# SIT
## SCHOOL FOR INTERNATIONAL TRAINING
### GRADUATE INSTITUTE

# COURSE CATALOG
## 2025-2026

**GRADUATE.SIT.EDU**

## Our Mission

SIT educates future scholars and professionals in diverse settings to address the most critical global issues in pursuit of a more sustainable, peaceful, and just world.

## Accreditation

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

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

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

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

## National Council for State Authorization Reciprocity Agreements

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

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

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

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

# TABLE OF CONTENTS

# ACADEMIC CALENDAR

SIT's academic calendar is created and maintained by the Calendar Committee. The information on this page is accurate as of the date of publication (May 2025) but is subject to change. For program-specific dates and deadlines, please refer to the SIT website. Any questions about the calendar should be referred to **kim.lier@sit.edu.**

## SUMMER 2025: MAY 19–AUGUST 8

| | |
|---|---|
| **May 19** | Summer term begins: Individual programs may start a week before or after this date. Residencies may begin earlier with a pre–program orientation. |
| **May 19–June 2** | Add/drop for summer term |
| **May 26** | *Memorial Day: offices closed |
| **June 19** | *Juneteenth: offices closed |
| **July 1** | Student deadline for submitting incomplete spring 2024 coursework |
| **July 4** | *Independence Day: offices closed |
| **August 1–15** | Online registration for fall semester |
| **August 4-8** | Virtual Capstone Seminar |
| **August 8** | Summer term ends |
| **August 9** | Commencement & degree conferral |

## FALL 2025: SEPTEMBER 2–DECEMBER 12

| | |
|---|---|
| **September 1** | *U.S. Labor Day: offices closed |
| **September 2** | Fall semester begins: Individual programs may start a week before or after this date. Residencies may begin earlier with a pre–program orientation. |
| **September 2–13** | Add/drop period for fall semester |
| **October 13** | *Indigenous Peoples' Day: U.S. offices closed |
| **October 15** | Student deadline for submitting incomplete summer coursework |
| **November 14–28** | Online registration for spring semester |
| **November 27-28** | *Thanksgiving break: offices closed |
| **December 8-12** | Virtual Capstone Seminar |
| **December 12** | Fall semester ends |
| **December 20** | Degree conferral |
| **December 25–Jan 1** | *SIT holiday: offices closed |

## SPRING 2026: JANUARY 20–MAY 1

| | |
|---|---|
| **January 19** | Martin Luther King Jr. Day: offices closed |
| **January 20** | Spring semester begins: Individual programs may start a week before or after this date. Residencies may begin earlier with a pre–program orientation. |
| **January 20-31** | Add/drop period for spring semester |
| **February 16** | *Presidents' Day: offices closed |
| **February 18** | Student deadline for submitting incomplete fall coursework |
| **April 1-15** | Online registration for summer semester |
| **April 27-May 1** | Virtual Capstone Seminar |
| **May 1** | Spring semester ends |
| **May 8** | Degree conferral |
| **May 25** | *Memorial Day: offices closed |

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

*"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 60-year history, SIT has led the field 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 range of themes and focus areas 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, offers global master's degrees, a certificate program, and doctorate degrees focused on some of the world's most critical global issues.

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, doctoral programs for working professionals. Today, as always, SIT Graduate Institute's programs are based on an experiential learning model and a commitment to social justice, and intercultural communication.

graduate.sit.edu

## SIT STUDY ABROAD

SIT Study Abroad offers more than 50 accredited, immersive undergraduate programs, as well as comparative International Honors Program's which span four continents. 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 within specific cultural and geographical contexts. Students have access to SIT's extensive in-country resources and networks built through our carefully designed and thoughtfully facilitated study abroad programs.

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

## 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

## CRITICAL GLOBAL ISSUES

SIT programs are developed within a framework of Critical Global Issues—challenges that cross borders, languages, and cultures. We believe that these issues cannot be addressed within a single discipline. Our programs take an interdisciplinary, comparative approach to provide global professionals with the knowledge, skills, and understanding to develop impactful and enduring responses.

### CLIMATE & ENVIRONMENT

Focus on ecology, biodiversity, and conservation with an emphasis on environmental and social justice.

### DEVELOPMENT & INEQUALITY

Explore efforts to balance ecological sustainability, economic opportunity, and inequality alongside the complexities of growth-centric development.

### EDUCATION & SOCIAL CHANGE

Become a professional in international communication and learn how to advocate for local agency, support self-empowerment, and strengthen human potential.

### GEOPOLITICS & POWER

Examine emergent geopolitical models and hear nuanced perspectives from leading political scientists, diplomats, policymakers, and civic activists engaged in reimagining the future.

### GLOBAL HEALTH & WELL-BEING

Explore the potential of new science and technology to support all populations and the possibilities and limitations of contrasting health policies.

### IDENTITY & HUMAN RESILIENCE

Examine the human condition and the realities of belonging in an increasingly mobile world where population movements shape new national, communal, and personal identities.

### PEACE & JUSTICE

Explore how changemakers manage conflict constructively, balance reconciliation and justice, and support post-conflict remembrance and healing.

## OUR COMMITMENT

School for International Training promotes a learning environment where everyone's individual strengths are valued as important contributors to the accomplishment of its mission.

## OUR BELIEF

"We are a global community of staff, faculty, board members, students, and alumni who believe that inclusive practices are at the heart of a peaceful and just world. Each of us strives to honor a variety of voices and lived experiences, examine our actions, work to actively strengthen 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 knows it is important to engage knowledge through the lens of people from a plurality of backgrounds, statuses, cultures, abilities, origins, practices, and more. SIT's institutional strategic plans emphasize the importance of creating an inclusive learning environment in which students, faculty, and staff can thrive in their chosen field of study.

We strive to:

1. Establish an intellectual environment that values, represents, and welcomes pluriversal epistemologies through our curriculum, pedagogy, and scholarship.

2. Develop a learning space in which all needs of students, staff, and faculty are respected, supported, and celebrated.

3. Create accessible designs and innovative partnerships to reach students from a variety of backgrounds.

## SIT STATEMENT ON ACADEMIC FREEDOM

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

### PURPOSE

An institution of higher learning is a center for the pursuit of truth and a forum for the free exchange of ideas. Academic freedom is essential to those purposes. Its protection is among the most important responsibilities of any organization committed to learning. Freedom in research is fundamental to the advancement of truth; freedom in teaching and learning is basic to the free exchange of ideas. Freedom to accept extramural professional tasks is essential to the development of the individual and the individual's profession. The common good requires that all individuals are free to express opinions in extramural settings. Academic

freedom, like other liberties, is only effective when exercised with responsibility. This statement is intended to outline both the freedom and the obligations of members of this community as they relate to academic freedom.

### SECTION ONE (RESEARCH)

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

### SECTION TWO (TEACHING/LEARNING)

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

### SECTION THREE (EXTERNAL PROFESSIONAL TASKS)

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

### SECTION FOUR (RESPONSIBILITIES AS PRIVATE CITIZENS)

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

### SECTION FIVE (RESPONSIBILITIES OF ACADEMIC FREEDOM)

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

### SECTION SIX (INDIVIDUAL'S RESPONSIBILITIES FOR EXTERNAL ARRANGEMENTS)

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

## SIT GRADUATE INSTITUTE OVERVIEW

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

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

**PhD in International Relations**
(Part time, 4 years: online with short international residencies in Serbia and Jordan)

**MA in Diplomacy & International Relations**
(Full time, 12 months: onsite in Washington, D.C, Serbia, and South Africa)

### HUMANITARIAN ASSISTANCE & CRISIS MANAGEMENT

**MA in Humanitarian Assistance & Crisis Management**
(Full time, 12 months: onsite in Jordan and Morocco (with field study in Turkey).

### INTERNATIONAL & GLOBAL EDUCATION

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

**MA in International Education**
(Full time, 12 months: onsite in Spain (with field study in Morocco) and Nepal.

**Professional Certification in Education Abroad**
(Part time, 3 credits, online)

### SUSTAINABLE DEVELOPMENT PRACTICE

**PhD in Sustainability**
(Part time, 4 years: online with short international residencies in Portugal and Zanzibar)

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

# EDUCATIONAL VALUES & OUTCOMES

## CORE VALUES

School for International Training 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 & 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 inclusivity and justice 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 all 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.

*"This graduate program has contributed to one of the most enriching and grounding years for me. I have felt incredibly challenged and supported throughout, and I have been given the liberty to explore so many of my varying interests."*

**EMMA VOS**
Global Master's in International Education

# SIT GRADUATE INSTITUTE PROGRAMS

## CLIMATE CHANGE & GLOBAL SUSTAINABILITY

### MA in Climate Change & Global Sustainability

**Full time, 12 months onsite in Iceland & 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 & COURSE SEQUENCE

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

- Semester 1: Fall—Coursework & field study in Iceland (12 credits)
- Semester 2: Spring—Coursework & field study in Tanzania & online (13 credits)
- Semester 3: Summer—Coursework, Global Field Practicum, Capstone Project, & 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

*(with SIT partner University Centre of the Westfjords)*

| | |
|---|---|
| CLIM–5010 Human–Climate Interface 1: Energy & Climate Policy in Iceland | 3 credits |
| CLIM–5020 Political Economy of Sustainable Development & Environmental Change | 3 credits |
| CLIM–5030 Science of Global Climate Change | 3 credits |
| CLIM–5040 Climate Change in the Arctic: Methods & Impact Assessment (online) | 3 credits |

### SEMESTER 2 (SPRING)—TANZANIA & ONLINE

| | |
|---|---|
| CLIM–5035 Human–Climate Interface 2: Water, Food, & Climate Economics in Zanzibar | 3 credits |
| CLIM–5050 Climate Change & Sustainable Livelihoods in the Indian Ocean Region (partially online) | 4 credits |
| CLIM–5060 Natural Resource Management in East Africa | 3 credits |

| | |
|---|---|
| CLIM–5070 Climate Change on Tropical Coasts: Social & Environmental Methods | 3 credits |

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

| | |
|---|---|
| CLIM–5080 International Environmental Policy & the Challenge of Climate Diplomacy | 3 credits |
| CLIM–6706 Global Field Practicum | 4 credits |
| CLIM–6703 Climate Change & Global Sustainability Capstone Project | 3 credits |
| MPIM–6709 Capstone Seminar | 1 credit |

*See course descriptions on pages 42–63.*

### 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, 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, which are fully remote, are held during the final week of each semester.

### 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

# PhD IN INTERNATIONAL RELATIONS

Part time, 48 months with short residencies in Belgrade, Serbia and Amman, Jordan

Citizens around the world are witnessing major shifts in world order as new centers of power arise, populist movements grow, and political instability and conflict drive people across national borders.  SIT's PhD in International Relations is a professional doctorate designed for those eager to better understand and tackle these challenges.

