



**SIT** SCHOOL FOR  
INTERNATIONAL  
TRAINING  
GRADUATE INSTITUTE



# COURSE CATALOG

2023-2024

[GRADUATE.SIT.EDU](https://graduate.sit.edu)

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## Our Mission

School for International Training prepares students to be interculturally effective changemakers, 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 and accredited graduate degrees and certificate programs.

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[Click here](#) for a full list of participating states and institutions.

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SIT

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# 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 (March 2023) 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](mailto:kim.lier@sit.edu).

## SUMMER 2023: MAY 22–AUGUST 11

May 22	Summer term begins: Individual programs may start a week before or after this date. Residencies may begin earlier with a pre-program orientation.
May 22–June 2	Add/drop for summer term
May 29	*Memorial Day: offices closed
June 19	*Juneteenth (observed): offices closed
July 4	*Independence Day: offices closed
July 4	Student deadline for submitting incomplete spring 2022 coursework
August 1–15	Online registration for fall semester
August 7–11	Capstone Seminar
August 11	Summer term ends
August 12	Commencement & degree conferral

## SPRING 2024: JANUARY 22–MAY 3

January 15	Martin Luther King Jr. Day: offices closed
January 22	Spring semester begins: Individual programs may start a week before or after this date. Residencies may begin earlier with a pre-program orientation.
January 22–Feb 2	Add/drop period for spring semester
February 13	Student deadline for submitting incomplete fall coursework
February 19	*Presidents' Day: offices closed
April 1–15	Online registration for summer semester
April 29–May 3	Virtual Capstone Seminar
May 3	Spring semester ends
May 3	Degree conferral
May 27	*Memorial Day: offices closed

## FALL 2023: SEPTEMBER 5–DECEMBER 15

September 4	*U.S. Labor Day: offices closed
September 5	Fall semester begins: Individual programs may start a week before or after this date. Residencies may begin earlier with a pre-program orientation.
September 5–15	Add/drop period for fall semester
October 9	Indigenous People's Day: U.S. offices closed
October 10	Student deadline for submitting incomplete Summer coursework
November 15–30	Online registration for spring semester
November 23–24	*Thanksgiving break: offices closed
December 11–15	Virtual Capstone Seminar
December 15	Fall semester ends
December 20	Degree conferral
December 25–Jan 2	*SIT holiday: 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.



*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)

# INTRODUCTION

## SCHOOL FOR INTERNATIONAL TRAINING

In the course of its history, SIT has created the frontiers of international education, creating global opportunities of learning and cultural immersion for more than 3,000 graduate and undergraduate students each year.

SIT programs encompass a plurality of thematic foci in the humanities, social sciences, and STEM fields. We facilitate student engagement with intellectual, emotive, and aesthetic representations in multiple social, political, economic, and scientific arenas and diverse geographical settings.

*“SIT values all voices and encourages different ways of knowing and thinking. SIT moves us to action.”*

### Domenique Ciavattone

MA IN CLIMATE CHANGE & GLOBAL SUSTAINABILITY  
SIT Graduate Institute (2022)

## SIT GRADUATE INSTITUTE

SIT Graduate Institute, a pioneer in experiential education for more than 60 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, humanitarian assistance and crisis management, diplomacy and international relations, international and global education, sustainable development, social justice, and TESOL. Founded in 1964 as a training center for early Peace Corps volunteers, SIT Graduate Institute continues to be a pioneer in experiential education through its comparative global master's degree format, which facilitates students' hands-on training in their field of study, and 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](https://graduate.sit.edu)

## SIT STUDY ABROAD

SIT Study Abroad offers more than 80 accredited, immersive undergraduate programs, as well as comparative International Honors Program in multiple locations. Through cultural immersion, independent research or internship, language learning, and homestays, 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](https://studyabroad.sit.edu)

## WORLD LEARNING

World Learning works globally to enhance the capacity and commitment of individuals, institutions, and communities to create a more sustainable, peaceful, and just world through education, development, and exchange.

[worldlearning.org](https://worldlearning.org)

## THE EXPERIMENT IN INTERNATIONAL LIVING

The Experiment in International Living is the most experienced provider of accredited summer abroad programs for high school students and a leader in international virtual exchange. For over 90 years, our multi-week immersive programs have allowed students to experience the world through hands-on learning and homestays in communities through the lens of a specific theme. 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](https://experiment.org)

## CRITICAL GLOBAL ISSUES

SIT graduate and undergraduate academic programs center today's most critical global issues including inequality, climate change, health, education, geopolitics, and peace and justice. These are challenges that transcend borders. Within this framework, the next generation of changemakers will have not only the expertise but also the intercultural understanding they need to incorporate multiple identities, perspectives, and cultures in enduring and meaningful responses to global issues. These new changemakers and professionals 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. SIT 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. SIT 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 the climate crisis and its impacts 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. SIT 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. The global health pandemic has underlined the global disparities in access to health care and the need for mental well-being and self-care. SIT 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. SIT programs develop reflective educators 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 DIVERSITY, EQUITY, INCLUSION & ACCESS+

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.

### Our Vision

*“We are a globally diverse community of staff, faculty, board members, students, and alumni who believe that inclusive and equitable practices are at the heart of a peaceful and just world. Each of us strives to honor diverse voices and lived experiences, examine our own biases and privileges, actively work to address inequities in our structures, and foster a community of open dialogue. We are committed to acting with accountability, transparency, reciprocity, authenticity, and empathy.”*

As a global institution, SIT understands the nuances that foreground the concepts of diversity, equity, inclusion, and access across the institution. We understand academic diversity as the engagement with knowledge through the lens of people from a plurality of backgrounds including, but not limited to, race, ethnicity, gender, identity, sexual orientation, age, socioeconomic status, language, culture, physical ability, national origin, religious practice, and political persuasion.

SIT’s institutional DEIA+ and academic strategic plans emphasize the importance of creating an inclusive learning environment in which students, faculty, and staff from all backgrounds can thrive in their chosen field of study.

Our goals are:

1. Integrate diversity, equity, inclusion, and access in SIT’s core academic mission of teaching, research, and community engagement.
2. Enhance DEIA+ effectiveness and collaboration in all our learning centers.

3. Develop an inclusive learning space in which diverse needs of students, staff, and faculty are celebrated, respected, and supported.
4. Create accessible designs and innovative partnerships to reach students from more diverse backgrounds.
5. Enhance an academic culture that centers students of color and other underrepresented groups.
6. Establish an intellectual environment that values, represents, and welcomes pluriversal epistemologies through our curriculum, pedagogy, and scholarship.

## 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.



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## **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 and intellectual entrepreneurs who possess a comprehensive knowledge of the theoretical basis of their field of inquiry and 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 in-person 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**  
(Full-time, 12 months: onsite in Iceland and Tanzania)

### DIPLOMACY & INTERNATIONAL RELATIONS

**MA in Diplomacy and International Relations**  
(Full-time, 12 months: onsite in Washington, DC, Switzerland, and South Africa)

### GLOBAL HEALTH

**MA in Global Health**  
(Full-time, 12 months: onsite in Switzerland, Kenya, and India)

### HUMANITARIAN ASSISTANCE & CRISIS MANAGEMENT

**MA in Humanitarian Assistance and Crisis Management** (Full-time, 12 months: onsite in Jordan and Morocco, field study in Switzerland)

**MA in Humanitarian Assistance and Crisis Management** (Part-time, two years: online with short residencies in Vermont and Spain)

### INTERCULTURAL SERVICE, LEADERSHIP & MANAGEMENT

**MA in Intercultural Service, Leadership, and Management** (Part-time, two years: online with short residencies in Vermont; optional field courses)

### INTERNATIONAL & GLOBAL EDUCATION

**EdD in Global Education**  
(Part-time, 3 years: online with short residencies in Vermont)

**MA in International Education**  
(Full-time, 16 months: onsite in Washington, D.C., Spain, and Vietnam. This is a four semester program.)

**MA in International Education**  
(Part-time, 2 years: online with short residencies in Vermont)

**Graduate Certificate in International Education**  
(Part-time, 1 year: online with a short residency in Vermont)

**MA in Teaching English to Speakers of Other Languages**  
(Part-time, 2 years: online with short residencies in Vermont)

### SOCIAL JUSTICE AND ADVOCACY

**MA in Social Justice and Advocacy** (Full-time, 12 months: onsite in Serbia and Argentina with short field study trips to Hungary and Patagonia)

## SUSTAINABLE DEVELOPMENT PRACTICE

**MA in Sustainable Development Practice** (Full-time, 12 months: onsite in Ecuador, South Africa, and Malawi)

**MA in Sustainable Development Practice** (Part-time, 2 years: online with short residencies in Vermont and Mexico, and optional field courses as available)

## EDUCATIONAL VALUES & OUTCOMES

### CORE VALUES

School for International Training (SIT) has four core values that are central to our identity. They are a window into our culture and express the norms that guide our organizational behavior. They unite us and inform our internal and external relationships. They drive our decision-making and are reflected in how we do our work and fulfill our mission. They provide a framework for understanding the relationship between our principles and expected conduct.

Our core values are:

- **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.

## DIVISIONAL LEARNING OUTCOMES

Divisional Learning Outcomes contextualize Institutional Learning Outcomes with respect to the distinctive ethos of each branch of SIT's academic programming.

Upon completion of an SIT graduate degree, students will be able to:

- **LO #1:** Conduct inquiry and analysis of complex issues using interdisciplinary or transdisciplinary theoretical and methodological frameworks. Students synthesize key findings and present evidence in a coherent and professional manner while reflecting on how inquiry applies to critical global issues.
- **LO #2:** Demonstrate awareness of and commitment to the values of diversity, equity, and inclusion by acknowledging the plurality of social identities and the pervasiveness of systemic inequality and inequity in the world.
- **LO #3:** Explain the drivers impacting critical global issues and develop a resilient mindset and empowering personal aptitudes to succeed in their careers and advocate for a better world in their local and global communities.
- **LO #4:** Engage respectfully with people and societies in culturally diverse and interconnected learning and professional contexts.
- **LO #5:** Exemplify an ethically minded approach that engages with multiple ways of knowing the world and interrogates dominant paradigms.
- **LO #6:** Apply critical thinking, reflective practice, and inquiry analysis to formulate solutions to critical issues at multiple scales. Students analyze and interpret evidence using ethical judgment and reasoning.

