA. Fulfillment of registration requirements is the student's responsibility. Students should consult with their academic advisors when preparing their schedules.

LATE REGISTRATION

Late Registration begins on the first day of each semester and continues through the end of the add/drop period, the first two weeks of each term. Students registering late will be assessed a $100 Late Registration Fee. No registrations will be accepted after the add/drop period.

INDEPENDENT STUDY REGISTRATION

Independent studies are optional experiences for which students do not pay additional fees to the institution. 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 from the Registrar's Office. Independent studies must be added no later than 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 on MySIT and from the Registrar's Office. Note: Dropping required classes requires permission of both the academic advisor and the degree chair.

Part-time, hybrid students may add or drop electives during the first two weeks of each semester. Changes must have the approval of the academic advisor and be submitted to the Registrar's Office.

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 two-thirds of each semester. Courses meeting less than the full semester will have a pro-rated withdrawal period equal to two-thirds of the course length.

Withdrawal forms are available on MySIT and from 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 impact 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 with the dean of students and at Disability Services office. 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 except when a student must resume that program at the same point as when the leave began. This is especially the case for Part-time, hybrid students and programs for which courses must be taken in sequential order.

WITHDRAWAL FROM SIT

SIT Graduate Institute will report a student's withdrawal (official or unofficial) to the National Student Loan Data System (NSLDS). See page 78, 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.

Students in the following global master's programs are considered full-time students for each semester in which they are enrolled, provided they maintain at least nine credits per semester with the exception of the final two semesters of the Global Master's in International Education, when students will have half-time status).

- MA in Climate Change and Global Sustainability
- MA in Development Practice
- MA in Diplomacy and International Relations
- MA in Global Health Policy, Administration, and Management
- MA in International Education (global)

Students in the following part-time, hybrid programs are considered half-time students for each semester in which they are enrolled, provided they maintain at least three and no more than eight credits per semester.

- MA in Humanitarian Assistance and Crisis Management (hybrid)
- MA in Intercultural Service, Leadership, and Management
- MA in International Education (hybrid)
- Graduate Certificate in International Education
- MA in Peace and Justice Leadership
- MA in Sustainable Development
- MA in Teaching English to Speakers of Other Languages

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.

ACADEMIC POLICIES

- 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 or other special day of observance, 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 that class.

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 applied to a master's program 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 to a master's program.

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

- Students in the doctoral program in Global Education may transfer up to a maximum of twelve graduate semester hours, or equivalent, taken at another institution 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 (3.0000) or better, or the equivalent for international documents. No tuition reduction is granted in these cases. No age limit is imposed on the credits.

86   SIT Graduate Institute Course Catalog 2021-2022   graduate.sit.edu

GRADING & 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 January 15, 2020

GRADING SCALE

A (Outstanding, 94–100)

The student's achievement demonstrated high-level learning and intellectual engagement with the course of study that far exceeded the acceptable standard for graduate education. Work produced indicated initiative beyond the course requirements, always reflecting additional work, insights, and/or integration of ideas. Assignments were thorough, thoughtful, and original, with a notable sophistication in integrating the general ideas discussed in class as they related to the student' own project and learning goals. Achievement of learning outcomes indicated a mastery of material and development of skills.

A– (Very Good, 90–93)

The student's achievement exceeded satisfactory accomplishment. Work demonstrated active learning and intellectual engagement with the course of study, indicating initiative beyond the requirements. Individual was prepared for class, contributed constructively to class discussions, and 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. Very good progress was made in the majority of the specific learning outcomes of the course.

B+ (Good, 87–89)

The student's achievement exceeded satisfactory accomplishment, showing a clear indication of initiative, comprehension of material, and the ability to work with concepts.

Work reflected frequent engagement with the course throughout the term. Assignments were thorough and complete, often reflecting additional work, insights, or integration of ideas. Individual was often prepared for class, often contributed thoughtfully to the class discussion, and was often involved in the course. Individual showed facility in integrating the general ideas discussed in class discussions as they related to his/her own project. Work demonstrated initiative beyond the requirements. Good progress was made in the majority of the specific outcomes of the course.

B (Satisfactory, 84–86)

The student's achievement demonstrated satisfactory accomplishment. Work reflected engagement with the course throughout the term. Individual showed progress in working on class assignments/projects. Assignments were complete and reflected a sense of how each piece of work built on the previous assignments. Individual was prepared for class, contributed thoughtfully to the class discussion, and was involved in the course. Individual showed reasonable facility in integrating the general ideas discussed in class discussions as they related to his/her own project. Work demonstrated initiative beyond the requirements. Individual was engaged as a member of the learning community. Satisfactory progress was made in the majority of the specific outcomes of the course.

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

F (Failing)

Work does not meet criteria identified above.

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. 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 SIT 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.

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 SIT 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, will 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 completion. If a student's GPA falls below 3.00 or the student earns grade(s) of NP, the following policies will 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 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 consisting of 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 Vermont State Approving Agency. 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.

Protected by the Colmery Act Section 103 38 U.S. Code § 3679, any covered individual, is permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a certificate of eligibility can also include a "Statement of Benefits" obtained from the Department of Veteran Affairs (VA) website—eBenefits, or VA 28–1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution,

2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

SIT will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding from VA under chapter 31 or 33.

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 August, in December, and in May/June.

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

- by July 1 for August graduation
- by October 15 for December graduation
- by March 15 for May/June graduation

Intent to Graduate forms can be obtained online at the SIT website or from the Registrar's office.

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 on sit.edu.

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, if employment is not contingent upon being a student

- Law enforcement records

- Records collected about an individual after that person is no longer a student

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

Under FERPA, a student has a right to:

- inspect and review their education records;

- request to amend their education records;

- have some control over the disclosure of information from their education records; and

- 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 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 the 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 date 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 that 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 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 that 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 that 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 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, and right to object; you can read Regulation (EU) 2016/679 at eur-lex.europa.eu/eli/reg/2016/679/2016-05-04.

11. Please be also informed that:

- 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.

- 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.

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

- 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

SIT has partnered with the National Student Clearinghouse (NSC) for transcript services to provide secure online ordering. Safe, fast, and easy to use, it is the most efficient way to order a transcript. The site walks students through the steps to place the order, including delivery options and fees. One can order as many transcripts as needed in a single session using any major credit card. The credit card will only be charged after the order has been completed. Order updates will be emailed to the student, and one is able to track the order online. A $12.50 processing fee will be charged per each transcript to recipient.

The National Student Clearinghouse is also SIT's authorized agent for providing enrollment and degree verifications. Requests for enrollment and/or degree verification can be addressed directly to:

National Student Clearinghouse
2300 Dulles Station Boulevard, Suite 300
Herndon, VA 20171

Website studentclearinghouse.org
Phone 703 742-4200 | Fax: 703 742-7792
Email service@studentclearinghouse.org

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. The collection in the library and information commons is available electronically to facilitate research by students and faculty at SIT sites around the world. These materials include e-books, online academic journals, electronic databases, online foreign language instruction, and student research. The library and information commons also provide remote research assistance and instruction via chat, email, phone, and teleconferencing. To search our catalog and databases, schedule a research appointment, or find library hours, lending policies, and contact information, please visit our homepage at http://library.sit.edu

RESERVES AND ELECTRONIC RESERVES

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.

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 (Canvas) and virtual learning environments as well as adaptive and assistive technologies.

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

MEDIA SERVICES

The SIT Information Technology Department supports technology needs by scheduling, lending, and receiving equipment; providing training to students, staff, and faculty in the proper use of equipment; operating equipment for special events and presentations; and assisting with special events and presentations.