This part-time, low-residency program is designed specifically for working professionals in international affairs with an interest in conflict and refugee response. Across four years and twelve semesters, students will critique nation-centered approaches to security and offer evidence-based approaches to improved human welfare.

Students begin the program with a first-year residency in Serbia, where they will examine rapidly shifting dynamics in international relations, with modules on the refugee crisis and the rise of illiberalism. Classroom content will be interspersed with interactions with policymakers from the EU, NGO leaders engaged in conflict and refugee response, and local scholars.

The second-year residency will take place in Jordan, with a field course on refugee response and peace and conflict in the Middle East and North Africa (MENA) region. In Amman, students will visit with academics, government officials, local NGOs, and international organizations to understand the landscape of politics in the MENA region and the power of regional alliances in shaping foreign affairs.

Interspersed with residencies are specialized courses taught virtually and focusing on forced migration, crisis and disaster management, and human-centered peace and security.

Students can request to transfer up to 15 credits of relevant previous graduate coursework upon admission, thereby reducing the overall credit requirement from 64-49.

The program draws upon SIT's 60-year history of experiential education and global partnerships, taking advantage of SIT's network of scholar-practitioners from around the world.

## PROGRAM HIGHLIGHTS

Multi-polar perspectives: World-class scholars from diverse regions offer contrasting viewpoints on world order and international affairs.

Evidence-based problem-solving: Students apply advanced qualitative and quantitative skills to real-world problems, developing actionable policy recommendations.

Part-time format: Designed for busy international affairs professionals, balancing work, life, and education.

Interdisciplinary faculty: Learn from an international cadre of scholars, diplomats, and organizational leaders with expertise in various fields related to international relations and conflict and crisis response.

Networking opportunities: Connect with SIT's partner organizations through seminars, international residencies, and professional development opportunities.

Career advancement: Open doors to government, international organizations, NGOs, or academia.

Skills building: Develop the capacity to lead in emergencies, negotiate in multi-stakeholder environments, assess drivers of human insecurity, and design evidence-based policy proposals.

Graduates of this degree can expect to find careers in foreign affairs, academia, crisis response, security analysis, policy advising, risk analysis, research, and program design and management.

## PROGRAM LEARNING OUTCOMES

Upon completion of the PhD in International Relations program, students will be able to:

- Analyze contrasting approaches to international political order through the lens of foundational theories.
- Connect theory to practice in the fields of peace and human security studies through written research.
- Apply qualitative and quantitative research skills to research questions.
- Conduct original, ethical research informed by relevant literature and grounded in appropriate methodologies and approaches.
- Produce academic materials that meet the standards for publication in international relations.
- Critique the work of peers using standards of social science research excellence.

## COURSE OF STUDY

### SEMESTER 1, SUMMER

(3 credits)

| | |
|---|---|
| DIPL-7110 Theories & Polemics of International Relations | 3 credits |

### SEMESTER 2, FALL

(3 credits)

| | |
|---|---|
| DIPL-7210 Global Governance & Human Security | 3 credits |

### SEMESTER 3, SPRING

(3 credits)

| | |
|---|---|
| DIPL-7310 Seminar in Peace & Conflict Studies | 3 credits |

### SEMESTER 4, SUMMER

(3 credits)

| | |
|---|---|
| DIPL-7400 Preliminary Exam | 0 credits |
| DIPL 7410 Forced Migration & Humanitarian Response | 3 credits |

### SEMESTER 5, FALL

(3 credits)

| | |
|---|---|
| DIPL-7515 Quantitative Research Methods | 3 credits |

### SEMESTER 6, SPRING

(3 credits)

| | |
|---|---|
| DIPL-7615 Qualitative Research Methods | 3 credits |

### SEMESTER 7, SUMMER

(3 credits)

| | |
|---|---|
| DIPL-7700 Comprehensive Exams | 0 credits |
| DIPL-7720 Research Colloquium | 3 credits |

### SEMESTER 8, FALL

(4 credits)

| | |
|---|---|
| DIPL-7840 Proposal Defense & IRB approval *Requires successful completion of comprehensive exams | 3 credits |
| DIPL-7850 Doctoral & Professional Development Seminar 1 | 1 credit |

### SEMESTER 9, SPRING

(6 credits)

| | |
|---|---|
| DIPL-7950 Doctoral & Professional Development Seminar 2 | 1 credit |
| DIPL-7980 Dissertation Writing 1 | 5 credits |

### SEMESTER 10, SUMMER

(6 credits)

| | |
|---|---|
| DIPL-8050 Doctoral & Professional Development Seminar 3 | 1 credit |
| DIPL-8080 Dissertation Writing 2 | 5 credits |

### SEMESTER 11, FALL

(6 credits)

| | |
|---|---|
| DIPL-8150 Doctoral & Professional Development Seminar 4 | 1 credit |
| DIPL-8180 Dissertation Writing 3 | 5 credits |

### SEMESTER 12, SPRING

(6 credits)

| | |
|---|---|
| DIPL-8280 Dissertation Writing 4 | 5 credits |
| DIPL-8290 Dissertation Defense | 1 credit |

## ELECTIVE COURSES

In addition to the above, students must take 15 credits of elective courses prior to sitting for comprehensive exams. Elective credits can be fulfilled by two means, including transferring prior graduate credits received at SIT or another accredited institution, or completing an advisor approved elective offered through one of SIT's master's or doctoral programs.

## PRELIMINARY REVIEW

The preliminary review takes place during semester four. The purpose of the review is threefold:

1. To provide a rigorous evaluation and feedback to students regarding their academic progress after their first year of study and ensure that they are equipped to continue working toward their doctorate.

2. To ensure adequate understanding of core theories, debates, and subfields appropriate to their academic and professional pursuits.

3. To surface and critically examine proposed dissertation topics and situate them within theory and professional practice.

## COMPREHENSIVE EXAMS

Comprehensive exams confirm students' mastery of their chosen field of study and serve as the basis for their doctoral dissertation literature review. After passing the comprehensive examination and prospectus defense, students enter candidacy.

## ADVISING

Students are assigned a primary advisor upon entry into the program. Later, each student will select two additional faculty readers to serve on their dissertation committee. At the conclusion of the program, students present and defend their doctoral dissertation in person or remotely to their doctoral committee.

## 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 issue relevant to the field of international relations. The dissertation defense will take place online, unless prior arrangements are made with the committee for an in-person defense on campus.

# MA in Diplomacy & International Relations

**Full time, 12 months: onsite in Washington, D.C., Serbia (with field studies in Vienna & Geneva), & 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, D.C., where students participate in a two-week foundational traveling seminar and learn firsthand from professionals in the field. The group then travels to Belgrade, Serbia (with field studies in Geneva and Vienna), to study changing alliances and the geopolitics of Europe, multilateral diplomacy, and actors and institutions in international politics. In the spring, students go to Durban, 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 & COURSE SEQUENCE

Students will complete a degree sequence of 35 credits in one year (fall, spring, and summer semesters).

- Semester 1: Fall—Coursework in Washington, D.C., Belgrade, Serbia (with field studies in Geneva, Switzerland and Vienna Austria), and online (14 credits)
- Semester 2: Spring—Coursework in Durban, South Africa and online (12 credits)
- Semester 3: Summer—Practicum, Capstone Project, Capstone Seminar (9 credits)

## COURSE OF STUDY

Minimum required credits: 34

| | |
|---|---|
| MPIM–5001 Language and Culture Proficiency Requirement | 0 credits |

### SEMESTER 1 (FALL)—WASHINGTON, D.C.; SERBIA; & ONLINE

| | |
|---|---|
| MPIM–5045 Foundations in Diplomacy and International Affairs | 3 credits |
| MPIM–5003 Professional Development Seminar 1 | 0.5 credits |
| MPIM–5750 Research Methods 1 | 1.5 credits |
| DIPL–5125 Issues in Peace & Conflict Studies | 3 credits |
| DIPL–5135 Actors, Organizations, & Movements in International Politics | 3 credits |
| DIPL–5140 The Future of Europe | 3 credits |

### SEMESTER 2 (SPRING)—SOUTH AFRICA AND ONLINE

| | |
|---|---|
| MPIM–5004 Professional Development Seminar 2 | 0.5 credits |
| MPIM–5755 Research Methods 2 | 1.5 credits |
| DIPL–5518 Negotiation, Mediation, and Dialog | 1 credit |
| DIPL–5530 South–South Relations in the Context of BRICS | 3 credits |
| DIPL–5540 Energy Diplomacy and the African Political Economy | 3 credits |
| DIPL–5550 Continental Solidarity and the African Union | 3 credits |

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

| | |
|---|---|
| DIPL–6601 Field Practicum | 4 credits |
| DIPL–6604 Capstone Paper | 3 credits |
| MPIM–6709 Capstone Seminar | 1 credit |

*See course descriptions on pages 42–63.*

## 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 sequence culminates with a 45-minute professional presentation made during the Capstone Seminar. This presentation is open to the public. Capstone Seminars, which are fully remote, are held during the final week of each semester.

## 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.

## LANGUAGE & CULTURE PROFICIENCY

See page 38 for information on the language and culture proficiency requirements.

## HUMANITARIAN ASSISTANCE & CRISIS MANAGEMENT

## MA in Humanitarian Assistance & Crisis Management

**Full time, 12 months: onsite in Jordan (with field study in Turkey) & 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 crises 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 in Jordan, Morocco, and Turkey, students will develop an understanding of the theoretical and practical aspects of humanitarian action and crisis management and acquire the knowledge and competencies to lead 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 & 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 and Turkey (13.5 credits)

- Semester 2: Spring—Coursework and field study in Morocco (13.5 credits)

- Semester 3: Summer—Coursework, Practicum, and Capstone Project (9 credits)

### COURSE OF STUDY

Minimum required credits: 36

### SEMESTER 1 (FALL)—JORDAN & TURKEY

| | |
|---|---|
| HACM–5110 Humanitarian & Refugee Studies | 3 credits |
| HACM–5120 Humanitarian Diplomacy, & Advocacy | 3 credits |
| HACM–5130 Crisis Management & Leadership in Humanitarian Response | 3 credits |
| MPIM–5750 Research Methods | 1.5 credits |
| MGMT–5105 Program Planning & Management | 3 credits |

### SEMESTER 2 (SPRING)—MOROCCO

| | |
|---|---|
| HACM–5211 Developing & Maintaining Collaborative Relationships | 3 credits |
| HACM–5213 International Humanitarian & Refugee Law, Standards, & Principles | 3 credits |
| MGMT–5106 Monitoring, Evaluation, Accountability, & Learning | 3 credits |
| HACM–5212 Safety & Well-being Challenges in Emergency Contexts | 3 credits |
| MPIM–5755 Research Methods 2 | 1.5 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 42–63.*

### PRACTICUM

Each student completes a 12-week practicum with a think tank, non-governmental organization, government agency, or other organization involved in emergency response, crisis management, or policy-advocacy work in humanitarian situations. 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 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 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, which are fully remote, are held during the final week of each semester.