## 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

Experiential education is a foundational constituent of the SIT curriculum design. The SIT experiential model operates on a relational form of interaction that incorporates theory, guided field experience, and reflection. Building on Kolb's assertion that "[knowledge] results from the combination of grasping and transforming experience," (Kolb, 1984:41), the SIT model premises that the production of knowledge is equally mediated through academic scholarship, processed through field experience, and facilitated through access to multidisciplinary and cross-cultural sources of learning. Experience engages observation, participation, simulation, and application, while theoretical frameworks from a plurality of intellectual backgrounds inform the student's engagement with the subject matter from local and global perspectives. Reflection creates a forum for synthesis and meaning-making, enhances critical thinking, and empowers the student for field inquiry. Educational practices are reinforced through SIT flagship components which include cultural immersion, practitioner inquiry, ethical engagement with local communities through research and practicum, and a global network of experts and learning resources. The 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 order, as any learning is highly context dependent. To become empowered, lifelong learners, it is important for students to engage in these stages: taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts.



*“The framework I use most is the social justice lens I developed at SIT. [It] has allowed me to advocate for the right voices at the table and is the skill I cherish most from my education.”*

**José Alfaro**

MA in Intercultural Service, Leadership, and Management  
Founding director of Latinx Leadership and Community  
Engagement at Everytown for Gun Safety

# SIT GRADUATE INSTITUTE PROGRAMS

## CLIMATE CHANGE & GLOBAL SUSTAINABILITY

### MA in Climate Change and Global Sustainability

#### Full-time, 12 months, 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.

#### PROGRAM LEARNING OUTCOMES

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

- Understand climate change and global sustainability as complex concepts and the science of climate change as a critical practice.
- 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.
- Apply ethically sound science to identify, study, and mitigate problems and innovate solutions to climate change and its impacts.
- Compose climate change and sustainability policy briefs.
- 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.

- 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 study in Iceland (12 credits)
- Semester 2: Spring—Coursework and field study in Tanzania (13 credits)
- Semester 3: Summer—Coursework, Global Field Practicum, Capstone Project, and Capstone Paper in a location of the student's 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  
Environmental Methods 3 credits

### SEMESTER 3 (SUMMER)—LOCATION OF CHOICE

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

CLIM-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 52-73.*

### 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 chair. 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 substantial research-based paper or equivalent digital portfolio or policy-advocacy position paper that addresses a topic relevant to climate change and global sustainability. The capstone sequence culminates with a 45-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.

### 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

**Full time, 12 months, onsite in Washington, DC, Switzerland, 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.

#### PROGRAM LEARNING OUTCOMES

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

- Analyze core theoretical and applied traditions in diplomacy and international relations.
- Forecast political trends in emergent situations and develop management contingencies to counter them.
- Mediate situations of conflict and crisis through negotiation skills and practices.
- Apply leadership skills and strategic foresight analysis in decision-making.
- Research global and regional challenges through qualitative methodologies.
- Integrate managerial and leadership skills in the design, delivery, and promotion of collaborative problem-solving plans in an international context.
- 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 Cape Town, 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
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#### SEMESTER 1 (FALL)—WASHINGTON, DC; 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 (SPRING)—SOUTH AFRICA AND ONLINE

DIPL-5004 Professional Development Seminar 2	0.5 credits
MPIM-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-6504 Field Practicum	4 credits
DIPL-6503 Capstone Paper	3 credits
MPIM-6709 Capstone Seminar	1 credit

See course descriptions on pages 52–73.

**PRACTICUM**

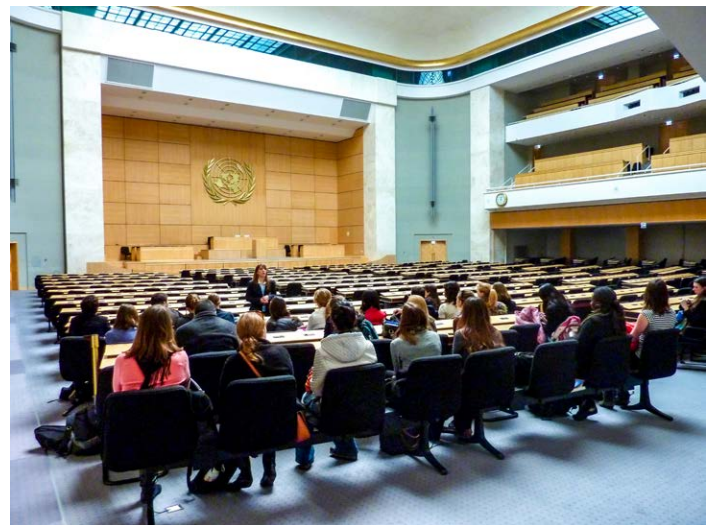
Each student completes a practicum with a think tank, nongovernmental organization, government agency, or other organization involved in diplomacy, global affairs, or international relations. The practicum entails completion of professional work identified as a priority by the sponsoring organization. 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 in-person 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

**Full time, 12 months, onsite in Switzerland, Kenya, and India**

A functioning healthcare system is fundamental to the achievement of universal health coverage for all. In 2012, the United Nations General Assembly endorsed a resolution on Global Health and Foreign Policy urging countries to move quickly toward universal health care coverage. Despite this, global health issues continue to pose a major challenge to governments and healthcare providers around the globe. Equity in healthcare system access, quality of care, and management of healthcare institutions are the focus of much healthcare advocacy work. However, drugs and medical supplies for disease-specific programs, the relative underfunding of the broader healthcare infrastructure, and access to health insurance remain significant challenges in many countries. In recent years, global health and healthcare systems have become an even more serious and urgent priority due to migration, climate change, natural disasters, the COVID-19 pandemic, and failing governance structures.

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

#### PROGRAM LEARNING OUTCOMES

Upon completion of the MA in Global Health degree, students will be able to:

- Situate critical theories and practice in global health policy, administration, and management within multidisciplinary fields, encompassing socioeconomic, ethical, and professional standards and frameworks.
- 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.
- 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.
- 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.
- 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.

- 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 study in Switzerland and Kenya (13 credits)
- Semester 2: Spring—Coursework and field study 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)—SWITZERLAND AND 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 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 52-73.*

## PRACTICUM

Semester 3 consists of a full-time practicum where students work with organizations in India and Kenya, the United States, or their country of choice that has an SIT program office for a period of 12 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. Students can choose to explore opportunities through SIT's networks in Kenya, India or the United States or other SIT program countries. 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.

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 sequence culminates with a 45-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.

## ADVISING

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





## HUMANITARIAN ASSISTANCE & CRISIS MANAGEMENT

### MA in Humanitarian Assistance and Crisis Management

**Full-time, 12 months, onsite in Jordan and Morocco**

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 and Morocco to address humanitarian assistance, program management, 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 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.

#### PROGRAM LEARNING OUTCOMES

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

- 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.
- 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 programs in collaboration with all stakeholders in the context of emergencies.
- 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.
- 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.

- 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.
- 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 study in Jordan (15 credits)
- Semester 2: Spring—Coursework and field study in Morocco (12 credits)
- Semester 3: Summer—Coursework, Practicum, and Capstone Project (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
MPIM-5510 Practitioner Inquiry	3 credits
MGMT-5105 Program Planning and Management	3 credits

##### SEMESTER 2 (SPRING)—MOROCCO

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, Accountability, and Learning	3 credits

##### SEMESTER 3 (SUMMER)—LOCATION OF CHOICE

HACM-6601 Field Practicum	6 credits
HACM-6702 Capstone Paper	2 credits
MPIM-6709 Capstone Seminar	1 credit

*See course descriptions on pages 52-73.*

## 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 humanitarian-related programming or 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 advance 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 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.

The capstone sequence culminates with a 45-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.

## 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, 24 months; online with short residencies in Vermont and Jordan.**

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 one-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 policy makers, humanitarian professionals, and displaced 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.

### PROGRAM LEARNING OUTCOMES

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

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

- 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.
- 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.
- 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.
- Design a risk analysis and crisis management plan.

### COURSE OF STUDY

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

#### SEMESTER 1 (SUMMER)—ONLINE WITH ONE-WEEK RESIDENCY IN VERMONT

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, Accountability, and Learning	3 credits
MPIM-5510 Practitioner Inquiry	3 credits

#### SEMESTER 4 (SUMMER)—ONLINE WITH ONE-WEEK RESIDENCY IN JORDAN

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

HACM-6701 Field Practicum	6 credits
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**SEMESTER 6 (SPRING)—ONLINE**

HACM-5213 International Humanitarian and Refugee Law, Standards, and Policies	3 credits
HACM-6702 Capstone Paper	2 credits
MPIM-6709 Capstone Seminar	1 credit

See course descriptions on pages 52–73.

**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 45-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, 24 months, online with short residencies in Vermont: optional field courses as available**

The MA in Intercultural Service, Leadership, and Management offers students the flexibility to design their own course of study by taking classes in SIT's low-residency degree programs in Humanitarian Assistance and Crisis Management, International Education, 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 20 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 an in-person component is Foundations of Intercultural Service, Leadership, and Management, which should be taken in Semester 1 of the first year. The two other required courses are Practitioner Inquiry (which can be taken within any part-time hybrid degree in either in-person or online formats) and Advanced Seminar in Applied Leadership, which can be taken online.

Through this degree, students can explore the following themes:

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

### PROGRAM LEARNING OUTCOMES

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

- Incorporate theories of intercultural service, leadership, and management into one's professional work.
- Design and carry out an intentional plan of study and professional development.
- 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 across two years/six semesters of part-time study.

*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 other 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)

MPIM-5040 Advanced Seminar in Applied Leadership	1 credit
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 52–73. 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. Practitioner Inquiry is offered several times each year in different formats within different degrees.

Locations of residencies and field courses are subject to change. Actual courses offered may vary from year to year.