Specific services offered include:

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

Computer-based presentation equipment is available in all classrooms.

ONLINE LEARNING MANAGEMENT SYSTEM

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

Canvas can be accessed at the following URL: https://sitedu.instructure.com.

For Canvas support, please email lmsadmin@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, Canvas communication, and other official academic supports. It is highly recommended that students regularly check their email accounts.

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.

CAREER & PRACTICUM SUPPORT SERVICES

SIT CAREER SERVICES

We support graduate students and alumni in achieving their professional goals through a combination of independent and interactive services, including Career Exploration and Planning and Career Coaching. We also provide original and curated resources for jobseekers on our website, including job boards, podcasts, e-books, blogs, and more.

CAREER EXPLORATION AND PLANNING

This is a recursive process that involves:

- Engaging in self-assessment and reflection
- Exploring career paths
- Developing an action plan
- Honing job-seeking skills

To guide students in this process, we endorse ImaginePhD, a robust platform powered by the Graduate Career Consortium. This free and confidential career exploration and planning tool:

- Assesses career-related skills, interests, and values
- Explores career paths appropriate to your discipline
- Creates self-defined goals
- Maps out next steps for career and professional development success

CAREER COACHING

To supplement the Career Exploration and Planning process, we offer

- individual career coaching in job search strategies and skills. Our certified

Career Coach assists with:

- Resume, cover letter, and LinkedIn profile review
- Interview practice
- Networking
- Salary negotiations

Sessions last 50 minutes and can be conducted synchronously (WebEx video call) or asynchronously (feedback via email).

DISABILITY SERVICES

An important function of the Student Health, Safety & Well-being Office, Disability Services collaborates with faculty and staff to foster an inclusive, equitable and effective learning environment while upholding SIT's academic standards so that qualified students may achieve their educational goals. Disability comprises a range of features and experiences and is an important element in understanding diversity in our global world.

Disability Services aims to provide students with individualized assistance and invite students to discuss their experiences with us so that we can identify the types of accommodations that may be appropriate and the information necessary to support those accommodations.

To maximize the online environment and support requested accommodations, Disability Services requests students to disclose disability-related accommodations as soon as possible prior to the start of their program to allow enough time for arranging approved recommendations. To commence the process, visit the Disability Services website (graduate.sit.edu/student-support/disability-services); for questions of further information, contact us at disabilityservices@sit.edu.

STANDARDS OF BEHAVIORAL INTEGRITY

The Standards of Behavioral Integrity provide a foundation for students of expected behavior as they develop as learners, researchers, practitioners, and members of a global community. We define Behavioral Integrity as "the perception that another person or group lives by their word, delivers on promises, and enacts the same values they espouse." We know empirically that linking words and deeds help foster positive and harmonious learning environments. Through the following Standards, SIT seeks to foster a living and learning environment that encourages open, productive, and ethical engagement.

COMMUNITY RELATIONS

SIT programs are rich in learning opportunities because of their strong relationships with a diverse and inclusive range of organizations, experts from all walks of life, homestay families, health and security professionals, etc. Students are expected to observe, learn, and practice appropriate and respectful communication within their program community, the community at large, and among online and social media communities—for their own benefit, SIT's benefit, and for the benefit of the future of their in-country program. Adherence to local laws is fundamental to each student's contribution to community relations.

SIT provides some of its courses in an online environment. Participants are expected to conduct themselves in the same manner as if they were taking the class in-person. To that end, SIT expects participants engaged in online learning environments to embrace the following perspectives:

- Be respectful of diversity, others' time, opinions, identities, cultures, and privacy;

- Be professional in your use of language, grammar, clothing and screen backgrounds; and

- Be polite, mindful of tone, not take too much virtual space, and listen to others.

HOMESTAY FAMILY RELATIONS

The institution that gave rise to SIT in 1932, The Experiment in International Living, instituted homestays as a core component of experiential learning. Today, the homestay experience remains fundamental to SIT's identity and program design. Students consistently report that their homestay experience is an important and life-changing experience. Students are responsible for commencing the homestay experience with an open mind and heart so that both the joys and challenges of homestay living are an integrated part of the learning and growing process. Sensitive, respectful, and proactive communication with homestay families is a core responsibility of each student, and SIT staff and faculty stand ready to support and assist students in this regard.

PEER RELATIONS

SIT fosters an environment of mutual respect among all program participants. Students are to contribute to an environment of mutual understanding rooted in the respect of difference and the celebration of pluralism. It is incumbent upon each student to try to work out any disagreements with their peers. If a student cannot satisfactorily resolve an issue with a peer, they are urged to approach the program staff to assist with resolving the disagreement.

PROGRAM STAFF AND FACULTY RELATIONS

Student, staff, and faculty relations, when grounded in our core values, are productive and mutually beneficial. SIT staff and , faculty, and administrators, are dedicated to students' holistic experiential learning throughout the program. Staff and faculty have the responsibility to provide program expectations that range from academic standards to safety and security protocols. Students are responsible for fair-minded conduct and goodwill when working with program staff and faculty, including but not limited to: reading the student handbook; reviewing course materials; adhering to program norms and policies; asking questions; seeking help when needed; and following established protocols in the event of an emergency.

STEWARDSHIP OF RESOURCES

Stewardship of resources is fundamental to achieving sustainability in all aspects of our lives and the lives of others. For SIT, resources are not just for human use but for the common sustenance of our ecological systems. Therefore, the expectation of student stewardship of resources includes but is not limited to: the respect and care for program facilities; homestay family belongings; learning materials; food and water; and to serve as an example of appropriate and fair use of all resources that current and future students, staff, faculty and community members might enjoy.

RESPONSIBILITY OF COMMUNITY MEMBERS

The entire SIT community shares the responsibility for sustaining a culture of behavioral integrity, specifically:

- **Students** are responsible for understanding and upholding the Standards and should seek assistance and clarification from program staff or faculty for questions or concerns. Part of upholding the Standards is adhering to the Code of Student Conduct.

- **Faculty** are responsible for establishing a climate that encourages honesty and enhances learning. Faculty play a vital role in establishing a learning environment in which practicing our core values is understood and experienced as a common goal. At a minimum, faculty should integrate the standards of behavioral integrity throughout the program, explain their expectations and respond to their questions. By modeling the Standards in their own endeavors, Faculty teach and mentor by example. Faculty are required to address violations in a timely and sensitive manner in accordance with the ascribed procedures.

- **Staff and Administrators** contribute to fostering a culture of behavioral integrity at an institutional level. They share the responsibility with faculty to ensure that the policy and procedures for addressing behavioral integrity violations, as articulated in the Code of Student Conduct, are clear, fair, and effective. They further assist with communications, adjudication, and record-keeping.

CODE OF STUDENT CONDUCT

PROLOGUE

SIT expects its undergraduate and graduate students to engage in responsible social conduct that models good citizenship and reflects our Core Values and Standards of Behavioral Integrity. Students are held accountable for behaviors that may impact the welfare and rights of others. When students fail to exemplify good conduct by engaging in violation of the following regulations, conduct proceedings are used to assert and uphold the Code of Student Conduct (heretofore referred to as "the Code").

The Code is not intended to punish students; rather, it exists to protect the interests of the learning community and to challenge those whose behavior is not in accordance with SIT's values, standards, and policies. Sanctions are intended to challenge students' moral and ethical decision-making and to help them bring their behavior into accord with our community expectations.