### ADVISING

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

## INTERNATIONAL & GLOBAL EDUCATION

### EdD in Global Education

**Part time, 3 years, online with short residencies in Vermont or abroad**

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 changemakers 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 & ONLINE

(8 credits)

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

#### SEMESTER 2: FALL—COURSEWORK ONLINE

(8 credits)

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

#### SEMESTER 3: SPRING—COURSEWORK ONLINE

(5–8 credits)

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

#### SEMESTER 4: SUMMER—COURSEWORK IN PERSON & 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 *(optional)* | 3 credits |

#### SEMESTER 5: FALL—COURSEWORK ONLINE

(3–6 credits)

| | |
|---|---|
| EDGE-7550 Reflective Practice Doctoral Seminar 5 | 2 credits |
| EDGE-7575 Preparation of Dissertation Proposal & IRB Application | 1 credit |
| Elective *(optional)* | 3 credits |

#### SEMESTER 6: SPRING—COURSEWORK ONLINE

(4-7 credits)

| | |
|---|---|
| EDGE-7650 Reflective Practice Doctoral Seminar 6 | 2 credits |
| EDGE-7680 Dissertation Proposal Defense & IRB Approval | 2 credits |
| Data Collection | 0 credits |
| Elective | 3 credits |

#### SEMESTER 7: SUMMER—COURSEWORK & DISSERTATION WRITING ONLINE

(5 credits)

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

#### SEMESTER 8: FALL—COURSEWORK & 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 & DEFENSE

(5 credits)

| | |
|---|---|
| EDGE-7950 Reflective Practice Doctoral Seminar 9 | 2 credits |
| EDGE-7991 Dissertation Writing | 2 credits |
| EDGE-7992 Dissertation Defense | 1 credit |

### 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 MA and PhD 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 74 for details).
- Field courses offered by SIT (as approved by faculty).

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

### 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

**12-months: onsite in Spain (with field study in Morocco), & Nepal**

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 Seville, Spain and Kathmandu, Nepal, 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 one semester 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 and will have the skills required to successfully serve as new and mid-level professionals in the field of international education.

### 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. 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.

### NONFORMAL & 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.

### 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

- 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 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 & COURSE SEQUENCE

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

- MPIM–5001 Language and Culture Proficiency Requirement (0 credits)
- Semester 1: Fall—Coursework and field study in Seville, Spain and Morocco (13 credits + language study))
- Semester 2: Spring—Coursework and field study in Nepal (11 credits + language study)
- Semester 3: Summer—Practicum and capstone research in location of student's choice (10 credits)

### COURSE OF STUDY

Students will complete a degree sequence of a minimum of 38 credits in 3 semesters.

| | |
|---|---|
| MPIM–5001 Language & Culture Proficiency Requirement | 0 credits |

### SEMESTER 1 (FALL, FULL TIME)— SEVILLE, SPAIN

| | |
|---|---|
| IEDP-5558 Comparative & International Education: Europe & MENA | 3 credits |
| IEDP–5660 International Education Design, Delivery, & Evaluation | 5 credits |

| | |
|---|---|
| MGMT-5046 Leadership: Theory & Practice | 3 credits |
| MPIM-5003 Professional Development Seminar 1 | 0.5 credits |
| MPIM-5750 Research Methods 1 | 1.5 credits |
| SPAN-1002 Beginning Spanish | 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; graded pass/no pass only.*

### SEMESTER 2 (SPRING, FULL TIME)— KATHMANDU, NEPAL & ONLINE

| | |
|---|---|
| EDP–5500 Theory & Practice in International Education | 3 credits |
| IEDP-5650 International Educational Development | 3 credits |
| IEDP-5669 Comparative & International Education: Asia-Pacific | 3 credits |
| MPIM-5004 Professional Development Seminar 2 | 0.5 credits |
| MPIM-5755 Research Methods 2 | 1.5 credits |
| NEPA-1002 Beginning Nepali 1 | 2UG credits |

*Neqalese: Requires ACTFL score of Low or below.*

*Note: Undergraduate credit does not count toward the master's degree; graded pass/no pass only.*

### SEMESTER 3 (SUMMER, FULL TIME)— LOCATION OF CHOICE, ONLINE

| | |
|---|---|
| IEDP-6601 Field Practicum | 6 credits |
| IEDP-6604 Capstone Paper | 3 credits |
| MPIM-6709 Capstone Seminar | 1 credit |

### PRACTICUM

In the third semester 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 Nepal, return to Spain, or complete their practicum in another location of their choice (visa policies permitting). Students are responsible for investigating and identifying their own practicum. 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. Students hold part-time status during the fourth semester of the program.

### CAPSTONE PROJECT

In Semester 3, 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 international education. The capstone sequence culminates with a 45-minute professional presentation made during the Capstone Seminar. This presentation is open to the public. Capstone Seminars, which are fully remote, are held during the final week of each semester.

### 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 the third semester. Staff from Career Services will provide further advisement related to professional development in order to prepare graduates for entry into a career.

### LANGUAGE & CULTURE PROFICIENCY

## Professional Certification in Education Abroad

**Part time, online**

SIT and The Forum on Education Abroad offer joint credentialing for the Forum's Professional Certification in Education Abroad program.

Certification-seeking students must take all three of the courses listed below across one year/three semesters of part-time study. Courses can be taken in any sequence.

### SEMESTER 1 (FALL)—ONLINE

| | |
|---|---|
| IEDP-5047 Good Practice in Education Abroad, Part 1 | 1 credit |

### SEMESTER 2 (SPRING)—ONLINE

| | |
|---|---|
| IEDP-5048 Good Practice in Education Abroad, Part 2 | 1 credit |

### SEMESTER 3 (SUMMER)—ONLINE

| | |
|---|---|
| IEDP-5049 Good Practice in Education Abroad, Part 3 | 1 credit |

## SUSTAINABLE DEVELOPMENT PRACTICE

### PhD IN SUSTAINABILITY

Part time, 48 months with short residencies in Lisbon, Portugal and Zanzibar, Tanzania Developed for professionals working to create a more sustainable future, PhD in Sustainability students will investigate the social, ecological, technical, and political dimensions of sustainable transformations, the relationship of science and society in advancing more sustainable futures, and novel and inclusive approaches to community-based problem-solving and sustainable development.

Across four years (twelve semesters), this online program is complemented by two 10-day international residencies. During the first-year residency, students will immerse themselves in Lisbon, Portugal, a beacon of progress in renewable energy innovation, marine conservation, and sustainability. During the second-year residency, students transition from theory to hands-on exploration through unique case studies in Tanzania's Zanzibar Archipelago, which is at the forefront of blue economy initiatives.

Students will develop skills in research, organizational leadership, policy development, and communication in order to contribute to climate change mitigation, advocate for social equity, and innovate sustainable business practices for economic prosperity. Graduates of the program will be prepared to lead multi-stakeholder groups as they will be effective communicators in policy circles, academic and organizational contexts, and in popular science. Students can request to transfer up to 15 credits of relevant previous graduate coursework during admission, thereby reducing the overall credit requirement from 64 to 49.

SIT's global faculty bring experience in both teaching and mentorship, and applied work in many facets of sustainability, from integrative conservation, climate change, food security, environmental governance, and sustainable business and technology. The program draws upon SIT's 60-year history of experiential education and global partnerships, taking advantage of SIT's network of scholar-practitioners from around the world.

### PROGRAM HIGHLIGHTS

- Part-time format: Designed for busy sustainability professionals, balancing work, life, and education.

- Interdisciplinary faculty: Take classes from an international cadre of scholars from the Global North and the Global South with expertise in sustainability, socioecological systems, climate change, environmental conservation, regenerative systems, and design thinking.

- Research opportunities: Conduct groundbreaking and evidence-based research that contributes to advancing theory and improving practice.

- Networking: Connect to SIT's partner organizations working in the fields of sustainability, conservation, and at the intersection of social sciences and ecology through special seminars, summer residencies, and professional development opportunities.

- Career advancement: Open doors to government, international organizations, NGOs, or academia.

- Graduates of this degree can expect to find careers in climate analysis, academia, green tech innovation, policy advising, risk analysis, research, and program design and management.

### PROGRAM LEARNING OUTCOMES

Upon completion of the PhD in Sustainability, students will be able to:

- Conduct groundbreaking transdisciplinary research that cuts across systems thinking, sustainability studies, and social action.

- Design effective and successful project solutions that lead to inclusive, tenable results for the flourishing of human livelihoods and ecosystems at different spatiotemporal scales.

- Contribute to an emerging body of research and action that redefines mainstream environmental thought guided by contemporary, alternative conservation epistemologies.

- Lead organizations and initiatives in the creation and implementation of sustainable and regenerative systems that satisfy human and ecosystem needs.

- Design and carry out original, ethical research informed by relevant literature and grounded in appropriate methodologies and approaches.

- Contribute to scholarship and practice of the field through publishable research findings.

### COURSE OF STUDY

#### SEMESTER 1, SUMMER

(3 credits)

| | |
|---|---|
| DEVP-7110 Perspectives on Sustainability | 3 credits |

#### SEMESTER 2, FALL

(3 credits)

| | |
|---|---|
| DEVP-7210 Social Ecological Technical Political Systems & Integration | 3 credits |

#### SEMESTER 3, SPRING

(3 credits)

| | |
|---|---|
| DEVP-7310 Integrative Biodiversity Conservation | 3 credits |

#### SEMESTER 4, SUMMER

(3 credits)

| | |
|---|---|
| DEVP-7400 Preliminary Review | 0 credits |
| DEVP-7410 Case Studies in Climate Change & Sustainability | 3 credits |

#### SEMESTER 5, FALL

(3 credits)

| | |
|---|---|
| DEVP-7510 Analytical Tools and Methods in Sustainability Studies | 3 credits |

#### SEMESTER 6, SPRING

(3 credits)

| | |
|---|---|
| DEVP-7610 Qualitative Research Methods | 3 credits |

#### SEMESTER 7, SUMMER

(3 credits)

| | |
|---|---|
| DEVP-7700 Comprehensive Exams | 0 credits |
| DEVP-7720 Research Colloquium | 3 credits |

#### SEMESTER 8, FALL

(4 credits)

| | |
|---|---|
| DEVP-7840 Proposal Defense & IRB Approval *Requires successful completion of comprehensive exams | 3 credits |
| DEVP-7850 Doctoral & Professional Development Seminar 1 | 1 credit |

#### SEMESTER 9, SPRING

(6 credits)

| | |
|---|---|
| DEVP-7950 Doctoral & Professional Development Seminar 2 | 1 credit |
| DEVP-7980 Dissertation Writing 1 | 5 credits |

#### SEMESTER 10, SUMMER

(6 credits)

| | |
|---|---|
| DEVP-8050 Doctoral & Professional Development Seminar 3 | 1 credit |
| DEVP-8080 Dissertation Writing 2 | 5 credits |

#### SEMESTER 11, FALL

(6 credits)

| | |
|---|---|
| DEVP-8150 Doctoral & Professional Development Seminar 4 | 1 credit |
| DEVP-8180 Dissertation Writing 3 | 5 credits |

#### SEMESTER 12, SPRING

(6 credits)

| | |
|---|---|
| DEVP-8280 Dissertation Writing 4 | 5 credits |
| DEVP-8290 Dissertation Defense | 1 credit |

### ELECTIVE COURSES

In addition to the above, students must take 15 credits of elective courses prior to sitting for comprehensive exams. Elective credits can be fulfilled by either transferring prior graduate credits received at SIT or another accredited institution, or completing an advisor approved elective offered through one of SIT's master's or doctoral programs.