*Courses marked with an \* are not available during the 2023-24 academic year*

**SUMMER ELECTIVE COURSES****Humanitarian Assistance and Crisis Management**

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-5211 Developing and Maintaining Collaborative Relationships	3 credits

**International Education**

IEDP-5610 Advanced Concepts in International Education 1	3 credits
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**Sustainable Development Practice**

MGMT-5128 Grant Writing and Fundraising	2 credits
SDIS-5111 Human Flourishing in the Anthropocene: From Development to Regeneration	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

**TESOL**

EDLG-5410 Foundations of Teaching and Learning*	3 credits
EDLG-5505 Developing an Approach to Teaching and Learning*	3 credits
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
ICHR-5821 Intercultural Communication and Ethnographic Inquiry for Language Educators, Part 1*	1 credit
ICHR-5821 Intercultural Communication and Ethnographic Inquiry for Language Educators, Part 3*	1 credit

**FALL ELECTIVE COURSES****Diplomacy and International Relations**

DIPL-5045 Foundations in Diplomacy and International Affairs (Washington, DC 9/5 - 19)	3 credits
DIPL-5510 Practitioner Inquiry 1	1.5 credits

**Humanitarian Assistance and Crisis Management**

HACM-5212 Safety and Well-being Challenges in Emergency Context*	3 credits
MGMT-5105 / MGMT-5105 Program Planning and Management*	3 credits

**International Education**

IEDP-5512 Theory, Practice, and Policy of International Education	3 credits
IEDP-5611 Advanced Concepts in International Education Part 2	3 credits

**Sustainable Development Practice**

SDIS-5210 Economics for Sustainable Development and Regeneration	2 credit
SDIS-5216-Community Development and Social Change (field course in Nepal)	1 credit
SDIS-5350 Leadership, Community Organizing, and Coalition Building	3 credits
MGMT-5105 Program Planning and Management	3 credits

**TESOL**

EDLG-5523 Teaching the Four Skills*	3 credits
EDLG-5536 English Applied Linguistics, Part 2*	1 credit
EDLG-5731 Teaching Refugees and Displaced Persons	3 credits
EDLG-5733 Teacher Training and Development	3 credits

**SPRING ELECTIVE COURSES****Diplomacy and International Relations**

DIPL-5518 Negotiation, Mediation, and Dialog	1 credit
DIPL-5510 Practitioner Inquiry 2	1.5 credits

**Humanitarian Assistance and Crisis Management**

HACM-5213 International Humanitarian and Refugee Law, Standards, and Principles	3 credits
MGMT-5106 Monitoring, Evaluation, and Learning: Concepts and Practices*	3 credits

**International Education**

IEDP-5065 International Education Program Planning and Design	3 credits
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**Sustainable Development Practice**

SDIS-5106 Monitoring, Evaluation, Accountability, and Learning	3 credits
SDIS-5375 Special Topics in Sustainable Development	2 credits

**TESOL**

EDLG-5537 English Applied Linguistics, Part 3	2 credits
EDLG-5824 Curriculum Design and Assessment 1	1 credit
ICHR-5822 Intercultural Communication and Ethnographic Inquiry for Language Educators, Module 2	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 substantial research-based paper.

The capstone sequence culminates with a 45-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.

**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 student's 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, 36 months, online with short residencies in Vermont

Comparative and international education (CIE) is a 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 jobs.

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.

#### PROGRAM 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.

#### COURSE OF STUDY

Students will complete a degree sequence of 60 credits across three years/nine semesters of part-time study.

#### 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 ( <i>optional</i> )	3 credits

**SEMESTER 4: SUMMER—COURSEWORK IN PERSON AND ONLINE**

(5–8 credits)

EDGE-7415 Research Methods 4	3 credits
EDGE-7450 Reflective Practice Doctoral Seminar 4	2 credits
EDGE-7400 Comprehensive Exam	0 credits
Elective ( <i>optional</i> )	3 credits

**SEMESTER 5: FALL—COURSEWORK ONLINE**

(2–6 credits)

EDGE-7550 Reflective Practice Doctoral Seminar 5	2 credits
EDGE-7575 Preparation of Dissertation Proposal and IRB Application	1 credit
Elective ( <i>optional</i> )	3 credits

**SEMESTER 6: SPRING—COURSEWORK ONLINE**

(4–7 credits)

EDGE-7650 Reflective Practice Doctoral Seminar 6	2 credits
EDGE-7680 Dissertation Proposal Defense and IRB Approval	2 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

**ELECTIVES**

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

Global Education Doctoral students have the option of completing up to 12 credits of elective courses from the part-time hybrid MA programs at SIT. Unless otherwise noted, all courses are online. Some degree programs require that courses be taken in order. Please verify your plan with your advisor and the chair of the degree program housing the courses you are interested in taking.

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 in-person courses taken elsewhere (variable number of credits; must be approved by degree chair and registrar—see page 84 for details).
- Field courses offered by SIT (as approved by faculty).

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

*See list of elective options on pages 29 and course descriptions on pages 52–73.*

**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 Human Subjects Research (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

### Full-time, 15 months, onsite in Washington, DC, Spain, 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. 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 Bilbao, Spain 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 international education.

## PROGRAM LEARNING OUTCOMES

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

### Knowledge

- Articulate critical understanding of education systems around the world with emphases on social justice, equity, inclusion, and diversity.
- Demonstrate knowledge of influential theories in the international education field.
- Understand the perspectives, relationships, roles, and influences of the stakeholders in the international education field.
- Articulate how power, privilege, and oppression mediate educational practices around the world.
- Articulate how international education policy is developed and implemented at the institutional, local, state, regional, national, and international levels.

### Skills

- Apply fundamental research skills including conceptualizing, designing, conducting, and presenting original research in the international education field.
- 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).
- Create and implement international education-related content through writing, facilitation, and public speaking.

## Attitudes

- Promote equity, inclusion, diversity, and social justice in education.
- Uphold high ethical standards and critical reflexivity in all aspects of one's professional work.
- 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).

- MPIM-5001 Language and Culture Proficiency Requirement (0 credits)
- Semester 1: Fall—Coursework and field study in Spain (13 credits + language study)
- Semester 2: Spring—Coursework and field study 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.

MPIM-5001 Language and Culture Proficiency Requirement 0 credits

### SEMESTER 1 (FALL)—BILBAO, SPAIN

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

IEDP-5557 Educational Practice and Policy in Spain 3 credits

IEDP-5500 Theory and Practice in International Education 3 credits

MPIM-5510 Practitioner Inquiry 3 credits

MPIM-6611 Reflective Practice 1 1 credit

SPAN-1002 Beginning Spanish 1 2 UG credits

SPAN-1502 Beginning Spanish 2 2 UG credits

*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 5 credits

MPIM-6622 Reflective Practice 2 1 credit

VIET-1002 Beginning Vietnamese 1 2 UG credits

*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 52-73.*

## 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 Spain, 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. Students 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 sequence culminates with a 60-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.

## 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

See page 50 for information on the language and culture proficiency requirements.

## MA in International Education

### Part-time, 24 months, 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; or
- a part-time hybrid Graduate Certificate in International Education;
- stand-alone courses and workshops may also be taken 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.

## PROGRAM 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

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

### Skills

- Apply fundamental research skills including conceptualizing, designing, conducting, and presenting original research in the international education field.
- 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).

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

#### Attitudes

- Promote equity, inclusion, diversity, and social justice in education.
- Uphold high ethical standards and critical reflexivity in all aspects of one's professional work.
- 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 of a minimum of 35 credits across 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 (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-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

**Part-time, twelve months, online with short residency in Vermont**

### COURSE OF STUDY: GRADUATE CERTIFICATE IN INTERNATIONAL EDUCATION (ONLINE WITH SHORT RESIDENCY IN VERMONT)

Students will complete a sequence of a minimum of 18 credits across one year/three semesters 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-6602 Reflective Practice 2 2 credits

Elective Courses 2 credits



## ELECTIVE COURSES

Master of Arts students are required to complete four credits of electives. Graduate Certificate students are required to complete two credits 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 in-person courses taken elsewhere (*variable number of credits; must be approved by degree chair and registrar—see page 84 for details*).

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

See list of elective options on page 29 and course descriptions on pages 52–73. See page 50 for information on the language and culture proficiency requirements.



## SOCIAL JUSTICE & ADVOCACY

### MA in Social Justice and Advocacy

**Full-time, 12 months, onsite in Belgrade, Serbia, and Buenos Aires, Argentina, with field study in Budapest, Hungary, and Patagonia**

SIT's one-year, accredited global master's degree in Social Justice and Advocacy provides students with conceptual and applied training in contemporary social justice and advocacy through a comparative framework that takes you from Serbia and Hungary in southeast and central Europe to Argentina, South America. During semester-long residencies on two continents, you will learn from local activists, civil society NGO workers, academics, and international organizations. Your final semester involves a professional practicum and capstone research in close consultation with your faculty advisor to ensure alignment with your personal career goals.

The program's multidisciplinary approach is focused on global challenges to social justice through international and transnational lenses that equip you with comparative perspectives on state violence, justice after conflict, citizenship rights, environmental justice, and justice in urban spaces. You will engage critically and comparatively in places where social rights are entangled with challenges for democracy and embedded in past social and political struggles as well as in current events.

By focusing on how identity markers such as race, gender, class, sexuality, religion, economic background, and ethnicity shape the dynamics of inequalities, this degree prepares students to work as consultants, advocates for nonprofit organizations and government agencies, and agents of change within international agencies. Graduates will be prepared to work in situations of crises, conflict, and rapid change

#### PROGRAM LEARNING OUTCOMES

Upon successful completion of the MA in Social Justice and Advocacy degree, students will be able to:

- Identify distinctive characteristics of core advocacy models and applied traditions in citizenship studies, social movements, and human rights.
- Design an advocacy program for collaborative problem-solving in an international context.
- Demonstrate communication and critical skills required in strategic foresight analysis and community leadership.
- Develop critical practice and professional skills to design a strategy for social justice policy change.

- Apply qualitative and quantitative research methodologies to evaluate the regional and global challenges facing an advocacy program through the development of a capstone project in the form of a research-based paper, a policy advocacy paper, or an evidence-based intervention.

#### SEMESTER AND COURSE SEQUENCE

Students will complete a degree sequence of 14 courses and 34 credits in one year (fall, spring, and summer semesters).

- Semester 1: Fall—Coursework and field study in Serbia (12.5 credits)
- Semester 2: Spring—Coursework and field study in Argentina (12.5 credits)
- Semester 3: Summer—Field Practicum, Capstone Project, and Capstone Seminar (9 credits)

#### COURSE OF STUDY

Minimum required credits: 34

##### SEMESTER 1 (FALL)—SERBIA

JUST- 5050 Foundations: Social Movements, Civic Engagement, and Social Justice Advocacy	3 credits
JUST-5110 Citizenship in Southeast Europe: Divided Societies and Unequal Cities	3 credit
JUST-5120 Critical Approaches to Activism, Advocacy, and Policy Change	3 credits
JUST-5130 Digital Activism and Advocacy: Action for Social Change	1.5 credits
MPIM-5003 Professional Development Seminar, Part 1	0.5 credits
DIPL-5510 Practitioner Inquiry, Part 1	1.5 credits
Optional: Serbian Language (SERB-1000)	2 undergraduate credits

##### SEMESTER 2 (SPRING)—ARGENTINA

JUST-5210 Foundations: Social Movements and Human Rights in the Southern Cone	3 credits
JUST-5220 Social Justice, Rights, and Community Organization in Argentina	3 credits
JUST-5230 Socio-Environmental Conflicts and Alternatives to Neo-Extractivism	3 credits
JUST-5240 Communication in Advocacy Organizations: Practices and Challenges	1.5 credits



MPIM-5004 Professional Development Seminar, Part 2	0.5 credits
DIPL-5515 Practitioner Inquiry, Part 2	0.5 credits
Optional: Spanish Language (SPAN-1002 and SPAN-1502)	2 undergraduate credits

### SEMESTER 3 (SUMMER)—LOCATION OF CHOICE

JUST-6601 Field Practicum	6 credits
JUST-6604 Capstone Paper	2 credits
MPIM-6709 Capstone Seminar	1 credit

See course descriptions on pages 52–73.