The student conduct process is quite different from criminal and civil court proceedings:

- Procedures and rights in the student conduct process are conducted with fairness to all, but do not include the same protections of due process afforded by the courts.

- Due process, as defined within these procedures, assures written notice of a formal hearing before an objective decision-maker.

- No student will be found in violation of SIT standards or policies without information showing that it is more likely than not that a policy violation occurred.

- Any sanctions issued will be proportionate to the severity of the violation and to the cumulative conduct history of the student.

- Not all conduct situations are of the same severity or complexity. Thus, these procedures are flexible, and may not be the same in every situation—though consistency in similar situations is a priority.

SIT is the convener of every action under this code. Within that action, there are several roles:

- The responding student is the person who is alleged to have violated the Code.

- The party bringing the complaint ("complainant"), who may be a student, employee, visitor, or guest, may choose to be present and participate in the process as fully as the responding student.

- There may be witnesses, who may offer information regarding the allegation.

- There may be an investigator(s) whose role is to present the allegations and share the evidence that SIT has obtained regarding the allegations.

JURISDICTION

- The Code applies to the conduct of individual students—both undergraduate and graduate.

- For the purposes of student conduct, SIT considers an individual to be a student when an offer of admission has been extended and thereafter—if the student has a continuing educational interest in SIT.

- Students are provided the Code by email link prior to the start of the semester and are responsible for reading and abiding by the Code's provisions.

- Email is SIT's primary means of communication and students are responsible for all communication delivered to the email address they provided to SIT during the admissions process.

- SIT retains conduct jurisdiction over students who choose to take a leave of absence, withdraw or have graduated for any misconduct that occurred prior to the leave, withdrawal or graduation. A responding student facing an alleged violation of the Code is not permitted to withdraw from the SIT until all allegations are resolved. If sanctioned, a hold may be placed on

the student's ability to re-enroll and/or obtain official transcripts; all sanctions must be satisfied prior to re-enrollment eligibility.

- The Code applies to behaviors that take place wherever the program is engaged, to include but not limited to learning centers, homestays, and excursions. It may also apply at other locations when the Dean determines that the conduct affects a substantial SIT interest. A substantial SIT interest is defined to include:

    - Any situation where it appears that the student's conduct may present a danger or threat to the health or safety of him/herself or others.

    - Any situation that significantly impinges upon the rights, property, or achievements of self or others or significantly breaches the peace and/or causes social disorder.

    - Any situation that is detrimental to the educational mission and/or interests of the SIT.

- The Code may be applied to behavior conducted online, by email or using another electronic medium. Students should be aware that online postings such as blogs, web postings, chats, and social networking sites are in the public sphere and are not private. These postings can subject a student to allegations of conduct violations if evidence of policy violations is posted online. SIT does not regularly search for this information but may act when such information is brought to the attention of SIT officials.

- The Code applies to guests of SIT students, who may be held accountable for the misconduct of their guests.

- SIT visitors/guests may seek resolution of violations of the Code committed against them by SIT students.

- There is no time limit on reporting violations of the Code; however, the longer someone waits to report an offense, the harder it becomes for SIT officials to obtain information, witness information, and make determinations regarding alleged violations.

- Those who are aware of misconduct are encouraged to report it as quickly as possible to in-country program staff and/or Vermont-based student affairs staff.

- Although anonymous complaints are permitted, doing so may limit SIT's ability to investigate and respond to a complaint.

- SIT reserves the right to make changes to this Code as necessary and once those changes are posted online, they are in effect. Students are encouraged to check online for the updated versions of all policies and procedures.

AUTHORITY

The Dean of Student Health, Safety & Well-being, or designee (heretofore referred to as "the Dean"), is vested with the authority over student conduct by the SIT President, oversees and manages the student conduct process, assumes responsibility for the investigation of an allegation of misconduct to determine if the complaint has merit, and may appoint hearing and appeals officers as deemed necessary to efficiently and effectively supervise the student conduct process.

The Dean has discretion to refer a complaint for mediation or other forms of appropriate conflict resolution. All parties must agree to conflict resolution and to be bound by the decision with no review/appeal. Any unsuccessful conflict resolution can be forwarded for formal processing and hearing; however, at no time will complaints of physical sexual misconduct or violence be mediated as the sole institutional response. The Dean may also suggest that complaints that do not involve a violation of the Code be referred for mediation or other appropriate conflict resolution.

Hearing Officers are chosen from a pool of annually trained staff selected by the Dean. Decisions made, and sanctions imposed, by Hearing Officers will be final and implemented, pending the normal appeal process. At the discretion of the Dean, implementation of sanctions may be stayed pending review.

Appeals Review Officers review appeal requests submitted by the Dean, and are drawn from a pool of annually trained staff selected by the President, or designee, with the only requirement being that they did not serve as hearing officers for the initial hearing.

The Dean will develop procedural rules for the administration of hearings that are consistent with provisions of the Code. Material deviation from these rules will, generally, only be made as necessary and will include reasonable advance notice to the parties involved, either by posting online and/or in the form of written communication. The Dean may vary procedures with notice upon determining that changes to law or regulation require policy or procedural alterations not reflected in this Code. The Dean may make minor modifications to procedure that do not materially jeopardize the fairness owed to any party. Any question of interpretation of the Code will be referred to the Dean, whose interpretation is final.

The Code will be updated annually under the direction of the Dean with a comprehensive review process being conducted every 3 years.

CONDUCT & VIOLATIONS OF LOCAL LAW

Alleged violations of local law may be investigated and addressed under the Code. When an offense occurs over which SIT has jurisdiction, the SIT conduct process will

usually go forward notwithstanding any criminal complaint that may arise from the same incident.

SIT reserves the right to exercise its authority of imposing an interim suspension upon notification that a student is facing criminal investigation and/or complaint (see additional grounds for interim action below). Interim suspensions are imposed until a hearing can be held. The suspended student may request an immediate hearing from the Dean to show cause why the interim suspension should be lifted. This hearing may resolve the allegation or may be held to determine if the interim suspension should be continued. The interim suspension may be continued if a danger to the community is posed and SIT may be delayed or prevented from conducting its own investigation and resolving the allegation by the pendency of the criminal process. In such cases, SIT will only delay its hearing until it can conduct an internal investigation or obtain enough information independently or from local law enforcement upon which to proceed. This delay will be no longer than two weeks from notice of the incident unless a longer delay is requested in writing by the complaining victim to allow the criminal investigation to proceed before the SIT process.

Students accused of crimes may request to take a leave from SIT until the criminal charges are resolved. In such situations, the SIT procedure for a voluntary leave of absence is subject to the following conditions:

- The responding student must comply with all SIT investigative efforts that will not prejudice their defense in the criminal trial.

- The responding student must comply with all interim actions and/or restrictions imposed during the leave of absence.

- The responding student must agree that, to be reinstated to active student status, they must first be subject to, and fully cooperate with, the SIT conduct process and must comply with all sanctions that are imposed.

PRELIMINARY INVESTIGATION

As needed, the Dean will conduct a preliminary investigation—which usually takes between 1–7 days to complete. The Dean will:

- Initiate any necessary remedial actions on behalf of the victim.

- Determine the identity and contact information of the party bringing the complaint (e.g. whether that person is the initiator of the complaint, the alleged victim, or a SIT proxy or representative).

- Conduct an immediate preliminary investigation to:

  - Identify an initial list of all policies that may have been violated.

  - Review the conduct history of the parties.

  - Determine the context of the incident, potential patterns, and the nature of the complaint.