### PRELIMINARY REVIEW

The preliminary review takes place during semester four. The purpose of the review is threefold:

1. To provide a rigorous evaluation and feedback to students regarding their academic progress after their first year of study and ensure that they are equipped to continue working toward their doctorate.

2. To ensure adequate understanding of core theories, debates, and subfields appropriate to their academic and professional pursuits.

3. To surface and critically examine proposed dissertation topics and situate them within theory and professional practice.

### COMPREHENSIVE EXAMS

Comprehensive exams confirm students' mastery of their chosen field of study and serve as the basis for their doctoral dissertation literature review. After passing the comprehensive examination and prospectus defense, students enter candidacy.

## ADVISING

Students are assigned a primary advisor upon entry into the program. Later, each student will select two additional faculty readers to serve on their dissertation committee. At the conclusion of the program, students present and defend their doctoral dissertation in person or remotely to their doctoral committee.

## 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 issue relevant to the field of international relations. The dissertation defense will take place online, unless prior arrangements are made with the committee for an in-person defense on campus.

Course Descriptions (beginning on page *42*).

# 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, climate change, natural resource degradation, food and water insecurity, and political and ethnic conflict are interconnected, requiring a new generation of highly educated, innovative, multidisciplinary development practitioners.

The 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 21st century.

Starting in Quito, Ecuador, an urban city high in the Andes, students explore the challenges of one of the most biodiverse countries in the world while learning from experienced faculty, local community members, guest lecturers, and experts in the field. Students examine ecological impacts, regenerative agriculture, sustainable land practices, and alternative economies in field studies in northern Ecuador's cloud forests and the Amazon. Field studies 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 3 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 including an extended rural visit within Malawian smallholder farmers.

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 & 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 & IN ECUADOR

**Online**

| | |
|---|---|
| MPIM-5750 Research Methods 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–5210 Economics for Sustainable Development & Regeneration | 3 credits |
| SDIS-5111 Human Flourishing in the Anthropocene: From Development to Regeneration | 3 credits |

### SEMESTER 2 (SPRING)—ONLINE & IN SOUTH AFRICA & MALAWI

**Online**

| | |
|---|---|
| DIPL–5518 Negotiation, Mediation, & Dialogue | 1 credit |
| MPIM-5755 Research Methods 2 | 1.5 credits |

**South Africa**

| | |
|---|---|
| MPIM–5004 Professional Development Seminar 2 | 0.5 credits |
| MGMT–5106 Monitoring, Evaluation, Accountability, & Learning | 3 credits |
| DEVP–5375 Special Topics in Design & 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, & 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 42–63.*

## 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 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 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 chair. 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 chair, 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 , which are fully remote, are held during the final week of each semester.

## 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 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 (virtual or in-person) with an organization of their interest. Key to building professional networks, the practicum and field experiences provide a solid foundation for applied student learning and growth in the field of sustainable development practice.

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 graduates with the leadership tools and skills to create their own livelihoods and organizations that enhance human and ecological well-being.

## PROGRAM LEARNING OUTCOMES

Upon completion of the Sustainable Development Practice 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 today's urgent challenges 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 & Social Change | 3 credits |
| SDIS–5111 Human Flourishing in the Anthropocene: From Development to Regeneration | 3 credits |

### SEMESTER 2, FALL

| | |
|---|---|
| MGMT–5105 Program Planning & Management | 3 credits |
| SDIS–5350 Leadership, Community Organizing, & Coalition Building | 3 credits |
| SDIS–5216 Community Development & 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 & Learning | 3 credits |

### SEMESTER 4, SUMMER

| | |
|---|---|
| MGMT–5128 Grant Writing & Fundraising OR Elective (online or field)* | 2 credits |
| SDIS–5416 Effective Communication for Change | 2 credits |
| SDIS–5330 Agroecology & 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 & Regeneration | 3 credits |

### SEMESTER 6, SPRING

| | |
|---|---|
| SDIS–5375 Special Topics in Sustainable Development Practice OR Elective (online or field)* | 2 credits |
| SDIS–702 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 42–63.

## 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 74 for details).

See list of elective options on pages 40 and course descriptions on pages 42–63.

## CAPSTONE PROJECT

In Semesters 5 and 6, 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 45-minute professional presentation made during the Capstone Seminar. This presentation is open to the public. Capstone Seminars are held during the final week of each semester. All 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. Staff from Career Services will provide further advisement related to professional development in order to prepare graduates for entry into a career.

# LANGUAGE BASED PATHWAYS TO ENHANCE INTERCULTURAL PROFICIENCY

The development of both language and cross-cultural competency has consistently formed two important components of all SIT programs. Within SIT Graduate Institute, students pursuing the MA in International Education* and MA in Diplomacy & International Relations** will demonstrate their intercultural proficiency through fulfilling the **Language and Culture Proficiency** requirement for graduation.

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 & Learning Support.

*The Global Masters in International Education degree embeds the Language Learning Pathway within the program design and curriculum. Students enrolled in the Global MA in IE do not need to do anything beyond successful completion of program requirements to fulfill the Language & Culture requirement. Students enrolled in the part-time hybrid format of the MA in International Education will need to fulfill the requirement via one of the two pathways.*

**Students enrolled in the MA in Diplomacy and International Relations who have completed a semester-length undergraduate study abroad program will be able to substitute that experience for the Language Learning Pathway. All other students will need to fulfill the requirement via one of the two pathways.*

## LANGUAGE PROFICIENCY PATHWAY (LLP)

**For Multilingual Speakers of English:** Evidence of language proficiency is documented through testing. If an international student who is also a non-native speaker of English is admitted to SIT with evidence of TOEFL or IELTS scores, they automatically meet the language requirement.

If a non-native speaker of English is 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. These students are encouraged to contact the Dean for Assessment & Learning Support to discuss their multilingual background.

**For Monolingual 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 ACTFL* level of Intermediate High or above by completing an OPI which can be arranged through the Office of Assessment & Learning Support: lcd@sit.edu. Students who would like to refresh their oral proficiency skills in the target language prior to scheduling the OPI are welcome to complete Part I and Part II of the Language Learning Pathway.

*American Council on the Teaching of Foreign Languages. (Explanation of ACTFL levels can be found at www.actfl.org.) Explanation of ACTFL levels can be found at actfl.org.*

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

## LANGUAGE LEARNING PATHWAY

### FOR NATIVE SPEAKERS OF ENGLISH

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

**Part I: Independent Coursework through Mango Languages (30 hours).** Complete 30 hours of dedicated language study in Mango Languages. Typically, these hours will be devoted to completing Unit 1 for the 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. Students document their progress in the Language Learning Log. This component will be supervised by the Dean of Assessment & Learning Support.

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

**Part III: Cultural Activities (5 hours).** Actively engage with the language of study through cultural activities in the 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. Students document these activities and reflect on them in the Language Learning Log. This component will be supervised by the Dean of Assessment & Learning Support.

**Part IV: Critical Reflection.** As part of the Reflective Practice course, students complete 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.

# ELECTIVE COURSES

Course descriptions can be found on pages *42–63*. Unless otherwise noted, all courses are online. Some degree programs require that courses be taken in order. Please confer with your advisor to plan your electives. Locations of residencies and field courses are subject to change. Elective offering(s) will vary from semester to semester and may include the following options:

**CLIM-5020**
Political Economy of Sustainable Development & Environmental Change

**CLIM-5080**
International Environmental Policy & Climate Diplomacy

**DEVP-7210**
Social-Ecological-Technical-Political Systems & Integration

**DEVP-7310**
Integrative Biodiversity Conservation

**DEVP-7410**
Case Studies in Climate Change & Sustainability - Residency in Zanzibar

**DEVP-7510**
Analytical Tools & Methods in Sustainability Studies

**DIPL-5518**
Negotiation, Mediation, & Dialog

**DIPL-7210**
Global Governance & Human Security

**DIPL-7310**
Seminar in Peace & Conflict Studies

**DIPL-7375**
Special Topics: Leadership & Decision-Making in Crisis

**EDGE-7110**
Theoretical Foundations I
*Residency in VT*

**EDGE-7210**
Theoretical Foundations II

**EDGE-7375**
Special Topics: Queering Global Policy: Intersectionality, Inclusion, & Social Justice Across Education, Diplomacy, & Sustainability

**MGMT-5106**
Monitoring, Evaluation, Accountability, & Learning

**MGMT-5128**
Grant Writing & Fundraising

**MPIM-5045**
Foundations in Diplomacy & International Relations
*Residency in Washington, DC*

**MPIM-5510**
Practitioner Inquiry

**SDIS-5210**
Economics for Sustainable Development & Regeneration

**SDIS-5416**
Effective Communication for Change

**SDIS-7375**
Special Topics: Effective Communication for Change

# 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 & 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 & 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, & 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 field studies 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 & 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 & 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 go on field studies in 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 & 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 field studies 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 & 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 United Nations Framework Convention on Climate Change (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 & 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
### Global Field Practicum

*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 the student's 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 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. 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 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–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. 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)

## DEVP–5320
### Gender, Agriculture, & 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 woman have coped with agricultural challenges and climate change historically and are organizing today.

## DEVP–5375
### Special Topics in Design & 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–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.

## DEVP–7110
### Perspectives on Sustainability

*3 credits; letter grade only*

In this course, students will delve into the foundational bodies of theory that underpin both research and practical applications of sustainability approaches. This course provides the theoretical background for the discussion and analysis of sustainability issues that range from energy and natural resources to biodiversity and global climate change. Core concepts of the course include social-ecological systems thinking, vulnerability, resilience, regenerative development, policy, and communication in the context of sustainability.