### PRACTICUM

Semester three consists of a full-time practicum during which students work with organizations in southeast Europe, Latin America, or the United States for a period of 12 weeks and do hands-on exploration of what they have learned in the classroom and experienced in the field. Students focus on social justice and human rights in organizations working on issues of war and conflict, climate change, violence against women, LGBTQI+ rights, refugees and migrants, or a topic of their choice related to advocacy work. During this time, students will be assigned a faculty facilitator who will provide guidance to the student group as they share resources, challenges, and learning experiences.



### CAPSTONE PROJECT PRESENTATION

In semester three, each student will demonstrate and synthesize their program learning through a substantial research-based paper or equivalent digital portfolio that addresses a topic relevant to social justice and advocacy. The capstone project helps students to highlight what they have learned about a specific topic linked to the MA program theme.

The capstone sequence culminates with a 45-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 may be made online from a remote location. The May and December Capstone Seminars are fully remote.

### ADVISING

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



## SUSTAINABLE DEVELOPMENT PRACTICE

### MA in Sustainable Development Practice

**Full-time, 12 months, onsite in Ecuador, South Africa, and 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 Sustainable 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 21<sup>st</sup> 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 Cape Town, a national and commercial capital of South Africa, 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 cities, 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.

#### PROGRAM LEARNING OUTCOMES

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

- 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.
- 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.
- 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.
- Design, implement, manage, and evaluate a project based on the needs of a locality and in collaboration with multiple stakeholders.
- Compare global perspectives on development, sustainable development, and regeneration across different geographical, socioeconomic, cultural, and political contexts.
- 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 study in Ecuador (12 credits)
- Semester 2: Spring—Coursework and field study in South Africa and Malawi (15 credits)
- Semester 3: Summer—Field Practicum and Capstone Project (9 credits)

**COURSE OF STUDY**

Minimum required credits: 36

**SEMESTER 1 (FALL)—ONLINE AND IN ECUADOR****Online**

DIPL-5510 Practitioner Inquiry 1 1.5 credits

**Ecuador**

MPIM-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

SDIS-5120 Economics for Sustainable Development and Regeneration 3 credits

SDIS-5111 Human Flourishing in the Anthropocene: From Development to Regeneration 3 credits

**SEMESTER 2 (SPRING)—ONLINE AND IN SOUTH AFRICA AND MALAWI****Online**

DIPL-5518 Negotiation, Mediation, and Dialogue 1 credit

DIPL-5515 Practitioner Inquiry 2 1.5 credits

**South Africa**

MPIM-5004 Professional Development Seminar 2 0.5 credits

MGMT-5106 Monitoring, Evaluation, Accountability, and Learning 3 credits

DEVP-5375 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 Capstone Paper 2 credits

MPIM-6709 Capstone Seminar 1 credit

*See course descriptions on pages 52–73.*

**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 longstanding 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 substantial research-based paper or equivalent digital portfolio or policy-advocacy position paper that addresses a topic relevant to sustainable and regenerative development practice. The capstone sequence culminates with a 45-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.

## 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 Sustainable Development Practice

**Part-time, 24 months, online, with short residencies in Vermont and Oaxaca, Mexico; optional field courses as available.**

Global in scope, the Master of Arts in Sustainable Development Practice is a multi-faceted program designed to challenge students experientially, theoretically, and critically. Through timely and innovative content, students examine current issues in sustainable development and engage at the forefront of development thought and practice. Focused on building core professional skills, the program curriculum fosters the formation of a robust and competent cadre of social change leaders. The curriculum focuses on building students' skill sets and tool boxes, with courses like Effective Monitoring and Evaluation, Policy Advocacy, Community Organizing, Program Management, Leadership, Grant Writing, Effective Communication, and Coalition Building, among others. In recognition of the breadth of the sustainable development field, students acquire skills and know-how that they can apply to their specific fields of interest, from gender to public health to environment to poverty alleviation 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 Diplomacy & International Relations, 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, community leaders, 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 in-person). 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. The program also provides the leadership tools and skills for graduates to create their own livelihoods and organizations that serve to enhance human and ecological well-being.

## PROGRAM LEARNING OUTCOMES

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

- Develop a critical understanding of the current systems that have led to today's growing inequality, poverty, environmental destruction, and unsustainable ways of living, and become familiar theoretically and experientially with the field of sustainable development and regenerative practice.
- Apply and integrate systems thinking and eco-social design, practical skills, and leadership capacity, as well as the sense of innovative and imaginative possibilities within the areas of sustainable development and eco-social regeneration.
- Solve problems and engage with the urgent challenges of the present in the field of sustainable development, such as poverty and inequality, conflict over natural resources, environmental degradation, and climate change, by applying tools of participatory inquiry and design to bring about transformative action in collaboration with multiple stakeholders.
- Demonstrate skills in project design and implementation, project management, and evaluation based on the needs of a locality and in collaboration with multiple stakeholders.
- Show a mastery of global and comparative perspectives on development, sustainable development, and regeneration across different geographical, socioeconomic, cultural, and political contexts.



## COURSE OF STUDY

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

MGMT-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 study in Nepal) OR Elective (online or field)\* 1 credit

### SEMESTER 3, SPRING

MPIM-5510 Practitioner Inquiry 3 credits

MGMT-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, Mexico) 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 Practice OR Elective (online or field)\* 2 credits

SDIS-6604 Capstone Paper 2 credits

MPIM-6709 Capstone Seminar 1 credit

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

*See list of course options on pages 52-73.*

## ELECTIVE COURSES

Master of Arts in Sustainable Development Practice 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 Humanitarian Assistance & Crisis Management or International Education
- An Independent Study, as determined by the student and their advisor
- Transfer credit, if approved, for online or in-person courses taken elsewhere (must be approved by degree chair and registrar—see page 80 for details)

*See list of elective course options on page 29 and course descriptions on pages 52-73.*



## TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

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

Part-time, 24-months, 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.

#### PROGRAM LEARNING OUTCOMES

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.
- The ethical self promotes equity, social justice, and inclusivity and advocates for and practices this type of worldview in their 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 reflect on their learning in the program and will distill their major learning in each SLO. Students will explain evidence and identify where and how 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/cohort reflection will be completed by the end of the spring semester 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 88.

## 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 in-person 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 of and participation in an area of the field of language learning and teaching. Students can petition the faculty of the MATESOL Program to do an alternative independent study in a different area of specialization.

## 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 0.5 undergraduate credit.



## COURSE OF STUDY

Students will complete a degree sequence of at least 34 credits across two years/six semesters of part-time study.

### SEMESTER 1 (SUMMER)—ONLINE AND IN VERMONT

EDLG-5410 Foundations of Teaching and Learning	1 credit
EDLG-5505 Developing an Approach to Teaching and Learning	3 credits
EDLG-5535 English Applied Linguistics, Part 1	1 credit
ICHR-5821 Intercultural Communication and Ethnographic Inquiry for Language Educators, Part 1	1 credit
Beginning Language Study	0.5 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-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 options:

EDLG-5731 Seminar: Teaching Refugees and Displaced Persons	3 credits
EDLG-5733 Seminar: Teacher Training and Development	3 credits
EDLG-5734 Seminar: Plurilingual Pedagogy	3 credits

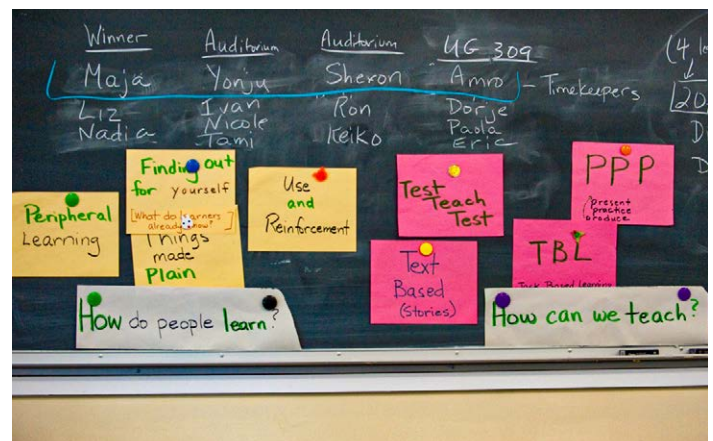
### SEMESTER 6 (SPRING)—ONLINE

EDLG-5698 Independent Professional Project	5 credits
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### 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 degree chair and the instructor of the course as well as demonstration of completion of any pre-requisites.

See list of electives on page 29 and course descriptions on pages 52-73.



# 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 multilingual 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](mailto:lcd@sit.edu). Students who would like to refresh their oral proficiency skills in the target language prior to scheduling the OPI are welcome to complete Part I and Part II of the Language Learning Pathway.

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

*Unless otherwise indicated in the course description, students may choose a letter grade or the Pass/No Pass grade option for their courses. Grading option must be selected at the time of registration or before the end of the add/drop period for each term of enrollment.*

### CLIM-5010

#### Human–Climate Interface 1: Energy and Climate Policy in Iceland

*3 credits; letter grade only*

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; letter grade only*

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; letter grade only*

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; letter grade only*

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; letter grade only*

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; letter grade only*

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; letter grade only*

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; letter grade only*

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; letter grade only*

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-6703****Climate Change and Global Sustainability Capstone Project***3 credits; letter grade only*

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.

**CLIM-6706****Climate Change and Global Sustainability Capstone Project***4 credits; letter grade only*

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.

**DEVP-5050****Foundations of Sustainable Development***1 credit; letter grade only*

The MA in Sustainable 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 Sustainable 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; letter grade only*

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 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-5375****Special Topics in Design and Development***3 credits; letter grade only*

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

**DEVP-5310****Sustainable Natural Resource Management***3 credits; letter grade only*

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; letter grade only*

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 women have coped with agricultural challenges and climate change historically and are organizing today.

### **DEVP-6601**

#### **Global Field Practicum**

*6 credits; letter grade only*

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**

#### **Capstone Paper**

*2 credits; letter grade only*

For this 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 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 U.S. 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 horizon scanning, trend monitoring, back-casting, scenario-planning, wild card, counterfactual 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 such as Norwegian Refugee Council, Diplo Foundation, World Organization Against Torture, and International Bridges to Justice.

### **DIPL-5140**

#### **The Future of Europe**

*3 credits*

This course focuses on super-trends and drivers shaping the future landscape of the European continent. 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 underlying 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 cooperation 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 BRICS' 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****Field Practicum***4 credits*

Each student completes a 10-to-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 longstanding 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***3 credit*

For this 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 their research project.