If the victim is reluctant to pursue the complaint, the Dean will:

- Determine whether enough independent evidence could support the complaint without the participation of the victim.

- Decide whether the complaint should still be pursued.

- Notify the victim of whether SIT intends to pursue the complaint regardless of their involvement.

- Inform the victim of their rights in the process and option to become involved if they so choose.

COMPREHENSIVE INVESTIGATION

If indicated by the preliminary investigation and authorized by the Dean, a comprehensive investigation (which usually takes between one day and two weeks) will be conducted to determine if there is reasonable cause to:

- Believe that the responding student violated SIT policy.

- Determine what specific policy violations should serve as the basis for the complaint.

The steps involved in a comprehensive investigation include:

- Meet with the party bringing the complaint to finalize the Party bringing the complaint's statement, which will be drawn up by the investigator because of this meeting.

- Commence a thorough, reliable and impartial investigation by developing a strategic investigation plan, including a witness list, evidence list, intended timeframe, and order of interviews for all witnesses and the responding student, who may be given notice of the interview prior to or at the time of the interview.

- Prepare the notice of alleged policy violation(s) based on the reasonable cause determination, which may be delivered prior to, during, or after the responding student is interviewed, at the discretion of the investigator.

- Interview all relevant witnesses, summarize the information they can share, and have each witness sign the summary to verify its accuracy.

- Obtain all documentary evidence and information that is available.

- Obtain all physical evidence that is available.

- Complete the investigation promptly by analyzing all available evidence without unreasonable deviation from the intended timeline.

- Make a finding, based on a preponderance of the evidence (whether a policy violation is more likely than not).

- Present the investigation report and findings to the responding student, who may:
    - Accept the findings.
    - Accept the findings in part and reject them in part.
    - Reject all findings.
- Share the findings and update the party bringing the complaint on the status of the investigation and the outcome.

If there is insufficient evidence through the investigation to support reasonable cause, the allegations will be closed with no further action.

INTERIM ACTIONS

The Dean may impose restrictions and/or separate a student from the community pending the scheduling of a hearing on alleged violation(s) of the Code when a student:

- Represents a threat of serious harm to others.
- Is facing allegations of serious criminal activity.
- To preserve the integrity of an investigation.
- To prevent disruption of, or interference with, the normal operations of SIT.

Interim actions can include separation from SIT or restrictions on participation in the community for no more than ten (10) business days pending the scheduling of a hearing on alleged violation(s) of the Code.

A student who receives an interim suspension may request a conference with the Dean to demonstrate why an interim suspension is not merited. Regardless of the outcome of this meeting, SIT may still proceed with the scheduling of a campus hearing.

During an interim suspension, a student may be denied access to SIT housing/homestays, facilities, and/or events. As determined appropriate by the Dean this restriction may include classes and/or all other SIT activities or privileges for which the student might otherwise be eligible. At the discretion of the Dean and Dean of Faculty, alternative coursework options may be pursued to ensure as minimal an impact as possible on the responding student.

NOTIFICATIONS

Consistent with the Federal Education Rights and Privacy Act (FERPA) or the consent of the student, SIT reserves the right to notify the student's sending institution and parents/guardians regarding any conduct situation. Generally, SIT routinely notifies a student's sending institutions with the assignment of probation, deferred expulsion, or expulsion.

The outcome of a campus hearing is part of a student's education record and is protected from release under the Federal Education Rights and Privacy Act (FERPA), except under certain conditions. As allowed by FERPA, when a student is accused of a policy violation that would constitute a "crime of violence" or forcible or nonforcible sex offense, SIT will inform the alleged victim/party bringing the complaint in writing of the results of a hearing regardless of whether SIT concludes that a violation was committed. Such release of information may only include the alleged student's and responding student's name, the violation committed, and the sanctions assigned (if applicable). In cases of sexual misconduct and other offenses covered by Title IX, only, the rationale for the outcome will also be shared with all parties to the complaint in addition to the finding and sanction(s).

In cases where SIT determines through the student conduct process that a student violated a policy that would constitute a "crime of violence" or non-forcible sex offense, SIT may also release the above information publicly and/or to any third party. FERPA defines "crimes of violence" to include: Arson; Assault offenses (includes stalking); Burglary; Criminal Homicide—manslaughter by negligence; Criminal Homicide—murder and non-negligent manslaughter; Destruction; Destruction/damage/vandalism of property; Kidnapping/abduction; Robbery; Forcible sex offenses; Non-forcible sex offenses.

NOTICE OF VIOLATION

The conduct process commences with notice to SIT of a potential violation of conduct regulations:

- Any community member, including a victim or third party, may allege a policy violation(s) by any SIT student for misconduct under the Code.
- Allegations should be submitted as soon as possible after the offending event occurs.
- SIT has the right to pursue an allegation or notice of misconduct on its own behalf—whether a formal allegation is made or not—and to serve as convener of the subsequent conduct process.

PRELIMINARY ASSESSMENT

Once notice is received from any source, a preliminary assessment occurs to determine whether the allegation violated the Code or if more information is needed to make that determination.

The severity of the allegation and/or the respondent's conduct history is then assessed to determine whether to assign an informal conference or a formal hearing.

CONFERENCE

When a conference is assigned, it is conducted by Field Staff. Conferences are informal and do not necessitate advance written notification of the student. Conferences are generally assigned where the violation is non-egregious, and the student has no or limited conduct history.

Field staff meet with the responding student to discuss the situation, gain the student's perspective, and achieve a desired resolution. Field staff may issue a primary sanction of "warning" to the student, which indicates that stricter sanctions may be applied should the student be involved in further violations. Additional sanctions may also be assigned. Field staff summarize the conference in writing and send copies to the student and the Office of Student Health, Safety & Well-being.

HEARING

When a hearing is assigned, it is conducted by a Hearing Officer.

A hearing may be held when there is reasonable cause to believe that a conduct regulation(s) has been violated.

- Reasonable cause is defined as some credible information to support each element of the offense, even if that information is merely a credible witness or a victim's statement.

- A complaint wholly unsupported by any credible information will not be forwarded for a hearing.

- There are special formal hearing provisions for cases of sexual misconduct, discrimination and other complaints of a sensitive nature (see section below).

Once the Dean determines that reasonable cause exists to refer a complaint for a hearing, notice will be emailed to the responding student's email account. Once emailed, such notice will be presumptively delivered. The emailed notice will:

- Include the alleged violation and notification of where to locate the Code.

- Direct the responding student to contact the Dean within a specified time period to respond to the complaint.

- Provide a time period of generally no less than two days from the date of delivery of the summons email.

A meeting with the Dean, may be arranged to explain the nature of the complaint and the conduct process. At this meeting, the responding student may indicate, either verbally or in writing, to the Dean whether they admit to or deny the allegations of the complaint:

- Where the responding student admits to violating the Code, the Dean may invoke administrative hearing procedures to determine and administer appropriate sanctions without a formal hearing. This process is also known as an administrative conference. In an administrative conference, complaints will be heard, and determinations will be made by the Dean.

- Where the responding student denies violating the Code, a formal hearing will be conducted. This process is known as a hearing. At the discretion of the Dean a request by one or more of the parties to the complaint for an administrative conference may be considered. Students who deny a violation for which a hearing will be held will be given a minimum of three days to prepare unless all parties wish to proceed more quickly.

Preparation for a formal hearing is summarized in the following guidelines:

- Notice of the time, date and location of the hearing will be in writing and may be emailed to the student's email account. Once emailed, such notice will be presumptively delivered.