Central to the course is the interconnectedness of sustainability issues across different scales and systems. Students will gain insights into how communities, governments, organizations, social movements, private corporations, and individuals can collectively address the looming threats to sustainability. The exploration of sustainability topics spans a wide array of perspectives, fostering adaptability in addressing the complex task of reshaping human society and its relationship with nature and technology. The overarching goal is to guide individuals towards more sustainable patterns in ecological, social, political, and economic relations while preparing them to be effective communicators of hope throughout their graduate degree and beyond.

## DEVP–7210
### Social-Ecological-Technical-Political Systems & Integration

*3 credits; letter grade only*

This course provides the theoretical background for the use and application of complex systems thinking and decision making for sustainability. The course content draws on diverse fields and spheres, including the social sciences, ecological systems, and technology, with a focus on how these spheres overlap, interact, and how we may further bring them together. Core concepts of the course include social-ecological systems thinking, supply-chain and networks analysis, and ethics and social justice in the context of sustainability. Students will examine interrelationships among natural, societal, economic, technological and political systems on multiple scales, and learn to identify problems and conceptualize solutions using systems thinking.

## DEVP-7310

### Integrative Biodiversity Conservation

*3 credits; letter grade only*

In this course, students will examine past and current environmental conservation theories, paradigms, approaches, and practices that explore and weigh the challenges and successes of resource conservation on multiple scales; the role of carbon in current and future management of ecological systems; the emergence of environmental governance; and ecological restoration and its potential impacts on human flourishing. Holistic in its approach, the course focuses on the relationships, nuances, and sacrifices involved in balancing human use of natural resources and the maintenance and regeneration of ecological health. The course will also draw on theories and concepts from the pluriverse, environmental psychology, and notions of the inseparable duality of the human-nature mosaic.

## DEVP-7375

### Special Topics: Effective Communication for Change

*1 credit; letter grade only*

This course explores activism and social change from local and global perspectives, focusing on how media and community action shape public debates on political and human rights issues. Students will examine activist rhetoric, strategies for social justice, and inter-movement organizing while exploring the role of communication and technology in organizational transformation and change management. Through hands-on projects and insights from guest speakers, students will design and implement a micro-communication campaign, gaining practical skills and tools to lead impactful advocacy in diverse contexts.

## DEVP-7410

### Case Studies in Climate Change & Sustainability – Ten-day course in Zanzibar, Tanzania

*3 credits; letter grade only*

Societies in developing countries depend on ecosystem goods and services for their livelihoods. Climate change impacts have damaged the integrity of ecosystems and placed stresses on residents' livelihoods, public institutions, and businesses. This Praxis course addresses climate change impacts and sustainable practices in the tropics and, furthermore, shows that sustainability is a key factor of the development process. The idea of sustainability emerged in response to growing concerns about the apparent failure of conventional, state-led "development" initiatives and about the extent and pace of socio-environmental degradation, including in African settings. In general, a practice is sustainable and resilient when it can cope with and recover from stress

and maintain or enhance its capabilities and assets, while not further undermining the natural resource base and its multi-sectoral linkages.

This ten-day course takes place in the Zanzibar Archipelago, a semi-autonomous region of Tanzania in East Africa. The course addresses three specific cases by experiencing examples and putting theory and skills into practice where Africa meets the Indian Ocean. During the stay in Zanzibar, we also visit key sites and meet with stakeholders about sustainability practices and challenges, for instance as linked to food production and tourism in an era of climate change. Experiences and applications in Zanzibar are compared against global cases. This course grounds doctoral program themes and tools with on-the-ground experiences and applications in the Global South.

## DEVP-7510

### Analytical Tools & Methods in Sustainability Studies

*3 credits; letter grade only*

Sustainability assessment balances environmental, social, and economic impacts while respecting contextual and long-term risks. This research methods course provides a critical and systematic review of qualitative and quantitative, but primarily mixed methods, approaches to sustainability. Previous comprehension of baseline qualitative and quantitative methods is expected of students. The course also introduces and applies diverse analytical tools essential to the assessment of sustainability cases and outcomes. A broad comprehension of disciplines, scales (space and time), data types, metrics, indicators, and the strengths and limitations of specific paradigms and approaches informs the course and its content. Sustainability evaluations can impact policy and decision-making in both natural/physical and social spheres. Enhanced livelihoods and environmental conservation and social development can result from improved scientific and technical applications that assess the synergies and trade-offs of sustainability outcomes.

## DEVP-7610

### Qualitative Research Methods

*3 credits; letter grade only*

In this course, students will be introduced to a range of approaches and methods used in qualitative inquiry. Among the approaches covered are process tracing, discourse analysis, ethnographic research, case studies, comparative historical analysis, archival research, interviewing, ethnography, content analysis, ethnographic research, political profiling, and agent-based modeling. Students will deepen their knowledge about these

approaches and enhance their data collection skills by conducting surveys, analytical frameworks, designing case studies, and reflecting on each method's strengths and limitations. Students will also learn how to code data inductively and deductively, develop codes, look for patterns emerging in data, develop overarching themes, and interpret findings.

## DEVP-7720

### Colloquium

*3 credits; pass/no pass only*

The research colloquium gives a platform for doctoral students to present and discuss possible PhD research projects, exchange ideas, receive constructive feedback, and workshop ways to prepare and improve their dissertation research proposals. Across ten days, students interact in a conference format, presenting their research ideas, the literature and debates attached to those ideas, and the methods they are considering using in their inquiry process. Students are also expected to critically evaluate the work of their peers, providing constructive criticism to help them advance their research agenda, operationalize their research questions(s), and identify and develop plans for overcoming challenges in the data collection and analysis phases of their research. Prior to the face-to-face colloquium, students will work with their advisor as needed to develop their presentations.

## DEVP-7840

### Proposal Defense & IRB Approval

*3 credits; pass/no pass only*

The proposal defense is designed to evaluate the feasibility, significance, and originality of each student's proposed dissertation research project. It serves as a critical checkpoint to ensure that the research project is well-structured and has a high likelihood of success. The defense is conducted in front of the student's three dissertation committee members: their primary advisor, and their first and second reader. It consists of a formal presentation followed by a question-and-answer session. After the questioning, the committee deliberates, then provides feedback to the student regarding the strengths and weaknesses of the proposal. The outcome of the defense will be one of the following. 1) Pass: the student may proceed with their research. 2) Conditional Pass: The student is allowed to proceed, but they must address specific issues or complete requested revisions to the proposal before doing so. 3) Fail: The proposal does not meet the required standards, and the student will be required to revise and redefend it at a later date.

## DEVP-7850

### Doctoral & Professional Development Seminar 1

*1 credit; pass/no pass only*

The Doctoral and Professional Development Seminars 1-4 seek to build a community of practice as PhD in sustainability students work to complete their doctoral dissertations. Students meet bi-weekly with each other and their advisors to share their dissertation progress, problem solve, share drafts of their work for feedback. The seminar will also feature occasional guest speakers who will share their own doctoral dissertation journeys and their professional transitions after receiving their PhD.

## DEVP-7950

### Doctoral & Professional Development Seminar 2

*1 credit; pass/no pass only*

The Doctoral and Professional Development Seminars 1-4 seek to build a community of practice as PhD in sustainability students work to complete their doctoral dissertations. Students meet bi-weekly with each other and their advisors to share their dissertation progress, problem solve, share drafts of their work for feedback. The seminar will also feature occasional guest speakers who will share their own doctoral dissertation journeys and their professional transitions after receiving their PhD.

## DEVP-7980

### Dissertation Writing 1

*5 credits; pass/no pass only*

Across the dissertation sequence of courses, students progressively work on all phases of their doctoral research including data collection, data analysis, interpreting findings, dissertation writing, incorporating feedback on draft materials, and revising their work.

## DEVP-8050

### Doctoral & Professional Development Seminar 3

*1 credit; pass/no pass only*

The Doctoral and Professional Development Seminars 1-4 seek to build a community of practice as PhD in sustainability students work to complete their doctoral dissertations. Students meet bi-weekly with each other and their advisors to share their dissertation progress, problem solve, share drafts of their work for feedback. The seminar will also feature occasional guest speakers who will share their own doctoral dissertation journeys and their professional transitions after receiving their PhD.

### DEVP-8080
## Dissertation Writing 2

*5 credits; pass/no pass only*

Across the dissertation sequence of courses, students progressively work on all phases of their doctoral research including data collection, data analysis, interpreting findings, dissertation writing, incorporating feedback on draft materials, and revising their work.

### DEVP-8150
## Doctoral & Professional Development Seminar 4

*1 credit; pass/no pass only*

The Doctoral and Professional Development Seminars 1-4 seek to build a community of practice as PhD in sustainability students work to complete their doctoral dissertations.  Students meet bi-weekly with each other and their advisors to share their dissertation progress, problem solve, share drafts of their work for feedback. The seminar will also feature occasional guest speakers who will share their own doctoral dissertation journeys and their professional transitions after receiving their PhD.

### DEVP-8180
## Dissertation Writing 3

*5 credits; pass/no pass only*

Across the dissertation sequence of courses, students progressively work on all phases of their doctoral research including data collection, data analysis, interpreting findings, dissertation writing, incorporating feedback on draft materials, and revising their work.

### DEVP-8280
## Dissertation Writing 4

*5 credits; pass/no pass only*

Across the dissertation sequence of courses, students progressively work on all phases of their doctoral research including data collection, data analysis, interpreting findings, dissertation writing, incorporating feedback on draft materials, and revising their work.

### DEVP-8290
## Dissertation Defense

*1 credit; pass/no pass only*

In this course, students will complete their dissertation, prepare for oral defense working closely with their primary and secondary advisors, and deliver and defend their work. Students will be able to present their dissertation remotely, using Webex, Teams, or other technology.

### DIPL–5045
## Foundations in Diplomacy & 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-5125
## Issues in Peace & Conflict Studies

*3 credits*

This course invites students to explore issues and themes, debate and innovations in the field of critical Peace and Conflict Studies. It features key issues and debates related to the theories in Peace and Conflict Studies such as conflict management, conflict resolution, conflict transformation as well as peacebuilding and reconciliation. We will investigate how thinking about peace has changed across the different generations of theorizing in light of changing world order and of global peace architecture.

### DIPL-5135
## Actors, Organizations, & Movements in International Politics

*3 credits*

This course explores key actors, institutions, organizations and movements that shape global politics. Students analyze the role of state and non-state actors in shaping the national, regional, and global political agendas, the influence of international organizations on global affairs, and the impact of transnational social movements on politics. Classroom learning is augmented by site visits to give students an accurate understanding of the possibility and limits of 'global governance without global government.