**EDGE-7110****Theoretical Foundations 1***3 credits; letter grade only*

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; letter grade only*

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; pass/no pass only*

The Reflective Practice Doctoral Seminar 1 is part of the Reflective Practice Doctoral Seminars series that span 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; letter grade only*

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; letter grade only*

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; pass/no pass only*

The Reflective Practice Doctoral Seminar 2 is part of the Reflective Practice Doctoral Seminars series that span 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 two 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 the 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; letter grade only*

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; pass/no pass only*

The Reflective Practice Doctoral Seminar 3 is part of the Reflective Practice Doctoral Seminars series that span 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; letter grade only*

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; pass/no pass only*

The Reflective Practice Doctoral Seminar 4 is part of the Reflective Practice Doctoral Seminars series that span 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; pass/no pass only*

The Reflective Practice Doctoral Seminar 5 is part of the Reflective Practice Doctoral Seminars series that span 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 to their advisor and aim to defend their dissertation proposal in the spring semester.

**EDGE-7575****Preparation of Dissertation Proposal and IRB Application***1 credit; letter grade only*

In this course, students will be guided through the Human Subjects Review (HSR) form completion and proposal process: how to prepare the HSR form with all the required materials, and what to expect during the dissertation proposal defense.

**EDGE-7650****Reflective Practice Doctoral Seminar 6***2 credits; pass/no pass only*

The Reflective Practice Doctoral Seminar 6 is part of the Reflective Practice Doctoral Seminars series that span 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-7680****Dissertation Proposal Defense and IRB Approval**

*2 credits; letter grade only*

In this course, students will continue to be supported as they finalize their dissertation proposal, complete their HSR application, and begin data collection.

**EDGE-7750****Reflective Practice Doctoral Seminar 7**

*2 credits; pass/no pass only*

The Reflective Practice Doctoral Seminar 7 is part of the Reflective Practice Doctoral Seminars series that span 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.

**EDGE-7780****Dissertation Writing**

*3 credits; letter grade only*

In this course, having embarked on data collection, students will begin processing and analyzing their data, and interpreting emergent finding. Students will develop a draft of the first Finding chapter. Students will be giving and receiving constructive peer feedback on their work.

**EDGE-7850****Reflective Practice Doctoral Seminar 8**

*2 credits; pass/no pass only*

The Reflective Practice Doctoral Seminar 8 is part of the Reflective Practice Doctoral Seminars series that span 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.

**7880-EDGE****Dissertation Writing**

*3 credits; letter grade only*

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 the Conclusions chapter. Toward 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; pass/no pass only*

The Reflective Practice Doctoral Seminar 9 is part of the Reflective Practice Doctoral Seminars series that span 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.

**EDGE-7990****Dissertation Writing and Defense**

*3 credits; letter grade only*

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 of Teaching and Learning**

*1 credit; pass/no pass only*

This course is an introduction to the two-year part-time, hybrid MA in TESOL program. Through readings, reflections, and tasks, students will prepare for and reflect on the three-week in-person 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***3 credits; pass/no pass 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; pass/no pass 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); pass/no pass 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; pass/no pass 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; pass/no pass 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 an 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; pass/no pass 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 eight weeks of instruction.

**EDLG-5698****Independent Professional Project (thesis)***5 credits; pass/no pass 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; pass/no pass 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-5733****Teacher Training and Development***3 credits; pass/no pass 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; pass/no pass 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; pass/no pass 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; pass/no pass 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-5110****Issues in Humanitarian and Refugee Studies***3 credits; letter grade only*

The course will introduce the origins and history of humanitarian action and principles and the controversy surrounding them. Students will 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. 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; letter grade only*

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 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; letter-grade only*

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; letter grade only*

The course 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; letter grade only*

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; letter grade only*

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-6601****Field Practicum***6 credits; letter grade only**(for full-time, in-person Global Master's students only)*

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 either in-person or remotely, 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-6701** Field Practicum

*3 credits ; letter grade only*

*(for students in the part-time hybrid program only)*

This virtual or in-person seminar consists of a practicum with a community-based organization or international non-governmental organization 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.

### **HACM-6702** Capstone Paper

*2 credits; letter grade only*

In this course, students build on the content learned in Practitioner Inquiry to develop a research proposal, collect data in the field, and complete a research project related to the field of humanitarian assistance and crisis management. Each student is paired with an advisor to help conceptualize, launch, and write their research project. Course deliverables include a research-based paper.

### **HEAL-5045** Fundamentals in Global Health

*3 credits; letter grade only*

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; letter grade only*

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

### **HEAL-5120** Bio-Security, Global Health Issues and Challenges

*2 credits; letter grade only*

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; letter grade only*

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; letter grade only*

This course provides an overview of 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 quantity and prices), healthcare quality, and health outcomes.

**HEAL-5210****Indian Health Policy, Design, Systems, and Management***3 credits; letter grade only*

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; letter grade only*

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 Sciences***3 credits; letter grade only*

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****Crisis and Health Care Delivery***2 credits; letter grade only*

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 nongovernmental organization (NGO) or a disaster management and rehabilitation organization in India. Through active participation, students will be encouraged to examine systems of healthcare themselves, investigating realities of the delivery of services for refugees and other marginalized groups in the context of contemporary humanitarian crises.

**HEAL-5250****Global Health Seminar Series***3 credits; letter grade only*

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; letter grade only*

The third semester of the program consists of a full-time practicum where students work with organizations in India, Kenya, the U.S., or another SIT program country for a period of 12 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, 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; letter grade only*

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 Pass/No Pass only*

Participants in this course will learn and apply tools and principles from Ethnography, Autoethnography, and Collaborative Inquiry to further develop their intercultural competence in 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 Spanish, Vietnamese, and U.S. 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 non-formal 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 Spain**

*3 credits*

This course explores the historical, social, political, and economic contexts of Spanish 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 Bilbao and nearby areas to visit educational programs and associations, and a four-day excursion to Cáceres, Extremadura, for students to learn about a different autonomous community and educational model, including education for diverse communities.

**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, co-curricular activities, Indigenous education, and non-formal 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; Pass/No Pass only*

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

### **JUST-5050**

#### **Foundations: Social Movements, Civic Engagement, and Social Justice Advocacy**

*3 credits*

Over the past decade there has been a proliferation of civic and protest movements in Southeast Europe. They have focused on a variety of issues, ranging from corruption scandals to the destruction of urban space and environmental degradation. Whereas their success has varied, they showed that many citizens in the region are deeply dissatisfied with the lack of accountability of the ruling regimes and are ready to actively engage in their societies. To a certain point, this is undoubtedly part of a global trend, as civic initiatives demanding more democracy, greater participatory mechanisms and more socially just policies – from anti-austerity movements to ecological justice movements – are on the rise globally. Within the context of Southeast Europe, especially in its post-socialist countries, civic and protest initiatives need to be understood against the background of failed expectations from the democratic transition and European Union membership: instead of bringing the rule of law and socio-economic justice, the decades of transitioning to and practicing political pluralism and economic liberalization also brought widespread corruption, the rise of inequalities, abuse of political and economic power, and as of recently, in many countries of the region, large-scale state capture and significant democratic backsliding. Applying a transdisciplinary approach combining ethnographic work, political sociology and political theory, this course will examine the bottom-up social justice mobilizations in the region. The course will first introduce students to the theoretical frameworks defining claims for social justice from below. It will discuss the rise of new social movements in the 21st century, and the expansion of illiberal democracies.

### **JUST-5110**

#### **Citizenship in Southeast Europe: Divided Societies and Unequal Cities**

*3 credits; letter grade only*

How to define citizenship in our confusing and uncertain times? Is it based on the idea of membership, equality, and participation only? Or exclusion, conflicts, wars, and our perception and construction of enemies might have a strong influence on how we perceive ourselves as citizens as well? What is our political community, or do we necessarily have multiple identities? To whom do we owe loyalty, our planet, global humanity, nation-states, regional alliances, ethnic and religious groups? What happens when we cannot agree about the nature and institutions of our communities? Or when we descend on streets and squares? For what do we fight? Global justice, climate, gender equality, national interests, or our cities and

lifestyles? The course will be dedicated to general theories of citizenship, contemporary debates on membership and identity, as well as to various practices of citizenship and collective action in our globalized world. We will also discuss citizenship in post-1989 Europe, in the West and in the former socialist East with a focus on the post-socialist Balkans.

### **JUST-5120**

#### **Critical Approaches to Activism, Advocacy, and Policy Change**

*3 credits; letter grade only*

This course will introduce students to critical approaches to activism, advocacy, and policy change. Through detailed explorations of actions from below, students will be introduced to the ways in which local actors frame their claims, from concepts to actions. The course will then allow students to map out activism and advocacy work in Serbia and place it within ongoing political and socio-economic processes. As the largest urban space in Southeast Europe, Belgrade is home to numerous social movements, local Non-Governmental Organizations (NGOs), dynamic civic activism, and advocacy work. In the aftermath of Yugoslavia, and a decade of war politics during the 1990s, Serbia's transitions into new economic systems and political regimes have generated struggles around issues of social and economic justice, memories of a violent past, rights to the city and the processes of European Union (EU) integration. The course will also feature a study visit to Budapest, the capital of Hungary, which will allow students to think of these issues comparatively, and particularly delve into the complexity and challenges of activism in illiberal democracies. As Hungary has been an EU member state since 2004, this case study will also allow for an analysis of activism and work from below in the EU, where issues of social justice have been on the main agenda of political activists.

### **JUST-5130**

#### **Digital Activism and Advocacy: Actions for Social Justice**

*1.5 credits; letter grade only*

The proliferation of digital platforms and social media has changed the way activism and advocacy are thought of and practiced in the twenty-first century. This course introduces students to the impact of digital technologies on politics, activism, and social change. It allows students to explore and learn from practices of local, global, and transnational networks of digital action and advocacy. The course examines the ways in which global claims for social justice are translated locally and circulate in the digital era. Finally, it prepares students to build their skills in a variety of advocacy practices used globally and locally on multiple digital platforms.

### **JUST-5210**

#### **Foundations: Social Movements and Human Rights in the Southern Cone**

*3 credits; letter grade only*

In recent decades, popular mobilizations have renewed their strength across Latin America, expressing emergencies as well as continuities with respect to previous periods. Any kind of activism or advocacy work in the region cannot be approached without understanding this prominence of popular demands, the development of some of the main organizations and social movements, and the variety of tactics and direct-action strategies deployed in the search for a more equitable world. In this sense, this course offers academic and experiential knowledge to involve in the quest for social change. It challenges students to develop a critical and reflexive perspective on the concept of human rights and proposes to rethink these rights as processes of struggle. It also offers a critical approach to traditional theories about social movements and presents the developments of Latin American theories, which underline the need to value the knowledge born in the social struggles against capitalism, colonialism, and hetero patriarchy (De Souza Santos, 2009). As a result, this course will provide cross-cultural theoretical and methodological instruments to develop critical diagnosis and strategies to address the current human rights agenda on the Southern Cone

### **JUST-5220**

#### **Social Justice, Rights, and Community Organizations in Argentina**

*3 credits; letter grade only*

The concept of social justice has a long history in the social and political life of Argentina. In recent decades, intellectuals, new social movements, and community organizations have highlighted the need to articulate and nurture the classic idea of social justice, mostly related to redistribution, with environmental, racial and gender dimensions. Through lectures, readings, case analysis and conversations with community organizations, advocacy NGOs and social movements members, we will conduct a situated analysis of the concept of social justice, its development and embodiment in Argentinean public policies, community, and advocacy work. As a group, students will also have the opportunity to upskill their professional practices by working with an NGO, on the development, presentation, and discussion of an advocacy plan. The knowledge acquired through theory and practice will equip students to develop critical, field based and reflexive responses to social injustices and to make strategic advocacy decisions on the studied topics.