- If there is an alleged victim of the conduct in question, the alleged victim may serve as the party bringing the complaint or may elect to have the SIT administration serve as the party bringing the complaint forward. Where there is no alleged victim, the SIT administration will serve as the party bringing the complaint forward.

- If a responding student fails to respond to notice from the Dean, the Dean may initiate a complaint against the student for failure to comply with the directives of a SIT official and give notice of this offense. Unless the student responds to this notice within two days by answering the original notice, an administrative conference may be scheduled and held on the student's behalf. As a result, the student may be administratively withdrawn from attending classes or a disciplinary hold may be placed on their SIT account, deeming them ineligible to receive a transcript until the student responds to the initial complaint.

- At least three days before any scheduled formal hearing, the following will occur:

  - The responding student will deliver to the Dean a written response to the complaint.

  - The responding student will deliver to the Dean a written list of all witnesses for SIT to call at the hearing.

- The responding student will deliver to the Dean all physical evidence that the student intends to use or needs to have present at the hearing and will indicate who has possession or custody of such evidence, if known, so that the Dean can arrange for its presence.

- The party bringing the complaint will deliver to the Dean a written list of all witnesses for SIT to call at the hearing.

- The party bringing the complaint will deliver to the Dean all items of physical evidence needed at the hearing and will indicate who has possession or custody of such evidence, if known, so that the Dean can arrange for its presence.

- The party bringing the complaint and the responding student will notify the Dean of the names of any advisors/advocates who may be accompanying the parties at the hearing.

The Dean will ensure that the hearing information and any other available written documentation is shared with the parties at least two days before any scheduled hearing:

- The parties will be given a list of the names of the hearing officer in advance.

- Should any party object to the hearing officer, that party must raise all objections, in writing, to the Dean immediately.

- Hearing officers will only be unseated if the Dean concludes that their bias precludes an impartial hearing of the complaint.

- Any hearing officer who feels they cannot make an objective determination must recuse themselves from the proceedings.

Except for a complaint involving failure to comply with the summons of the Dean, no student may be found to have violated the Code solely because of the student's failure to appear for a hearing. In all such instances, conduct hearings will proceed as scheduled and the information in support of the complaint will be presented to, and considered by, the Dean or hearing officer presiding over the hearing.

At the hearing:

- The hearing officer will hear from the parties and any necessary witnesses, if applicable.

- The investigator, if applicable, will present their investigative report to the hearing officer.

- The investigation report will be considered by the hearing officer, who renders an independent and objective finding.

If the hearing officer finds the responding student "not responsible" for a violation(s):

- The Dean will inform the parties of this determination and the rationale for the decision in writing.

- The determination is subject to appeal by any party to the complaint (see section below).

If the hearing officer finds the responding student "responsible" for a violation(s):

- The hearing officer will recommend a sanction to the Dean.

- The Dean will confer with the Title IX Coordinator as necessary.

- The Dean will render a decision on a sanction within three days of the hearing and notify the parties in writing.

- The determination is subject to appeal by any party to the complaint. Appeal procedures are outlined below.

SPECIAL HEARING PROVISIONS*

For Sexual Misconduct, Discrimination & Other Complaints of a Sensitive Nature

For sexual misconduct, discrimination, and other complaints of a sensitive nature—whether the alleged victim is serving as the party bringing the complaint or as a witness—alternative testimony options may be provided, such as allowing the alleged victim to testify from another location via audio or audio/video technology. While these options are intended to help make the alleged victim more comfortable, they are not intended to work to the disadvantage of the responding student.

The past sexual history or sexual character of a party will not be admissible by the other parties in hearings unless such information is determined to be highly relevant by the hearing officer. All such information sought to be admitted by a party, or SIT, will be presumed irrelevant until a showing of relevance is made, in advance of the hearing, to the Dean.

Demonstration of pattern, repeated, and/or predatory behavior by the responding student, in the form of previous findings in any legal or conduct proceedings, or in the form of previous good faith allegations, will always be relevant to the finding, not just the sanction. The parties will be notified in advance if any such information is deemed relevant and will be introduced in the hearing.

The party bringing any complaint alleging sexual misconduct, other behavior falling with the coverage of Title IX and/or a crime of violence will be notified in writing of the outcome of a hearing, any sanctions assigned, and the rationale for the decision.

AMNESTY

Amnesty is an official pardon for students who might otherwise be sanctioned. SIT may provide amnesty to:

- Victims who may be hesitant to report to SIT officials because they fear that they themselves may be accused of minor policy violations at the time of the incident.

- Students for minor violations when they offer help and assistance to others in need, and—on a case-by-case basis—will provide amnesty to the person receiving assistance.

- Students who are engaged in minor violations who choose to bring related serious violations by others to SIT's attention.

When amnesty is utilized, educational options will be explored, but no conduct proceedings or conduct record will result.

The abuse of amnesty requests can result in a decision by the Dean not to extend amnesty to the same person repeatedly.

SAFE HARBOR

SIT has a Safe Harbor rule for students, believing that students who have a drug and/or addiction problem deserve help. If any SIT student brings their own use, addiction, or dependency to the attention of SIT officials (outside the threat of drug tests or conduct sanctions) and seeks assistance, a conduct complaint will not be pursued. A written action plan may be used to track cooperation with the Safe Harbor program by the student. Failure to follow the action plan will nullify the Safe Harbor protection and conduct processes will be initiated.

REGULATIONS

INTEGRITY

SIT students exemplify honesty, honor and a respect for the truth in all their dealings. Behavior that violates this principle includes but is not limited to:

- **Academic Dishonesty.** Acts of academic dishonesty as outlined and adjudicated in the Academic Integrity Policy.

- **Collusion.** Action or inaction with another or others to violate the Code of Student Conduct.

- **Falsification.** Knowingly furnishing or possessing false, falsified or forged materials, documents, accounts, records, identification or financial instruments.

- **Theft.** Intentional and unauthorized taking of SIT property or the personal property of another, including goods, services and other valuables, to include knowingly taking or maintaining possession of stolen property.

- **Unauthorized Access.** Unauthorized access to any SIT building/facility or unauthorized possession, duplication or use of means of access to any SIT building/facility.

COMMUNITY

SIT students build and enhance their community. Behavior that violates this principle includes but is not limited to:

- **Damage and Destruction.** Intentional, reckless, and/or unauthorized damage to, or destruction of, SIT property or the personal property of another.

- **Disruptive Behavior.** Substantial disruption of SIT operations including obstruction of teaching, research, administration, and/or other SIT activities.

- **Fire Safety.** Violation of local or SIT fire policies including, but not limited to: Intentionally or recklessly causing a fire which damages SIT or personal property or which causes injury; Failure to evacuate a SIT-controlled building during a fire alarm; Improper use of SIT fire safety equipment; Tampering with or improperly engaging a fire alarm or fire detection/control equipment while on SIT property.

- **IT and Acceptable Use.** Violating the SIT Appropriate Use of Technology Policy and/or online learning norms/standards..

- **Rioting.** Causing, inciting, or participating in any disturbance that presents a clear and present danger to self or others, causes physical harm to others, or damage and/or destruction of property.

- **Tobacco or Aerosol.** Vaping, smoking, e-cigarette use, or tobacco use in any area where smoking, vaping, or tobacco use are prohibited.

- **Trademark.** Unauthorized use (including misuse) of SIT names and images.

- **Unauthorized Entry.** Misuse of access privileges to SIT premises/facilities or unauthorized entry to or use of buildings/classrooms, including trespassing.