### DIPL–5140
## The Future of Europe

*3 credits*

What is Europe today? Who gets to be European? How can we trace global changes and crisis, through current debates, policies and discussions in Europe? This course will explore political developments and comparative political, social and economic changes shaping Europe today. The course will feature some of the most burning issues and discussions in the continent today: from the crisis of democracy, the rise of the far right, populism, to the refugee and migration crisis, the impact of the War on Ukraine and Euroscepticism. Tracing the periodization of trends and changes in European politics from the end of WW2, through the end of the cold war, the Fall of the Berlin Wall, the Unification of Europe, till the present, the course sessions will analyze European institutions, borders and regions. Students will explore the European Union enlargement vs. exits, center and periphery, examining former West-East divisions, post-communist socio-political and geo-political transformations, EU and NATO membership, and new alliances formed.

### 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 a hands-on opportunity to explore and apply qualitative research through a mini research study. The mini research study takes students full circle: formulating a research question, situating their research inquiry in existing literature, designing and conducting an empirical study, and generating findings and conclusions.

### DIPL–5518
## Negotiation, Mediation, & 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 & 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 & 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, in which 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

*5 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 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 credits*

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.

### DIPL-7110
### Theories & Polemics of International Relations

*3 credits; letter grade only*

This course explores the role that theory plays in shaping our understanding of international relations and global affairs. Dominant theories, which make up the cannon of the field—such as realism and neorealism, liberalism and neoliberalism, constructivism and Marxism—are explored as well as critical theories such as feminism, post-colonialism, and indigenous approaches.

### DIPL-7210
### Global Governance & Human Security

*3 credits; letter grade only*

This course examines the complex field of global governance, focusing on the theoretical underpinnings, institutional structures, and contemporary challenges of designing systems of international governance without international government. Students will engage with advanced literature, conduct original research on a topic related to global governance of their choosing, and critically analyze issues related to global governance, including perspectives from critical theories, realism, and constructivism.

### DIPL-7310
### Seminar in Peace & Conflict Studies

*3 credits; letter grade only*

This seminar will give students an in-depth understanding of the origins of intra and inter-state conflicts, the debates over why such conflicts emerge, escalate, de-escalate, and the pathways and possibilities for sustainable peaceful transformations. Simulations, case studies, and scenario-based exercises are used to give students a realistic understanding of the drivers of violent conflict and the challenges and possibilities of building peace across a variety of settings and contexts. Of particular interest is considering how dominant theories about the nature of conflicts connect to the conflict management strategies adopted by various stakeholders in international politics.

### DIPL-7375
### Special Topics: Leadership & Decision-making in Time of Crisis

*1 credit; letter grade only*

Crises are dramatic interruptions in the day-to-day routines of organizations, communities, and systems, which severely test the management capacity of decision-makers and threaten the core values that the organization or society holds dear. This course examines leadership, decision-making, and organizational management during times of crisis. Our goal is to better understand the key dynamics that influence the way that decision-makers perceive of and respond to crises and the kinds of decision-making and institutional processes that facilitate effective crisis response. Real-life case illustrations, exercises, and simulations involving crises of all types give participants an interactive experience and a realistic understanding of the limitations and opportunities that arise in high-pressure crisis situations.

### DIPL-7410
### Forced Migration & Humanitarian Response

*3 credits; letter grade only*

Conflict-induced and disaster-induced displacements are impacting hundreds of millions of people around the globe annually. In response, humanitarianism—the promotion of the general welfare of people impacted by conflict, disaster, environmental disruption, famine, and political and economic collapse—has become a dominant feature of international affairs. Unfortunately, the international political system remains a flawed vehicle for satisfying global humanitarian demand. Carefully guarded national sovereignty, the relatively weak power of international institutions and non-governmental organizations, and growing skepticism about a liberal Global Order now threaten the international humanitarian aid system. This class considers these developments as well as the drivers of forced migration, the history of humanitarian response, and the search for new evidence-based frameworks to improve it.

### DIPL-7515
### Quantitative Research Methods

*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 ANOVA. Students will develop knowledge and skills using and interpreting descriptive and inferential statistical data and will use Stata software to analyze data.

### DIPL-7615
### Qualitative Research Methods

*3 credits; letter grade only*

In this course, students will be introduced to a range of approaches and methods used in qualitative inquiry. Among the approaches covered are process tracing, discourse analysis, ethnographic research, case studies, comparative historical analysis, archival research, interviewing, ethnography, content analysis, ethnographic research, political profiling, and agent-based modeling. Students will deepen their knowledge about these approaches and enhance their data collection skills by conducting surveys, analytical frameworks, designing case studies, and reflecting on each method's strengths and limitations. Students will also learn how to code data inductively and deductively, develop codes, look for patterns emerging in data, develop overarching themes, and interpret findings.

## DIPL-7720
### Research Colloquium
*3 credits; pass/no pass only*

The research colloquium gives a platform for doctoral students to present and discuss possible PhD research projects, exchange ideas, receive constructive feedback, and workshop ways to prepare and improve their dissertation research proposals. Across ten days, students interact in a conference format, presenting their research ideas, the literature and debates attached to those ideas, and the methods they are considering using in their inquiry process. Students are also expected to critically evaluate the work of their peers, providing constructive criticism to help them advance their research agenda, operationalize their research questions(s), and identify and develop plans for overcoming challenges in the data collection and analysis phases of their research. Prior to the face-to-face colloquium, students will work with their advisor as needed to develop their presentations.

## DIPL-7840
### Proposal Defense & IRB Approval
*3 credits; pass/no pass only*

The proposal defense is designed to evaluate the feasibility, significance, and originality of each student's proposed dissertation research project. It serves as a critical checkpoint to ensure that the research project is well-structured and has a high likelihood of success. The defense is conducted in front of the student's three dissertation committee members: their primary advisor, and their first and second reader. It consists of a formal presentation followed by a question-and-answer session. After the questioning, the committee deliberates, then provides feedback to the student regarding the strengths and weaknesses of the proposal. The outcome of the defense will be one of the following: 1. Pass: The student may proceed with their research; 2. Conditional pass: The student is allowed to proceed, but they must address specific issues or complete requested revisions to the proposal before doing so; and 3. Fail: The proposal does not meet the required standards, and the student will be required to revise and redefend it at a later date.

## DIPL-7850
### Doctoral & Professional Development Seminar 1
*1 credit; pass/no pass only*

The Doctoral and Professional Development Seminar 1 is part of the Reflective Practice Doctoral Seminar Series with the intent to build a community of practice as IR PhD students work to complete their doctoral dissertations. Students meet bi-weekly with each other and their advisors to share their dissertation progress, problem

solve, and share drafts of their work for feedback. The seminar will feature occasional guest speakers who will share their own doctoral dissertation journeys and their professional transitions after receiving their PhD.

## DIPL-7950
### Doctoral & Professional Development Seminar 2
*1 credit; pass/no pass only*

The Doctoral and Professional Development Seminar 2 is part of the Reflective Practice Doctoral Seminar Series with the intent to build a community of practice as IR PhD students work to complete their doctoral dissertations. Students meet bi-weekly with each other and their advisors to share their dissertation progress, problem solve, and share drafts of their work for feedback. The seminar will feature occasional guest speakers who will share their own doctoral dissertation journeys and their professional transitions after receiving their PhD.

## DIPL-7980
### Dissertation Writing 1
*5 credits; pass/no pass only*

Across the dissertation sequence of courses, students progressively work on all phases of their doctoral research, including data collection, data analysis, interpreting findings, dissertation writing, incorporating feedback on draft materials, and revising their work.

## DIPL-8050
### Doctoral & Professional Development Seminar 3
*1 credit; pass/no pass only*

The Doctoral and Professional Development Seminar 3 is part of the Reflective Practice Doctoral Seminar Series with the intent to build a community of practice as IR PhD students work to complete their doctoral dissertations. Students meet bi-weekly with each other and their advisors to share their dissertation progress, problem solve, and share drafts of their work for feedback. The seminar will feature occasional guest speakers who will share their own doctoral dissertation journeys and their professional transitions after receiving their PhD.

## DIPL-8080
### Dissertation Writing 2
*5 credits; pass/no pass only*

Across the dissertation sequence of courses, students progressively work on all phases of their doctoral research, including data collection, data analysis, interpreting findings, dissertation writing, incorporating feedback on draft materials, and revising their work.

## DIPL-8150
### Doctoral & Professional Development Seminar 4
*1 credit; pass/no pass only*

The Doctoral and Professional Development Seminar 4 is part of the Reflective Practice Doctoral Seminar Series with the intent to build a community of practice as IR PhD students work to complete their doctoral dissertations. Students meet bi-weekly with each other and their advisors to share their dissertation progress, problem solve, and share drafts of their work for feedback. The seminar will feature occasional guest speakers who will share their own doctoral dissertation journeys and their professional transitions after receiving their PhD.

## DIPL-8180
### Dissertation Writing 3
*5 credits; pass/no pass only*

Across the dissertation sequence of courses, students progressively work on all phases of their doctoral research, including data collection, data analysis, interpreting findings, dissertation writing, incorporating feedback on draft materials, and revising their work.

## DIPL-8280
### Dissertation Writing 4
*5 credits; pass/no pass only*

Across the dissertation sequence of courses, students progressively work on all phases of their doctoral research, including data collection, data analysis, interpreting findings, dissertation writing, incorporating feedback on draft materials, and revising their work.

## DIPL-8290
### Dissertation Defense
*1 credit; pass/no pass only*

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

## 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, institutions, actors, policies, and movements influencing educational development and education experiences of populations globally. Students will draw on various theories studied in the Theoretical Foundations I (TF I) course and examine contemporary educational issues through those theoretical lenses. The course will include topics of global governance; privatization; global educational development goals; international large-scale assessments (ILSAs); education in conflict and displacement; human rights education; citizenship and memory; environmental education; indigenous education; teachers and pedagogies; as well as higher 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–7375

### Queering Global Policy: Intersectionality, Inclusion, & Social Justice Across Education, Diplomacy, & Sustainability

*1 credit,*

This interdisciplinary course explores the practical intersections of LGBTQIA+ inclusion, global policy, and social justice through the intertwined lenses of International Relations, Sustainability, and Global Education. The course will focus on how these three disciplines can collaborate in real-life global challenges, examining gender and sexual diversity within international policy, human rights frameworks, and sustainability movements. Students will investigate how policies from global governance to grassroots activism are shaped by and can foster LGBTQIA+ inclusion, focusing on how inclusive education practices, sustainable development goals, and global diplomacy all contribute to the advancement of LGBTQIA+ rights. The course will also engage with the intersection of Indigiqueer identities and the importance of decolonial approaches to creating inclusive policies in all three fields. Students will work collaboratively to design cross-disciplinary strategies for addressing global challenges through inclusive policy development and advocacy.