**JUST-5230****Socio-Environmental Conflicts and Alternatives to Neo-Extractivism***3 credits; letter grade only*

For decades, Latin America has maintained a distinctive feature: being the most unequal region in the world. Governments from different political sides have supported the Neo extractivist model as the only possible way of development (neo developmentalism). However, continual economic crises are explained by the Latin American reliance on this extractive production matrix, which not only reinforces the processes of dependency and inequality but also the effects of the global environmental and climate crisis in the region. Considering Argentina as a paradigmatic case, and including the lenses of environmental, indigenous, youth and ecofeminist activists, the course seeks to better understand the current socio-ecological crisis and the challenges and confluences between traditional socio-environmental movements and the new movement for climate justice.

Through the excursion to Patagonia, students will have the opportunity to meet indigenous and environmental activists. These exchanges will facilitate a situated and cross-cultural analysis of socio-environmental and indigenous movements, their current struggles, and the novel perspectives of the Movimiento de Mujeres Indígenas por el Buen Vivir. By the end of this seminar, students will acquire knowledge and experiences that will strengthen their skills to interpret public policies, strategize and carry out concrete advocacy actions in relation to environmental justice, climate change and conflict management around territory and commons.

**JUST-5240****Communication in Advocacy Organizations: Practices and Challenges***1.5 credits; letter grade only*

Communication is a central feature of any advocacy NGO. It is the key to building alliances and articulate with community organizations and governmental agencies, among other actors. It is also key to reinforce the identity of the organization, to attract donors and funds, in short, to enhance its project of social change. Applying the right communication strategy can make the difference when it comes to making and keeping the organization's actions visible, achieving its objectives, and getting to broader audiences. However, many NGOs lack a systematic and advocacy-oriented communicational strategy. At the same time, transcending the borders of a particular organization, the success of many collective actions is largely due to the use of digital technologies (the most paradigmatic case of digital activism in Latin America is the feminist collective #NiUnaMenos, born in Argentina).

Through the academic and experiential knowledge offered by this course, students will put into practice a variety of tools, strategies, and skills to develop real-world professional communication plans. They will also learn how to build creative and impactful advocacy campaigns and perform in the context of a digital world towards social justice initiatives.

**JUST-6601****Field Practicum***6 credits; letter grade only*

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 agency, UN agency, intergovernmental organization, or national or local nongovernmental organization (NGO) working in conflict resolution, public policy, community organizing, or humanrights. The aim of this placement is to enable students to gain valuable practicum experience and enhance their skills in a practicum environment.

**JUST-6604****Capstone Paper***2 credits; letter grade only*

For the capstone paper course, students work with the content learned in Practitioner Inquiry to develop a research paper related to the field of Social Justice and Advocacy

**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 community development. It encourages a critical examination of the prevailing models to assess their strengths and weaknesses. The course prepares students to be effective practitioners within organizations that adhere to the dominant paradigm, but who can also evaluate the efficacy within that particular context, introduce alternatives, and become agents of change.

**MGMT-5106****Monitoring, Evaluation, Accountability, and Learning***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 learn, explore, analyze, and plan to build their capacity to develop a strong fundraising program for a nonprofit 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 also focus on the details of successful grant-writing practice.

**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; pass/no pass 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 50 for detailed information.

**MPIM-5040****Seminar in Applied Leadership***1 credit*

Leadership is a process through which one individual mobilizes others to achieve a common objective. This course provides students with direct experience in designing, launching, assessing, and then reflecting upon a change project of their choosing. Such an approach reflects SIT's "learning by doing" approach.

**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***3 credits*

This course is designed to familiarize students with some of the most commonly used methods of qualitative social science research. The course introduces students to qualitative research, its design and methodology, and offers students a hands-on experience to explore and apply qualitative research through various assignments throughout the course. The final research proposal takes students full circle from formulating a research question, to situating their research inquiry in existing literature, to designing an empirical study, and finally to generating findings and conclusions.

In this course, students will broaden their understanding of and develop skills in qualitative research by designing a research project that examines a social issue/phenomenon related to student's personal interests, experiences, or professional practice. Students will be able to conceptualize and design a research proposal; 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.

**MPIM-6601, 6602, 6603****Reflective Practice**

*2 credits each, pass/no pass 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-6604****Capstone Paper**

*2 credits*

In this course, students synthesize and demonstrate what they have learned during the MA program.

**MPIM-6611, 6622, 6633, 6634, 6645, 6646****Reflective Practice (for students in the International Education Global MA program)**

*1-4 credits each, pass/no pass 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 (for students in the International Education Hybrid MA program)**

*3 credits each, pass/no pass 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 Seminar**

*1 credit; pass/no pass only*

*(Refer to the requirements of your specific program for prerequisites)*

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.

**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 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 the course moves across paradigms from development to sustainability to present-day regenerative movements. The course takes students through the history of development thinking and practice, outlining the major shifts 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 how economics 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) is 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 the fields of 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 practice. 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, Mexico**

*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 their impacts on communities, the course addresses food systems and their relevance to ecological sustainability and human well-being in the 21st 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 toward 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 to achieve social justice for 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 their achievement.



**SDIS-5375****Special Topics in Sustainable Natural Resource Management***2 credits*

This course explores the successes and challenges of contemporary sustainable natural resource management paradigms. Through multiple lenses and approaches, students examine key components of resource management including human well-being, resource extraction, international pressures, markets, power, civil society, and livelihood systems. Students will learn about the tensions involved in ecosystem conservation, as well as the major drivers of habitat loss, protection, and gain in marine, coastal, and terrestrial contexts.

**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-5525****Global Virtual Practicum in Sustainable Development***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, 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 in-person practicum depending on their personal interests and needs.

**SDIS-5530****Capstone Proposal***2 credits*

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-6604****Capstone Paper***2 credits*

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

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

## SELECTION PROCESS

Our admissions staff work one on one with every applicant to facilitate a highly informed and multidimensional admissions experience. Applicants are encouraged to set up virtual meetings with their admissions officers, talk with faculty and financial aid officers, and reach out to graduate ambassadors listed on our website.

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 (U.S.) 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](mailto:admissions@sit.edu). In cases where the transcript is not in English, an original certified translation must accompany the official document.
- A transcript must include the following information:
  - Your name
  - The institution's name
  - Student identification number
  - Date of birth
  - The dates you attended the institution
  - The titles of the specific courses or subjects in which you were enrolled
  - The number of hours of instruction or other learning involved in each course or subject
  - The grade, mark, or other evaluation you received for each course or subject
  - 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:

- U.S. bachelor's degree or an equivalent that demonstrates academic ability (not applicable for some certificate programs). Applicants from institutions outside the U.S. most hold the equivalent of a U.S. 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 a 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.

## 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 PTE 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 they wish to enroll in more SIT courses.

# TUITION AND FEES (ACADEMIC YEAR 2023-2024)

## EXPLANATION OF COSTS

### ENROLLMENT DEPOSIT

Upon acceptance to the degree program, U.S. 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

The cost for matriculated students who audit a course or who want to take more courses than the maximum number of credits specified by their degree program is outlined below.

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. Non-matriculated 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 2023-2024*

**Tuition** \$15,149 per semester

**Fall Semester** (Due August 1, 2023 for term September 5, 2023 to December 15, 2023)

**Spring Semester** (Due November 14, 2023 for term January 22, 2024 to May 5, 2024)

**Summer Semester** (Due May 1, 2024 for term May 22, 2024 to August 11, 2024)

## PART-TIME HYBRID PROGRAMS

*Academic Year 2023-2024*

**Tuition** \$6,250 per semester

**Summer Semester** (Due May 1, 2023 for term May 22, 2023 to August 11, 2023)

**Fall Semester** (Due August 1, 2023 for term September 5, 2023 to December 15, 2023)

**Spring Semester** (Due November 14, 2023 for term January 22, 2024 to May 3, 2024)

# FINANCIAL AID

## OVERVIEW

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

## COSTS AND THE STUDENT BUDGET

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

The Financial Aid Office at SIT uses the Free Application for Federal Student Aid (FAFSA), for U.S. students. By completing the FAFSA, the expected family contribution (EFC) is determined; if that number is less than the cost of attendance, then the student has demonstrated financial need. International students do not need to complete 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. U.S. students must file a FAFSA each year at [fafsa.ed.gov](https://fafsa.ed.gov) and indicate that the results should be sent to SIT (FAFSA 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 six months beyond the expected date of completion of their time in the U.S.

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), an 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](https://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, 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](https://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.

Once a student’s financial aid file is complete, a financial aid award will be posted to their [SelfService](#) account listing each type and dollar amount of aid they are eligible to receive.

## REQUESTS FOR ADDITIONAL AID / APPEAL PROCESS

The Higher Education Act of 1992 allows financial aid administrators to make professional judgment decisions when there are special or unusual circumstances that may call for adjustments in determining a student’s eligibility for financial aid. Circumstances requiring professional judgment must be analyzed on a case-by-case basis.

Reconsideration may increase or decrease a student’s cost of attendance.

Circumstances that may warrant review include, but are not limited to, the loss of employment or change in income, divorce, separation, death of a parent, or unexpected medical expenses. The Financial Aid Office will request documentation based on the circumstances presented. The documentation must be complete before review and approval will be considered.

Professional judgment situations are unique and addressed on a case-by-case basis.

Circumstances other than those listed may be considered and will require additional documentation specific to that situation. The Financial Aid Office has the final authority on all professional judgment decisions.

## TYPES OF FINANCIAL AID

### SIT SCHOLARSHIPS

SIT scholarships recognize students' academic achievement and those who reflect the SIT mission through their professional lives or goals for the future. SIT also awards a wide variety of discounts which are applied directly to tuition and fees. For further information, please visit <https://graduate.sit.edu/admissions-aid/financial-aid/>.

### 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](https://graduate.sit.edu).

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

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

#### 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](https://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](https://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](https://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 PLUS LOAN

The U.S. Department of Education makes Direct PLUS Loans to eligible borrowers. A complete description of the Federal Direct PLUS Loan, including FAQ's is available at [studentaid.gov](https://studentaid.gov).