- **Weapons.** Possession, use, or distribution of explosives (including fireworks and ammunition), guns (including air, BB, paintball, facsimile weapons and pellet guns), or other weapons, or dangerous objects such as arrows, axes, machetes, nun chucks, throwing stars, or knives.

SOCIAL JUSTICE & INCLUSION

SIT students recognize that respecting the dignity of every person is essential for creating and sustaining a flourishing community. They understand and appreciate how their decisions and actions impact others and are just and equitable in their treatment of all members of

the community. They act to discourage and challenge those whose actions may be harmful to and/or diminish the worth of others. Behavior that violates this principle includes but is not limited to:

- **Abuse of Conduct Process.** Abuse or interference with, or failure to comply in, SIT conduct processes including, but not limited to: Falsification, distortion, or misrepresentation of information; Failure to provide, destroying, or concealing information during an investigation of an alleged policy violation; Attempting to discourage an individual's proper participation in, or use of, the conduct system; Harassment (verbal or physical) and/or intimidation of a member of a SIT conduct body prior to, during, and/or following a conduct proceeding; Failure to comply with the sanction(s) imposed by the conduct system; Influencing, or attempting to influence, another person to commit an abuse of the conduct system;.

- **"Bystanding."** Complicity with or failure of any student to appropriately address known or obvious violations of the Code or law.

- **Discrimination.** Any act or failure to act that is based upon an individual or group's actual or perceived status (sex, gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion, sexual orientation, or other protected status) that is sufficiently severe that it limits or denies the ability to participate in or benefit from SIT's educational program or activities.

- **Harassment.** Any unwelcome conduct based on actual or perceived status including: sex, gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion, sexual orientation, or other protected status. Any unwelcome conduct should be reported to SIT officials, who will act to remedy and resolve reported incidents on behalf of the victim and community.

- **Hostile Environment.** Sanctions can and will be imposed for the creation of a hostile environment only when unwelcome harassment is sufficiently severe, pervasive or persistent, and objectively offensive that it unreasonably interferes with, limits or denies the ability to participate in or benefit from SIT's educational program or activities.

- **Retaliatory Discrimination or Harassment.** Any intentional, adverse action taken by a responding individual or allied third party, absent legitimate nondiscriminatory purposes, against a participant, or supporter of a participant, in a civil rights grievance proceeding or other protected activity, under this Code.

RESPECT

SIT students show positive regard for each other and for the community. Behavior that violates this principle includes but is not limited to:

- **Bullying and Cyberbullying.** Bullying and cyberbullying are repeated and/or severe aggressive behaviors that intimidate or intentionally harm or control another person physically or emotionally and are not protected by freedom of expression.

- **Harm to Persons.** Intentionally or recklessly causing physical harm or endangering the health or safety of any person.

- **Hazing.** Defined as an act that endangers the mental or physical health or safety of a student, or that destroys or removes public or private property, for initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization. Participation or cooperation by the person(s) being hazed does not excuse the violation. Failing to intervene to prevent and/or failing to discourage and/or failing to report those acts may also violate this policy.

- **Intimate Partner/Relationship Violence.** Violence or abuse by a person in an intimate relationship with another.

- **Public Exposure.** Includes deliberately and publicly exposing one's intimate body parts, public urination, defecation, and public sex acts.

- **Sexual Misconduct.** Includes, but is not limited to, sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, and/or sexual exploitation.

- **Stalking.** Stalking is a course of conduct directed at a specific person that is unwelcome and would cause a reasonable person to feel fear.

- **Threatening Behaviors.** Threat is defined as written or verbal conduct that causes a reasonable expectation of injury to the health or safety of any person or damage to any property. Intimidation is defined as implied threats or acts that cause a reasonable fear of harm in another.

RESPONSIBILITY

SIT students are given and accept a high level of responsibility to self, to others, and to the community. Behavior that violates this principle includes but is not limited to:

- **Alcohol.** Use, possession, or distribution of alcoholic beverages or paraphernalia except as expressly permitted by law and SIT's Alcohol Policy.

- **Arrest.** Failure of any student to accurately report to Program staff/faculty an arrest by any law

enforcement agency for any crime within seventy-two (72) hours of release.

- **Drugs.** Use, possession, or distribution of illegal drugs and other controlled substances or drug paraphernalia except as expressly permitted by law and SIT's Drug Policy.

- **Failure to Comply.** Failure to comply with the reasonable directives of SIT staff or law enforcement officers during the performance of their duties and/or failure to identify oneself to these persons when requested to do so.

- **Financial Responsibilities.** Failure to promptly meet financial responsibilities to SIT.

- **Health and Safety.** Failure to adhere to public health regulations; Creation of health and/or safety hazards.

- **Other Policies.** Violating other published SIT policies or rules.

- **Prescription Medications.** Abuse, misuse, sale, or distribution of prescription or over-the-counter medications.

- **Violations of Law.** Evidence of violation of local laws, when substantiated through SIT's conduct process.

SANCTIONS

All students are expected to comply with conduct sanctions within the timeframe specified by the Dean. Failure to follow through on conduct sanctions by the date specified, whether by refusal, neglect or any other reason, may result in additional sanctions. A primary sanction is imposed—and one or more additional sanctions may also be imposed—upon any student for violations of the Code:

Primary Sanctions:

- **Warning:** Notice that the student has violated SIT policies and/or regulations and that stricter sanctions may be applied should the student be involved in further violations.

- **Probation**: The student is put on official notice that, should further violations of SIT policies occur during a specified probationary period, the student may face deferred expulsion or expulsion. Regular probationary meetings may also be imposed.

- **Deferred Expulsion:** The student is allowed a final opportunity to behave responsibly while remaining in the program under strict probationary status. Specific restrictions may also be imposed.

- **Expulsion:** Permanent separation from SIT. The student is banned from SIT property and the student's presence at any SIT-sponsored activity or event is prohibited. This sanction is noted as "Conduct Expulsion" on the student's official academic transcript.

Additional Sanctions:

- **Restitution**: Compensation for damage caused to SIT or any person's property.

- **Loss of Privileges:** The student is denied specified privileges for a designated period.

- **Confiscation of Prohibited Property:** Items whose presence is in violation of SIT policy will be confiscated and will become the property of SIT. Prohibited items may be returned to the owner at the discretion of the Dean.

- **Behavioral Requirement:** This includes required activities including, but not limited to seeking academic counseling, mental health assessment, substance abuse screening, writing a letter of apology, etc.

- **Educational Project:** Requirement to engage in an educational project related to the violation.

- **Housing Reassignment:** Reassignment to another SIT housing location.

- **Other Sanctions:** Additional or alternate sanctions may be created and designed as deemed appropriate to the offense with the approval of the Dean.

APPEALS

Any party may request an appeal of the decision of an informal conference or formal hearing by filing a written request to the Dean subject to the procedures outlined below. All sanctions imposed by the original hearing body remain in effect, and all parties should be timely informed of the status of requests for appeal, the status of the appeal consideration, and the results of the appeal decision.

An appeal request is limited to the following grounds:

- A procedural error occurred that significantly impacted the outcome of the hearing (e.g. substantiated bias, material deviation from established procedures, etc.).

- To consider new evidence, unavailable during the original hearing or investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.

- The sanctions imposed are substantially outside the parameters or guidelines set by SIT for this type of offense or the cumulative conduct record of the responding student.

An appeal request must be filed in writing with the Dean within three business days of the notice of the outcome to the hearing, barring exigent circumstances. Any exceptions are made at the discretion of the Dean and, when appropriate, Title IX Coordinator.