## EDGE–7415

### Research Methods 4: Advanced Qualitative & 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 & IRB Application

*1 credit; pass/no pass 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 & IRB Approval

*2 credits; pass/no pass 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 they 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 the RP Doctoral Seminar 7 course, having embarked on data collection, students will begin processing and analyzing their data and interpreting emergent findings. Students will develop a draft of the first Findings chapter. Depending on the methodological design of the study,

the range of Data/Findings chapters may vary from one to several. The primary advisor will be guiding students through the dissertation organization. Students will be giving and receiving constructive peer feedback on their work.

## EDGE-7780

### Dissertation Writing

*3 credits, pass/no pass 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 across three years with an intent to build a community of practice of EdD students working on developing one's research agenda, proposal, and dissertation as well as providing constructive peer feedback and support to their colleagues. This course enables students to make meaningful connections between theory and practice as students reflect on various concepts, theories, debates, case studies, methodologies, approaches, and methods studied in the Ed.D. program, apply gained knowledge in their professional work, and develop their dissertation proposals and dissertations under guided supervision of their advisor.

In the RP Doctoral Seminar 8 course, students will continue processing and analyzing their data, and interpreting emergent findings. Students will develop a draft of the second Findings chapter and a draft of Conclusions chapter. Depending on the methodological design of the study, the range of Data/Findings chapters may vary from one to several. The primary advisor will guide students through the dissertation organization. Students will give and receive constructive peer feedback on their work. Toward the end of the course, students will prepare their first dissertation draft and submit it to their primary advisor for feedback.

## EDGE-7880

### 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.

In the RP Doctoral Seminar 9 course, students will complete their dissertation and prepare for oral defense, working closely with their primary and second advisors and a third reader. Students will present their dissertation remotely using WebEx or other technology. Additionally, students will give and receive constructive peer feedback on their work.

## EDGE-7991

### Dissertation Writing

*2 credits: pass/no pass only*

In this course, students will complete their dissertation.

## EDGE-7992

### Dissertation Defense

*1 credit; pass/no pass only*

In this course students will defend their dissertation.

## HACM–5110

### Humanitarian & Refugee Studies

*3 credits; letter grade only*

The course will introduce the origins and history of humanitarian action, its professional standards, and competing principles and the controversy surrounding them. Students will learn about complex humanitarian emergencies, examine the various root causes of such crises, and critically analyze the role of the international, national, and local actors in leading and coordinating humanitarian responses using a comparative and critical

lens. 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 of refugee and resettled populations will be examined and applied in different contexts.

## HACM–5120

### Humanitarian Diplomacy & Advocacy

*3 credits; letter grade only*

The course examines the evolution of humanitarian, diplomacy and advocacy and provides a conceptual and theoretical framework for understanding their pivotal role in promoting and protecting international human rights, protection and assistance for disaster-stricken and displaced populations and humanitarian principles. The course examines the actors, 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 & 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 hazardsand 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 & Maintaining Collaborative Relationships

*3 credits; letter grade only*

This 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 & Well-being Challenges in Emergency Contexts

*3 credits; letter grade only*

This course examines the safety, security, and well-being (physical and mental health) challenges and needs of communities affected by humanitarian emergencies as well aid workers. Students will be exploring the risks inherent in emergency situations with focus on specific risks facing vulnerable groups. This course also explores the risk factors and prevalence of mental health issues, and the best practices in self-care and psychosocial support for beneficiaries.

## HACM–5213
### International Humanitarian & Refugee Law, Standards, & Principles

*3 credits; letter grade only*

This 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 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*

Each student completes a 12-week practicum with a think tank, non-governmental organization, government agency, or other organizations involved in humanitarian and emergency response, crisis management, or policy advocacy work. 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–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.

## IEDP-5047
### Good Practice in Education Abroad, Part 1

*1 credit*

Offered during the fall term only, this course covers the material from The Forum on Education Abroad Professional Certification in The Standards of Good Practice in Education Abroad. Modules include Framing The Standards of Good Practice and; Program Design Using The Standards.

## IEDP-5048
### Good Practice in Education Abroad, Part 2

*1 credit*

Offered during the spring term only, this course covers the material from The Forum on Education Abroad Professional Certification in The Standards of Good Practice in Education Abroad. Modules include Program Maintenance from Implementation to Evaluation and Health, Safety and Well-Being; Student Learning and Development: Orientation and Advising; and Student Learning and Development: Integration, Reflection and Assessment.

## IEDP-5049
### Good Practice in Education Abroad, Part 3

*1 credit*

Offered during the summer term only, this course covers the material from The Forum on Education Abroad Professional Certification in the Standard of Good Practice in Education Abroad. Modules include Student Learning and Development: Orientation and Advising and Student Learning and Development: Integration, Reflection, and Assessment

## IEDP–5500
### Theory & Practice in International Education

*3 credits*

More than just theory, this course empowers students to connect big ideas to practical solutions, preparing them to navigate and transform the ever-evolving landscape of international education. Students will explore the foundational theories that underpin international education, including critical theory, postcolonial theory, functionalism, and globalization theory as they explore the historical, political, and cultural landscape of the field. Thought-provoking discussions and real-world case studies will challenge students to rethink traditional approaches and explore how power, privilege, and inequality intersect with global learning.

## IEDP-5558
### Comparative & International Education: Europe & MENA

*3 credits*

Through this course, students explore key concepts, theories, and frameworks in the field of comparative and international education by exploring Europe and the Middle East and North Africa (MENA) regions as dynamic cases. Based in the historic city of Sevilla, Spain, students will examine how social, historical, and political contexts have shaped educational systems in Europe, with particular attention to equity, inclusion, and sustainability. A transformative visit to Morocco provides an opportunity to critically compare educational approaches in the MENA region. This this course, students will examine topics such as: educational systems and policies; curriculum and pedagogy; teacher education and professional development; public and private education; equity and inclusion; internationalized curriculum; anti-colonial praxis in education; education reform and innovation; technology; globalization; sustainability in education; migration; and student mobility programs. By engaging with critical texts, local educators, program managers, and activists, students will develop a critical understanding of the challenges and opportunities facing education systems in these diverse and complex regions. As the first in a two-part series, this course equips students with the tools to evaluate and reimagine global education systems through the lenses of social justice, sustainability, and decolonization.

## IEDP-5650
### International Educational Development

*3 credits*

This course provides a critical examination of international educational development through the lens of pressing global issues such as access to education in conflict zones, the impact of climate change on educational systems, gender equity in education, and education for displaced populations. Students will explore the historical, political, and socio-cultural contexts that shape these issues, drawing on theories such as postcolonialism, critical theory, dependency theory, post-development theory, globalization theory, and feminist theory.

Using a case-based approach, students will analyze how power, privilege, and inequality influence international educational development and interrogate traditional intervention models. Through participatory simulations, real-world case studies, and policy analyses, students will apply theoretical frameworks to design innovative, decolonial, and sustainable solutions to global education challenges. By the end of the course, students will develop actionable proposals that address specific issues while prioritizing equity, local agency, and long-term impact.

## IEDP–5660
### International Education Design, Delivery, & Evaluation
*5 credits*

This course bridges theory and practice, empowering students to design and implement sustainable international education programs rooted in social justice, ethics, and real-world application. Collaborating with companies, institutions, and NGOs in the international education sector, students will create actionable program proposals tailored to community needs. The course culminates in a fully developed international education program—such as a study abroad initiative, community engagement project, or education intervention for migrant and refugee populations—that reflects ethical practices and sustainable principles. Topics include participatory needs assessments, inclusive curriculum development, ethical and transparent budgeting, sustainable marketing strategies, and comprehensive approaches to risk, health, and safety management. Students will gain hands-on experience, adaptive leadership skills, and tools for holistic evaluation, preparing them to lead transformative, impactful programs in diverse global contexts.

## IEDP–5669
### Comparative & International Education: Asia-Pacific
*3 credits*

This is the second course in a two-part sequence that explores the field of comparative and international education, this time with a focus on the Asia-Pacific region while being immersed in Nepali culture. As with the first course, students will explore social, historical, cultural, and political factors that shape educational policies and practices in the focal regions. Topics include: educational systems and policies; curriculum and pedagogy; teacher education and professional development; public and private education; equity and inclusion; anti-colonial praxis in education; education reform and innovation; technology; globalization; sustainability in education; migration; and international education and student mobility programs. Through engagement with critical texts, local educators, program managers, and activists, students will develop a critical understanding of the challenges and opportunities facing education systems in these diverse and complex regions. By integrating theory with real-world experience, students will develop the skills to analyze and address the challenges facing education systems in this dynamic and expansive region, with an emphasis on social justice and educational reform.

## 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.

## MGMT–5046
### Leadership: Theory & Practice
*3 credits*

In this course, students will dive into what it means to be an educational leader in today's complex world, with a special focus on leadership that champions equity and justice. Through exploring various leadership styles and critical perspectives, students will examine the challenges and opportunities they'll face in their own leadership journeys.

The course will encourage students to reflect on the role of identity, power, and context in shaping leadership, helping them understand how their personal experiences influence their leadership approach. Through hands-on activities, case studies, conversations with leaders, and peer discussions, students will not only refine their own leadership philosophy but also develop practical skills to lead more effectively in their current and future roles. By the end of the course, students will be equipped with the tools and insights needed to lead with confidence, compassion, and a commitment to social change.

## MGMT–5105
### Program Planning & 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, & 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.

## 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 & 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 38 for detailed information.

## MPIM-5003, 5004
### Professional Development Seminar 1 & 2
*0.5 credits each*

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

## 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 5750 & MPIM 5755
### Research Methods 1 & 2
*1.5 credits each*

This sequence of two courses introduces students to qualitative research design and methodology and offers students a hands-on experience to explore and apply qualitative research methods. Students will be able to conceptualize and design a mini research study; conduct a literature review; develop a conceptual framework; collect, manage, and analyze data; synthesize, interpret, and write up findings; and present findings. The course will equip students with research skills necessary to carry out a capstone project upon completion of their master's degree. The skills will be transferrable to future academic and professional practice, including needs assessment and monitoring and evaluation.

## MPIM–6604
### Capstone Paper
*2 credits*

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

## 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, give, and 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 & 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–5330
### Agroecology & 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–5375
### Special Topics in Environmental Governance

*2 credits*

This course explores the successes and challenges of contemporary environmental governance paradigms. Through multiple lenses and approaches, students examine key components of resource use and natural systems stewardship including human well-being, resource extraction, international interests, markets, power, civil society, and livelihood systems. From protected areas to convivial conservation, the course explores a range of scales from which conservation has been applied and theorized. 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 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–6702
### 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.