Direct PLUS Loan Overview:

- The U.S. Department of Education is your lender.
- You must not have an adverse credit history.
- The maximum loan amount is the cost of attendance (determined by the school) minus any other financial aid received.
- The current interest rate and estimated payment amounts can be obtained at [studentaid.gov](https://studentaid.gov).
- PLUS loan funds are disbursed directly to the student's SIT account at the beginning of each semester.

#### 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 (co-signer) whose credit history will be considered.

### Direct PLUS Application Process

#### Master Promissory Note

If a student is borrowing a Federal Direct 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 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](https://studentaid.gov).

#### Entrance Counseling

If this is the first time a student has borrowed a Federal Direct 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](https://studentaid.gov).

#### Exit Counseling

All students who borrow through the Federal Direct 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](https://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 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](https://studentaid.gov). Applicants must complete the required Financial Awareness Counseling. For all subsequent

Direct Plus loans that are denied, applicants must complete a new Master Promissory Note and Financial Awareness Counseling.

## 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](https://studentaid.gov).

### DISBURSEMENT OF FUNDS

Financial Aid funds cannot be disbursed to a student's tuition account until the Financial Aid Office receives all required financial aid documents. Students should check with the Financial Aid Office for information on missing documents. Funds are disbursed on a per-semester basis and will be disbursed at the beginning of each semester provided a student's file is complete. Refunds will be processed via direct deposit.

### SATISFACTORY ACADEMIC PROGRESS

Satisfactory Academic Progress (SAP) is the measurement of a student's academic progress toward the completion of their degree. The measurement evaluates three components to determine eligibility for financial aid. The review of a student's SAP status is based on their entire academic record, even if they did not receive financial aid for previous semesters of enrollment. In order to be eligible for financial aid, students must satisfy all three components.

1. Minimum cumulative grade point average (GPA) of 3.0
2. Minimum completion rate of 67 percent
3. Maximum time frame of 150 percent of defined academic length for master's degree programs

The *completion rate* is calculated by dividing total attempted credits by total earned credits. A student's completion rate must stay above 67% to be considered satisfactory for this component.

Attempted credits include completed courses (i.e., grades of A, B+, B, B-, C+, C, C-, F, P, NP, – courses withdrawn from (i.e., grade of W), transfer credits, and repeated courses. Audited coursework is not included in attempted credits or GPA. Earned credits include successfully completed courses (i.e., grades of A, B+, B, B-, C+, C, C-, D, P), and transfer credits. Audited coursework not included.

The *maximum time frame* is calculated by multiplying the published program length by 150 percent. Example: Published program length of 120 credits X 150% = 180 credits maximum time frame allowed to complete degree requirements. Implication: A student has attempted (not necessarily earned) 180 credits and has now exhausted their eligibility for financial aid.



## Evaluations and Notifications

The Financial Aid Office evaluates SAP annually at the end of each spring term, or upon re-enrollment into the college. SAP is also reviewed at the end of each probationary period as applicable. Students must be making SAP to continue to receive financial aid in a subsequent payment period, including summer term. Financial aid applicants not meeting SAP standards will be deemed ineligible to receive financial aid and will be sent notification to the student's college email account.

## Financial Aid Termination

Students who do not meet the college SAP standards are not eligible to receive financial aid. SAP status applies to financial aid eligibility and does not impact registration or academic standing.

## Appealing Satisfactory Academic Progress

To file a Satisfactory Academic Progress (SAP) appeal, a student must:

- Complete the SAP Appeal Form.
- Attach a written statement that addresses the extenuating circumstances that led to the student not meeting SAP and what has changed that will allow them to meet the SAP standards going forward.
- Provide supporting documentation of the extenuating circumstances.
- Submit the SAP Appeal Form, written statement, and supporting documentation to Financial Aid office at [finaid@sit.edu](mailto:finaid@sit.edu) for review and resolution.

The Financial Aid office will review each appeal and make one of the following determinations:

- The student's appeal may be denied. In this case, the student must regain eligibility without financial aid before reinstatement of financial aid.
- The student's appeal may be approved. This student will be placed on "financial aid probation" which allows the student to receive financial aid contingent upon the successful completion of the requirements set forth in the SAP Academic Plan for Financial Aid Eligibility.

The conditions of the SAP Academic Plan are individually tailored for each student. Reinstatement of eligibility for aid is conditional upon the student agreeing to and following the SAP Academic Plan.

## 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 their behalf. Until the student's debt is paid, they 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 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 for the course and is available 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.

## HEALTH LEAVE OF ABSENCE

A health leave of absence allows an SIT student whose academic progress and performance, or ability to otherwise function, has been seriously compromised by a mental health condition or a medical condition to take time away from SIT without academic penalty. A health leave of absence, which may not exceed one semester, typically affords students time to pursue treatment and potentially return to SIT with a significantly improved chance of academic and personal success.

To qualify for a health leave of absence, students must have documentation from a licensed treatment provider explaining the need to take a leave for health reasons. The document must be on letterhead or sent from a verified provider office email address, indicate the diagnosis and/or specific nature of the health condition and the status of that diagnosis/condition, and verify and support the condition as the reason for the health leave of absence from SIT. The document will be reviewed by the Dean of Student Health, Safety and Well-being. Send by email to [studentwellbeing@sit.edu](mailto:studentwellbeing@sit.edu).

Students should note that taking a health leave of absence may affect present and/or future financial aid and ends SIT-provided health insurance.

To return after a health leave of absence, students must have documentation from their healthcare provider who treated them since taking their health leave of absence. The document must be on letterhead or sent from a verified provider office email address; describe the extent of the student's treatment and the provider's assessment of student's readiness to resume studies; include a description of the status of the student's condition; and describe any special needs the student requires upon return to campus. The document will be reviewed by the Dean of Student Health, Safety and Well-being. Send by email to [studentwellbeing@sit.edu](mailto:studentwellbeing@sit.edu).

## PERSONAL LEAVE OF ABSENCE

A student may choose to request a personal leave of absence to pursue an opportunity or due to personal circumstances that are not related to a health condition. 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 (12 months) 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. A personal leave of absence needs the written permission of the Associate Dean of the Graduate Institute. A student approved for a medical leave of absence or personal leave of absence will have "Leave of Absence" noted on their official transcript. A medical

or personal leave of absence is considered withdrawal for Title IV purposes, which may have implications for financial aid, student health insurance, and visa status.

## 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 85, Financial Aid Withdrawal Process, for more information on how withdrawal may impact student loans.

Any student who wishes to withdraw from SIT must notify the registrar in writing. 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 they are 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 Sustainable Development Practice (global)
- MA in Diplomacy and International Relations
- MA in Global Health

- MA in Humanitarian Assistance and Crisis Management (global)
- 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.

- EdD in Global Education
- 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 Social Justice and Advocacy
- MA in Sustainable Development Practice (hybrid)
- 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 accommodate members of the community as they observe their religious holidays without jeopardizing the fulfillment of either their religious or academic obligations.

In particular:

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

Graduate Institute. 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 in-person courses, this means that 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 in-person, 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 12 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 (3.00) or better, or the equivalent for international documents. No tuition reduction is granted in these cases. No age limit is imposed on the credits.

## 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 completion of the course or 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's 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 their 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 (3.00) 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 POLICY

This policy allows a student with extenuating circumstances a brief extension (maximum 60 days) to complete outstanding work after the end of a semester or program end date despite deadlines set forth in the syllabus. In rare situations, an extension beyond 60 days may be granted due to health or other extraordinary circumstances. However, in no case should the extension to complete outstanding work be granted for more than a total of 120 days after the end of the semester or program end date. Please see SIT's full Grade of Incomplete Policy here: [graduate.sit.edu/policies/grading-evaluation](https://graduate.sit.edu/policies/grading-evaluation).

### 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, an ad-hoc committee convened by the Dean of Faculty, which is composed of

one academic dean, the registrar, and two relevant faculty who are not in any way connected to the case. 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 Associate Dean of the Graduate Institute. 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 educational backgrounds, both of which offer an invaluable resource to their cohort of learners. 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) for which the grade is 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.

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 Dean of Faculty, with a copy to the Associate Dean of the Graduate Institute. 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 Dean of Faculty will review the official record of these proceedings. The Dean of Faculty'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.

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 associate dean of SIT Graduate Institute.

The affected party must submit an appeal of the academic dismissal to the office of the associate dean of SIT Graduate Institute 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 associate dean of SIT Graduate Institute 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 associate dean of SIT Graduate Institute may (a) act on the appeal, (b) appoint a designee to collect additional information on behalf of the associate dean, (c) constitute a review committee consisting of at least three persons to provide a recommendation to the associate dean of SIT Graduate Institute. 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](https://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. EdD students have up to eight years from the time they matriculate to complete their 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 10 years from the date of matriculation. Those seeking reinstatement can find the necessary forms at [MySIT](https://mysit.edu). For more information about the reinstatement process, please contact the Registrar's Office at [registrar@sit.edu](mailto: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 SIT Academic Integrity Policy, Student Guide to the SIT Integrity Policy, and SIT Academic Integrity Policy Sanction Guidelines on [sit.edu](https://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 <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/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 Wendy Mason, at [wendy.mason@sit.edu](mailto:wendy.mason@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](http://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](http://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](https://studentclearinghouse.org)  
Phone 703 742-4200 | Fax: 703 742-7792  
Email [service@studentclearinghouse.org](mailto: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](https://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 [library.sit.edu](https://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.

**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: [sitedu.instructure.com](https://sitedu.instructure.com).

For Canvas support, please email [imsadmin@sit.edu](mailto:imsadmin@sit.edu).

**SIT EMAIL POLICY**

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](https://sit.mywconline.net). To learn more about the Online Writing Center, please visit our LibGuide: [libguides.sit.edu/writingcenter](https://libguides.sit.edu/writingcenter).

## CAREER SUPPORT

### 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.

A 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

The Student Health, Safety & Well-being Office provides disability services to eligible students so that they may achieve their educational goals. Disability Services collaborates with faculty and staff to foster an inclusive, equitable and effective learning environment while upholding SIT's academic standards. 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 invites 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.

Disability Services asks students to disclose disability-related accommodations as soon as possible prior to the start of their program to allow enough time for arranging reasonable accommodations. For more information, visit the Disability Services page on our website ([graduate.sit.edu/student-services/disability-services](https://graduate.sit.edu/student-services/disability-services)); or contact us at [disabilityservices@sit.edu](mailto:disabilityservices@sit.edu).







# STANDARDS OF BEHAVIORAL INTEGRITY

SIT's Standards of Behavioral Integrity provide a foundation of expected behavior as students 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 helps 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;
- Be polite, mindful of tone, do 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, 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: 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. Specific roles and responsibilities include:

- **Students** are responsible for understanding and upholding these Standards of Behavioral Integrity and should seek assistance and clarification from program staff or faculty for questions or concerns. Part of upholding the standards includes 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 our core values are understood, practiced, and experienced as a common goal. At a minimum, faculty should integrate the Standards of Behavioral Integrity throughout the program, explain their expectations to students, 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 communication, adjudication, and recordkeeping.