The Dean will share the appeal by one party with the other party (parties) when appropriate under procedure or law (e.g., if the responding student appeals, the appeal is shared with the complainant, who may also wish to file a response, request an appeal on the same grounds or different grounds).

The Dean will refer the request(s) to SIT's designated Appeals Officer, appointed by the President. The Dean will also draft a response memorandum to the appeal request(s), based on the Appeal Review Officer's determination that the request(s) will be granted or denied, and why. All request-related documents are shared with all parties prior to submission to the Appeal Review Officer.

The Appeal Review Officer will conduct an initial review to determine if the appeal request meets the limited grounds and is timely. They may consult with the Dean and/or Title IX Coordinator on any procedural or substantive questions that arise.

If the appeal is not timely or substantively eligible, the original finding and sanction will stand, and the decision is final. If the appeal has standing, the Appeals Officer determines whether to refer the appeal to the Appeals Panel or to remand it to the original decision-maker(s), typically within 3–5 business days. Efforts should be made to use remand whenever possible, with clear instructions for reconsideration only considering the granted appeal grounds. Where the original decision-maker may be unduly biased by a procedural or substantive error, a new panel will be constituted to reconsider the matter, which can in turn be appealed, once. Full re-hearings by the Appeals Panel are very rarely used. Where new evidence is presented, or the sanction is challenged, the Appeals Review Officer will determine if the matter should be returned to the original decision-maker for reconsideration or if it should be reviewed by the Appeals Panel with instruction on the parameters regarding institutional consistency and any applicable legal guidelines. In review, the original finding and sanction are presumed to have been decided reasonably and appropriately, thus the burden is on the appealing party(s) to show clear error. The Appeals Panel must limit its review to the challenges presented.

On reconsideration, the Appeal Review Officer or original decision-maker may affirm or change the findings and/or sanctions of the original hearing body according to the permissible grounds. Procedural errors should be corrected, new evidence should be considered, and sanctions should be proportionate to the severity of the violation and the student's cumulative conduct record.

All decisions of the Appeals Officer are to be made within five days of submission to the Appeals Officer and are final, as are any decisions made by the original hearing body, Dean or Title IX Coordinator as the result of reconsideration consistent with instructions from the Appeals Officer.

STUDENT HEALTH, SAFETY, AND WELL–BEING

RISK MANAGEMENT

SIT Graduate Institute carefully balances student safety and security with experiential learning. However, just as it cannot be guaranteed at home, safety cannot be guaranteed abroad. SIT is committed to taking the reasonable necessary steps to maximize student safety at each program site during every phase of our programs. Our unique program structure, which envelops students in trusted local communities, provides a very real protective factor. The active reflection on daily experiences and meaning increases awareness and skill sets that help SIT students navigate a new context meaningfully and securely.

SIT has a dedicated team of student affairs professionals who work closely with our field-based program staff to ensure that our policies and program-specific contingency plans meet current global health and safety realities. The Student Affairs team includes experts in risk management, crisis response, mental health counseling, disability services, global health, and medicine.

Through our 80-plus years of running international education programs, SIT has developed sophisticated proactive and responsive risk-management strategies and our structure allows for rapid response and adjustment to changing situations. SIT's approach to risk management starts with our responsibility to conduct thorough risk assessments, prepare for contingencies, and establish clear crisis management protocols and detailed safety policies. We infuse safety and security throughout the program curricula through regular training of our field-based teams, sharing standards across our portfolio, and developing tools and approaches to uphold those standards.

During the initial orientation period, SIT staff inform students about potential safety risks and strategies to keep themselves safe within their new environment. SIT staff provide additional safety and security briefings at key junctures throughout the program, most notably when moving to different program locations. Socioeconomic, political, environmental, and medical conditions vary widely across the more the many countries in which we operate. On a day-by-day basis, our staff in Vermont and in the field evaluate situational information from a wide variety of sources including governments, our contacts in nongovernmental organizations, international and local media, and our own network of local contacts within each country.

For additional information about safety and security visit: graduate.sit.edu/student-services/safety-security/

SIT has comprehensive policies and protocols related to COVID-19, including our COVID-19 Risk Management Protocols (studyabroad.sit.edu/health-safety-and-well-being/risk-management/covid-19-risk-management-protocols). These protocols are informed by the Centers for Disease Control and include SIT's policy on required COVID-19 vaccination (effective fall 2021). For additional information, please visit our Safety & Security page.

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 vary by program, and the program coordinator is the primary resource informing students of the counseling options in the program area.

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.

ADDITIONAL HEALTH & SAFETY POLICIES

Please familiarize yourself with the rest of SIT's health and safety policies including independent travel, water safety, restricted activities, and more. These can be found under Student Health, Safety & Well-being in the Policies section of our website.

STUDENT SUPPORT

SOCIAL IDENTITY AND LEARNING ABROAD

We all have multiple social identities (i.e. race, gender, sexual orientation, ability, class) that intersect and affect our lived experiences in profound ways. 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 to understand the local context and how our social identities shift in a new environment. SIT faculty and staff are committed to supporting students through these dynamics and ensuring our programs prioritize inclusion and social justice and the opportunity to understand these critical issues in the global context.

SIT has curated a resource guide aiming to provide students with some context that may help navigate dynamics related to identity and oppression while traveling abroad and engaging interculturally.

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 program director during orientation. Students may also contact the SIT Office of Student Health, Safety & Well-being at studentwellbeing@sit.edu.

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.

HEALTH REVIEW

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

All students must submit a completed SIT health form 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 SIT Health assessment team for a student to participate in the program. Health information will be kept confidential. If our medical team has any

questions about a completed health form, a Student Health, Safety & Well-being staff member will be in touch to request further information.

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 opportunities and 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 a range of symptoms such as sad mood, anxious thoughts, homesickness, and difficulties eating and/or sleeping.

Students who are currently managing mental health conditions are encouraged to discuss any concerns they may have with their health professional/s prior to participating in a SIT program. Developing plans for self-care and coping strategies to utilize during your time abroad can help you as you adjust to a new culture and manage any uncomfortable emotions that may arise during your experience.

In the event that you experience distress that is difficult to manage while you are on a program, you are encouraged to speak to your Program Director. Further, you may connect with one of SIT's Mental Health Consultants to assist as you navigate your challenges. For more information visit our website

STUDENT HEALTH INSURANCE

SIT Graduate Institute aims to ensure the health and safety of all participants and provides students with accident and illness coverage for the international components of all programs. This includes semester-long international residencies for Global Master's programs, as well as short-term field courses. Please note that this coverage is not in effect for any medical expenses incurred in the US. Therefore, we highly recommend that you maintain coverage in the US for the duration of your program, where applicable.

SIT partners with International SOS, providing membership in their medical and security assistance services to all of our students. 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 Student Health, Safety & Well-being team. All students are automatically eligible for this coverage. Please see our website for further details of coverage.

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 Admissions provides visa and immigration information to all SIT Graduate Institute students and short-term program participants.

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.

(Year in parentheses indicates start date at SIT.)

"This master's program prepared me for my career because it challenged me to pursue novel interests and dive deep into subjects I'd previously never studied."

Kathleen Riley

MA in Climate Change & Global Sustainability

SIT ADMINISTRATION, FACULTY, AND STAFF

ADMINISTRATION

Sophia Howlett (2017)
President
> DPhil, York University (United Kingdom);
> MA, Cambridge University (United Kingdom);
> BA, Cambridge University (United Kingdom)

Said Graiouid (2006)
Dean of Faculty
> PhD, University of Surrey (United Kingdom), 2000
> MA, University Mohammed V–Agdal (Morocco), 1989
> BA, University Mohammed V–Agdal (Morocco), 1982

Kim Lier (2020)
Graduate Administrator for Academic Programs
> MA, School for International Training;
> BA, University of Notre Dame

FACULTY

Bayan Abdulhaq (2013)
Assistant Professor (Chair)
> PhD, Kings College London;
> MS, Kings College London

HUMANITARIAN ASSISTANCE AND CRISIS MANAGEMENT

Imraan Buccus (2015)
(Associate Chair)
> MA, University of KwaZulu–Natal (South Africa);
> BA, University of KwaZulu–Natal (South Africa)

DIPLOMACY & INTERNATIONAL RELATIONS

Aly Dagang (2002)
(Chair)
> PhD, University of Florida;
> BA, American University

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 & JUSTICE LEADERSHIP

Thanh V. Duong (2005)
Assistant Professor
> EdD, University of Massachusetts Amherst, 2004;
> MA University of Minnesota, 1991;
> BA Hanoi University, 1981

INTERNATIONAL AND GLOBAL EDUCATION

Sora Friedman (2005)
Professor (Chair)
> PhD, George Mason University, 2006;
> MIA, School for International Training, 1987;
> BA, University of Maryland, 1983

INTERNATIONAL AND GLOBAL EDUCATION

Goran Jovanovic (2016)
Associate Professor (Co-Chair)
> PhD, University of Geneva;
> MA, University of Geneva

DIPLOMACY & INTERNATIONAL RELATIONS

Azim Khan (2008)
Associate Professor (Co-Chair)
> PhD, Aligarh Muslim University

GLOBAL HEALTH POLICY, ADMINISTRATION & MANAGEMENT

Alla Korzh (2015)
Associate Professor
> EdD, Teachers College of Columbia University, 2013;
> MEd, University of Illinois at Chicago, 2008;
> BA, Nizhyn State University (Ukraine), 2004

INTERNATIONAL AND GLOBAL EDUCATION

Joseph Lanning (2016)
Assistant Professor (Chair)
> PhD, University of Georgia, 2016;
> MA, University of Rochester, 2007

DEVELOPMENT PRACTICE

Charlotte Mafumbo (2007)
Assistant Professor (Associate Chair)
> PhD, University of Cape Town, 2008;
> MA, University of Sydney, 1997;
> MA, Partial Makerere University, 1995;
> BA, Makerere University, 1994

HUMANITARIAN ASSISTANCE & CRISIS MANAGEMENT

Nicolas Stahelin (2015)
Assistant Professor
> EdD, Columbia University, 2017;
> MA, Columbia University, 2008;
> BA, Oberlin College, 2002

CLIMATE CHANGE & GLOBAL SUSTAINABILITY

Elka Todeva (1999)
Professor
> PhD, University of Sofia (Bulgaria), 1985;
> MA, University of Sofia (Bulgaria), 1977

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Leslie Turpin (1990)
Associate Professor (Chair)
> PhD, California Institute for Integral Studies, 2004;
> MA, 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;
> BA, University of North Carolina at Chapel Hill

CLIMATE CHANGE & GLOBAL SUSTAINABILITY

Steve Wandiga (2017)
(Co-Chair)
> PhD, Ludwig Maximilian University (Germany);
> MA, University of Nairobi

GLOBAL HEALTH POLICY, ADMINISTRATION & MANAGEMENT

Melissa Whatley (2021)
Assistant Professor
> PhD, University of Georgia, 2019;
> MA, University of Georgia, 2010
INTERNATIONAL AND GLOBAL EDUCATION

AFFILIATED FACULTY

Marti Anderson (2014)
Adjunct Faculty
> PhD, California Institute of Integral Studies, 2001;
> MA, 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 (1975)
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 (1993) *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

Manuel Callahan (2019)
> PhD, University of Texas at Austin, 2003;
> MA University of Texas at Austin, 1995

Orli Fridman
Academic Director, Serbia, Bosnia, and Kosovo Study Abroad Programs
> PhD, George Mason University, School for Conflict Analysis and Resolution
> MA, Tel Aviv University
> BA, Hebrew University

Elizabeth Hume
> JD, Vermont Law School;
> MA, California State University Dominguez Hills
> BA, Boston College;

Daniel Lumonya (2001)
Academic Dean, Africa South of the Sahara
> PhD, Cornell University, 2018

Nuria Pena
Academic Director, Argentina: Transnationalism and Comparative Development in South America
> PhD, IDES–Universidad de Sarmiento (Argentina)
> MA, Nijmegen University (Netherlands)
> MA, Leiden University (Netherlands)
> BA, Guildhall University (UK)

Roberto Villaseca (2001)
Academic Director, Chile Study Abroad Programs
> MA, Universidad Metropolitana de Ciencias de la Educacíon (Chile);
> BS, Universidad de Santiago de Chile

PROFESSOR EMERITI

Susan Barduhn (2003)
Professor Emerita
> PhD, Thames Valley University (UK), 1998;
> MAT, School for International Training, 1977;
> BA, University of Washington, 1973

Karen Stromgren Blanchard (1987)
Professor Emerita
> PhD, California Institute of Integral Studies
> 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 (1996)
Professor Emerita
> EdD, Boston University, 1981;
> MA, New York University, 1971;
> BS, Kean College of New Jersey, 1960

Claire Halverson (1985)
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;
> MA, School for International Training, 1974;
> BA, University of Nebraska, 1970

Elizabeth Ward Tannenbaum (1974)
Professor Emerita
> Certificate in Non-Formal Education, University of the South Pacific, 1995
> MA, School for International Training, 1973;
> BA, Mount Holyoke College, 1968;

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 (2016)
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 & PRACTICUM SERVICES

Kathryn Inskeep (2017)
Dean of Assessment and Learning Support & Director of Career and Practicum Services
> PhD, Drew University, 2013;
> MA, Drew University, 2004;
> BA, Brigham Young University, 1997

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 Officer
> 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

STUDENT HEALTH, SAFETY & WELL-BEING

Michael Zoll (2019)
Dean of Student Health, Safety & Well-being
> EdD, University of La Verne, 1997;
> MA, University of Vermont, 1987;
> BA, University of California, Santa Barbara, 1985

Zufan Hagos (2017)
Regional Manager
> MA, SIT Graduate Institute
> BS, University of Vermont, 2007

Cheryl Pennie Williams (2001)
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

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.

Lawrence Cooley
Chair, Arlington, VA

Lynne Maguire
Vice Chair, New York, NY

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

Lahcen Haddad
Lemara, Morocco

Lauren Landis
Nairobi, Kenya

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

Robert C. Chase
Trustee Emeritus, Alexandria, VA

Rosamond Delori
Chair Emerita, Lincoln, 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 and General Counsel
Chief Financial Officer and Administrative Officer, World Learning

Lisa Rae
Senior Vice President, Legal Affairs

SIT
SCHOOL FOR INTERNATIONAL TRAINING
GRADUATE INSTITUTE

SIT Graduate Institute, a pioneer in experiential education for more than 50 years, offers part-time hybrid and global master's degrees, certificate programs, and a doctorate focused on some of the most critical global issues. Fields of study include climate change & global sustainability, conflict transformation and peace & justice leadership, international & global education, sustainable development, and TESOL.

World Learning Inc.

THE WORLD LEARNING INC. FAMILY

SIT Graduate Institute

SIT Graduate Institute offers part–time, hybrid 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