## ANTI-HARASSMENT AND NON-DISCRIMINATION POLICY

This policy sets forth SIT's commitment to providing an environment where all people can work and study without fear of discrimination, harassment, exploitation, or intimidation with a focus on non-sexual harassment/non-Title IX offenses. [graduate.sit.edu/harassment-policy-procedures](https://graduate.sit.edu/harassment-policy-procedures)

## STUDENT GRIEVANCE POLICY

The Student Grievance Policy seeks to establish and maintain a respectful learning environment for all members of the SIT community by providing students with the outlet to remedy a dispute or disagreement when they believe to have been treated improperly. [graduate.sit.edu/student-grievance-policy](https://graduate.sit.edu/student-grievance-policy)

## CODE OF STUDENT CONDUCT

### PROLOGUE

SIT expects 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.

### OVERVIEW

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 hearing before an objective decision-maker.
- No student will be found in violation of SIT standards or policies without information showing that more likely than not 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.
- Because not all conduct situations are of the same severity or complexity, 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 the 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

**Who:** 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. The Code applies to guests of SIT students, who may be held accountable for the misconduct of their guests. SIT guests may seek resolution of violations of the Code committed against them by SIT students. Although anonymous complaints are permitted, doing so may limit SIT’s ability to investigate and respond to a complaint.

**What:** The Code is available on SIT’s website; students are responsible for reading and abiding by the Code’s provisions. 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 on the SIT website for the updated versions of all policies and procedures. Email is SIT’s primary means of communication; students are responsible for all communication delivered to the email address they provided to SIT during the admissions process. The Code may be applied to behavior conducted online, as part of online courses, 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.

**Where:** 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 of Student Health, Safety, and Well-being, hereafter, the Dean, or designee determines that the conduct affects a substantial SIT interest. A substantial SIT interest is defined to include: a) any situation where it appears that the student’s conduct may present a danger or threat to the health or safety of themselves or others; b) 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; and c) any situation that is detrimental to the educational mission and/or interests of the SIT.

**When:** 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 who withdraws while charges are pending may still face conduct proceedings and discipline post-withdrawal. If sanctioned, a hold may be placed on the student’s ability to re-enroll and/or obtain official transcripts; all sanctions or conditions must be satisfied prior to re-enrollment eligibility. 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 SIT staff.

## AUTHORITY

**Roles:** The Dean of Student Health, Safety & Well-being, who 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. Hearing Officers are chosen from a pool of annually trained staff selected by the Dean, or designee. Decisions made, and sanctions imposed, by Hearing Officers will be final and implemented, pending the normal appeal process. At the discretion of the Dean or designee, implementation of sanctions may be stayed pending review. Appeals Review Officers review appeal requests submitted by the Dean or designee 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.

**Mediation:** The Dean or designee 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 or designee may also suggest that complaints that do not involve a violation of the Code be referred for mediation or other appropriate conflict resolution.

**Rules:** The Dean or designee 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 or designee 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 or designee 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 or designee whose interpretation is final. The Code will be updated annually under the direction of the Dean or designee with a comprehensive review process being conducted every three 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.

**Interim Suspension:** 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 or designee 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.

**Leave of Absence:** 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.

## INVESTIGATIONS

**Preliminary:** As needed, the Dean or designee will conduct a preliminary investigation—which usually takes between one to seven days to complete. The Dean or designee 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 an SIT proxy or representative);
- 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 or designee 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:** If indicated by the preliminary investigation and authorized by the Dean or designee, 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 and to 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; or 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 or designee 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 or designee 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 or designee, 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 or designee, and with the approval of, and in collaboration with, the Associate Dean of the Graduate Institute, alternative coursework options may be pursued to ensure as minimal an impact as possible on the responding student.

## NOTIFICATIONS

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.

**Crime of Violence:** As allowed by FERPA, when a student is accused of a policy violation that would constitute a "crime of violence" (arson; assault/stalking; burglary; criminal homicide/negligent manslaughter; criminal homicide/murder/nonnegligent manslaughter; destruction; destruction/damage/vandalism of property; kidnapping/abduction; robbery; forcible or nonforcible sex offenses:

- 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, the rationale for the outcome will also be shared with all parties to the complaint in addition to the finding and sanction(s).
- SIT may also release the above information publicly and/or to any third party in cases where SIT determines through the student conduct process that a student violated a policy that would constitute a "crime of violence" or nonforcible sex offense.

## 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 by the Dean, or designee, to determine whether the allegation violated the Code or if more information is needed to make that determination. The



Dean, or designee, then assesses the severity of the allegation and the respondent's conduct history and decides whether to assign a conference, hearing, or an alternative method of resolution.

## INFORMAL CONFERENCE

An informal conference is assigned when the alleged violation is non-egregious and the student has no or limited conduct history. Because conferences are informal, they do not necessitate advance written notification of the student. In-country staff share with the student the alleged complaint, solicit the student's perspective, and determine an appropriate outcome/sanction. Outcomes are:

## ADMINISTRATIVE CONFERENCE OR HEARING

**Basis:** An administrative conference or a hearing is assigned when there is reasonable cause to believe that a more egregious 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. Note: There are special hearing provisions for cases of sexual misconduct, discrimination, and other complaints of a sensitive nature (see section below).

**Notification:** Once the Dean or designee determines that reasonable cause exists to refer a complaint for an administrative conference or 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 or designee within a specified time period to respond to the complaint; and provide a time period of generally no less than two business days from the date of delivery of the summons email.

**Administrative Conference:** A meeting with the Dean or designee 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 or designee whether they admit to or deny the allegations of the complaint. Where the responding student admits to violating the Code, the Dean or designee may invoke administrative hearing procedures to determine and administer appropriate sanctions without a 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 or designee.

**Hearing Preparation:** Where the responding student denies violating the Code, a hearing will be conducted. At the discretion of the Dean or designee, 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 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 the notice, the Dean or designee may initiate a complaint against the student for failure to comply with the directives of an 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 hearing:
  - The responding student will deliver to the Dean or designee a written response to the complaint.
  - The responding student will deliver to the Dean or designee a written list of all witnesses, if any, for SIT to call at the hearing.
  - The responding student will deliver to the Dean or designee all physical evidence, if any, 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 or designee can arrange for its presence.
  - The party bringing the complaint will deliver to the Dean or designee a written list of all witnesses, if any, for SIT to call at the hearing.
  - The party bringing the complaint will deliver to the Dean or designee 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 or designee can arrange for its presence.
  - The party bringing the complaint and the responding student will notify the Dean or designee of the names of any advisors/advocates

who may be accompanying the parties at the hearing.

The Dean or designee 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 the name 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 or designee immediately. Hearing Officers will only be unseated if the Dean or designee 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.

**Failing to Appear:** Except for a complaint involving failure to comply with the summons of the Dean or designee, 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 designee, 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.

**Finding:** If the Hearing Officer finds the responding student "not responsible" for a violation(s), the Dean or designee 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 or designee. The Dean or designee 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.

**Appeal:** 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*

**Alternative Testimony:** 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.

**Admissibility:** 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 or designee. 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.

**Outcome:** 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 or designee 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 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 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 facility or unauthorized possession, duplication, or use of means of access to any SIT 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 that damages SIT or personal property or causes injury; failure to evacuate an 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 is 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, nunchucks, 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. They 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 an 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, nonconsensual sexual contact, nonconsensual 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: 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: Intimidation 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;
- **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, e.g. homestay regulations, attendance 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 or designee. 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:** One of the following primary sanctions is assigned to students for violation of the Code:

- **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 written 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.

**Optional Sanctions:** These additional sanctions may be assigned to a student for violation of the Code:

- **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 or designee;
- **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 or designee.

## APPEAL

**Who:** Any party may request an appeal of the decision of a conference or hearing by filing a written request to the Dean or designee subject to the procedures outlined below.

**What:** All sanctions imposed by the original body (conference or hearing) remain in effect, and all parties should be informed in a timely manner of the status of requests for appeal, the status of the appeal consideration, and the results of the appeal decision. The Dean or designee 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).

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

### Appeal Limitations:

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.

### Preliminary Appeal Process:

- The Dean or designee will refer the request(s) to SIT's designated Appeal Review Officer;
- The Dean or designee 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 or designee and/or Title IX Coordinator on any procedural or substantive questions that arise;

**Appeal Process:**

- 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 Appeal Officer determines whether to refer the appeal to the Appeal Panel or to remand it to the original decision-maker(s), typically within three to five 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 Appeal Panel are rarely used;
- Where new evidence is presented, or the sanction is challenged, the Appeal 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 Appeal 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 Appeal 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 Appeal Review Officer are to be made within five days of submission to the Appeal Review Officer and are final, as are any decisions made by the original hearing body, Dean or designee, or Title IX Coordinator as the result of reconsideration consistent with instructions from the Appeal Review Officer.







# STUDENT HEALTH, SAFETY, AND WELL-BEING

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 Health, Safety & Well-Being team includes experts in risk management, crisis response, mental health counseling, disability services, global health, and medicine.

Through our 90-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.

*SIT has comprehensive policies and protocols related to COVID-19, including our COVID-19 Risk Management Protocols ([graduate.sit.edu/covid-19](https://graduate.sit.edu/covid-19)).*

## 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. [graduate.sit.edu/policies/student-health-safety-wellbeing](https://graduate.sit.edu/policies/student-health-safety-wellbeing)

## 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.

### LGBTQIA+ 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 LGBTQIA+ issues, should be discussed with the onsite team during orientation. Students may also contact the SIT Office of Student Health, Safety & Well-being at [studentwellbeing@sit.edu](mailto: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. For students to have the best possible program experience, full and timely disclosure of any medical or mental health issues or special student needs is encouraged. All students must submit a completed SIT health form by the stated deadline. SIT's 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. Student 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. A summary of a student's critical health needs will be shared ahead of time or in the event of an emergency with the program chair.

## 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 an 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 chair or onsite support staff. Further, you may connect with one of SIT's mental health consultants directly to assist as you navigate your challenges. For more information, visit our website at [graduate.sit.edu/student-services/mental-health-well-being](https://graduate.sit.edu/student-services/mental-health-well-being).

## 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 (outside of the U.S.) 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 U.S. Therefore, we highly recommend that you maintain coverage in the U.S. 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 participating in a Global Masters program or international field course are automatically enrolled in this coverage for the dates of their program. Please see our website for further details of coverage. [sit.edu/student-insurance](https://sit.edu/student-insurance)

## 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 house up to 16 students in single rooms with shared bathrooms. Some residence halls include full kitchens. 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 liaise with senior leadership, provide input on policy development for academic and student life issues, and plan student events and programs. 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.

# SIT ADMINISTRATION, FACULTY, AND STAFF

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