## SDIS–7375
### Special Topics: Effective Communication for Change

*1 credit*

This course explores activism and social change from local and global perspectives, focusing on how media and community action shape public debates on political and human rights issues. Students will examine activist rhetoric, strategies for social justice, and inter-movement organizing while exploring the role of communication and technology in organizational transformation and change management. Through hands-on projects and insights from guest speakers, students will design and implement a micro-communication campaign, gaining practical skills and tools to lead impactful advocacy in diverse contexts..

## SPAN-1002
### Spanish

*2 UG credits*

This course integrates Spanish language learning with intercultural skill development, using arts, history, and culture as dynamic entry points. Students will enhance their language proficiency through engagement with music, film, literature, and other cultural artifacts, while also mastering practical survival skills for real-world situations such as transportation, shopping, and health emergencies.

By participating in hands-on projects and interactive activities, students will deepen their understanding of Spanish-speaking cultures and develop the ability to communicate effectively and sensitively across cultural boundaries. This course equips students with both linguistic confidence and the intercultural competence needed to communicate effectively while in Spain.

## OVERVIEW

When reviewing an application for admission, SIT considers professional experience, academic ability, demonstrated experience in the related program field, educational and professional cross-cultural experiences, and capacity to analyze cross-cultural and professional experiences. 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 & 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: 2 letters required. If possible, send a reference from a current or most recent supervisor who knows your work. Do not submit more than two 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 you are applying to a master's degree program prior to completing your bachelor's degree, you will be required to submit a final transcript indicating conferral of your bachelor's degree and final GPA. If your institution is able to send a certified electronic transcript, it should be sent to: admissions@sit.edu. In cases where the transcript is not in English, an original certified translation must accompany the official document.
- A transcript must include the following information:
  - Your name
  - The institution's name
  - Student identification number
  - Date of birth
  - The dates you attended the institution
  - The titles of the specific courses or subjects in which you were enrolled
  - The number of hours of instruction or other learning involved in each course or subject
  - The grade, mark, or other evaluation you received for each course or subject
  - Any degree, diploma, certificate, or other qualifications awarded for completion of studies

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

## ADMISSIONS CRITERIA

For graduate programs:

- Bachelor's degree
- Demonstrated English language ability (details below).
- Intercultural and professional experience.
- Demonstrated ability to use experience as a source of learning.

Additionally, for doctoral admissions:

- Minimum cumulative grade point average (GPA) of 3.5 on a scale of 4.0 from a graduate degree program at a regionally accredited institution.
- Demonstrated interest in the discipline 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), the PTE (Pearson Test of English), or the Duolingo English Test.

- Applicants taking the TOEFL must receive a minimum score of 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.
- Applicants taking the Duolingo English Test must receive a minimum score of 130.

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 & FEES (ACADEMIC YEAR 2025-2026)

## 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

### 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.

### 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.

### GLOBAL MASTER'S PROGRAMS

**Academic year 2025-2026**

Tuition for **Climate Change & Global Sustainability, Diplomacy & International Relations, Humanitarian Assistance & Crisis Management, International Education,** and **Sustainable Development Practice:** $15,148 per semester

See page 67 for the payment schedule and the breakdown of indirect costs by program.

## PART-TIME HYBRID PROGRAMS

### Master's Degree

Tuition: $37,500

Please note this does not include indirect costs, which students should consider when budgeting for their education. Below is an example of indirect costs.

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. Please note that indirect costs vary by program.

### Doctoral Degree's

Doctorate in Global Education Tuition: $79,500

PhD in International Relations: $79,500

PhD in Sustainabilty: $79,500

Each year is split evenly over three terms. This is a sample of what a year would look like:

- Year 1: $22,360
- Year 2: $18,630
- Year 3: $16,150
- Year 4: $22,360

The tuition fee is divided over three payment terms. See page 67 for the payment schedule. Please note this does not include indirect costs, which students should consider when budgeting for their education.

## WITHDRAWAL PROCEDURES & 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 the program. When the registrar receives written notification of withdrawal after the first day of the program 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 the program: 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 |

Doctoral students who enroll in a course that fulfills their degree requirements prior to the first semester of their program will be charged the per-credit graduate rate. This amount will be credited toward their tuition during their first semester of enrollment. Prerequisite courses that are required for admission do not fulfill degree requirements and are not included in the cost of tuition. Therefore, tuition credit will not be applied for prerequisite course enrollment.

### GLOBAL MASTER'S PROGRAMS

*Academic Year 2025–2026*

**Payment Schedule**:

**Fall Semester** (Due August 1, 2025 for term September 2, 2025 to December 12, 2025)

**Spring Semester** (Due November 14, 2025 for term January 20, 2026 to May 2, 2026)

**Summer Semester** (Due May 1, 2026 for term May 8, 2026 to August 7, 2026)

### DOCTORAL PROGRAMS

*Academic Year 2025–2026*

**Payment Schedule:**

**Summer Semester** (Due May 1, 2025 for term May 19, 2025 to August 8, 2025)

**Fall Semester** (Due August 1, 2025 for term September 2, 2025 to December 12, 2025)

**Spring Semester** (Due November 14, 2025 for term January 20, 2026 to May 2, 2026)

# 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 & 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 student aid index (SAI). 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 SAI 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 application to determine a student's unmet need. The Financial Aid Office then determines the student's eligibility for federal and/or institutional funds to help make up the difference between the COA and the SAI or unmet need.

## FINANCIAL AID APPLICATION PROCESS

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

International students must do the following once they have 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. 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. 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.

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.

### FEDERAL STUDENT LOANS FOR U.S. STUDENTS & 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.

**Entrance Counseling**

Students who borrow a Federal Direct Unsubsidized Student Loan at SIT are required to complete entrance counseling session to inform them of their rights and responsibilities as a borrower. The loan funds will not be disbursed to SIT until the student has fulfilled this requirement. The entrance counseling session should be completed online at studentaid.gov.

**Exit Counseling**

All students who borrow through the Federal Direct Unsubsidized Loan program must complete exit counseling, as required. Exit counseling must be completed within 30 days of graduation, dropping below half-time enrollment, or when the student is no longer enrolled. Exit counseling can be completed online at studentaid.gov.

**Disclosure Statements**

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

### FEDERAL DIRECT 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.

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.

- 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.

**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.

**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.

**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.

**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. Applicants must complete the required Financial Awareness Counseling. For all subsequentDirect Plus loans that are denied, applicants must complete a new Master Promissory Note and Financial Awareness Counseling.

## FEDERAL LOAN REPAYMENT & FORGIVENESS PLANS

Federal student loans provide a variety of repayment options as well as loan forgiveness for employment in designated occupations. For more information about these programs, go to studentaid.gov.

### DISBURSEMENT OF FUNDS

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 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 & 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.

**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 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.

## 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. 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.

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.

## 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 medicalor 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 71, 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 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.

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
- PhD in Sustainability
- PhD in International Relations

## ACADEMIC ACCOMMODATIONS FOR RELIGIOUS HOLIDAYS

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 Please read our full Religious Holiday Observance Policy on our website. 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 number 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

To apply transfer credit(s) to their SIT degree program, students must receive approval from the chair of their degree program and the registrar.  The following criteria are used to consider whether graduate coursework completed at another institution may be approved.

- Graduate course work must have been completed with a minimum grade of B (3.00) on a 4.0 grading scale, or the equivalent for international documents, at a regionally accredited institution in the U.S. or at an institution in a foreign country that is recognized by the Ministry of Education of the country issuing the document.

- The official evaluation of transfer credits must be done from an official transcript, sent directly to SIT. 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.

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

- 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, and students in the PhD in International Relations and PhD in Sustainabilty may transfer a maximum of up to 15 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 age limit is imposed on the credits.

- Transfer Credit Appeal

- Students who do not agree with their transfer credit evaluation or wish to transfer in more than six credits have the right to request an appeal by following the steps below.

  - Submit a written document detailing the extenuating circumstances for transferring in additional or different coursework to the Registrar. The appeal must include relevant documents to support their case, including course syllabi, official transcripts, course descriptions, and any other materials that demonstrate the relevance and equivalency of the courses they wish to transfer.

  - The appeal will be reviewed by the Academic Review Board, a committee comprised of one member of the academic leadership and two relevant faculty. The committee will prepare a response within 3 weeks of receiving the appeal.

# 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 |

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

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

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

## COURSE GRADING RUBRIC

*Revised May 19, 2025*

### GRADING SCALE

#### A (94-100): Excellent

**Quality of Work:** Demonstrates a high level of understanding, critical thinking, and creativity.

**Characteristics:** Consistently strong performance, well-organized, insightful analysis, and effective communication.

#### A- (90-93): Very Good

**Quality of Work:** Demonstrates a strong level of understanding, critical thinking, and creativity.

**Characteristics:** Solid performance, well-organized, clear analysis, and effective communication.

#### B+ (87-89): Good

**Quality of Work:** Demonstrates a good level of understanding, critical thinking, and creativity.

Characteristics: Competent performance, well-organized, adequate analysis, and effective communication.

#### B (84-86): Satisfactory

**Quality of Work:** Demonstrates a satisfactory level of understanding, critical thinking, and creativity.

Characteristics: Meets expectations, generally well-organized, basic analysis, and clear communication.

#### B- (80-83): Passing

**Quality of Work:** Demonstrates a minimal level of understanding, critical thinking, and creativity.

**Characteristics:** Meets minimum requirements, limited but present analysis, and adequate communication and organization.

**C+, C, and C– can all be assigned as final grades. Note that only grades of B- (2.70) and above may count toward degree completion. Any course required for one's degree program for which C+ 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.

## 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 & 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, all 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 program chair 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 other faculty and reevaluate work 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 Associate Dean for Graduate Institute. 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 Associate Dean for Graduate Institute within 30 days after receiving the appeal letter and documentation. The Associate Dean for Graduate Institute 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 for 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 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 Associate Dean for Graduate Institute 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 Institute 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 for 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 for 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 for 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 for 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.

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 & 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

SIT recognizes the significance of students commemorating their academic achievements alongside their peers. In instances where students lack a limited number of credits required for degree completion, the following policy outlines the conditions under which they may be permitted to participate in the commencement ceremony.

### ELIGIBILITY CRITERIA

Graduate students who require no more than the successful completion of their final capstone requirement or dissertation defense to meet their degree requirements may participate in the annual commencement ceremonies. Students must commit to completing this final requirement in the subsequent fall semester.

## COMMENCEMENT PARTICIPATION

Students who meet the aforementioned eligibility criteria will be eligible to participate in the commencement ceremony. Participation in the commencement ceremony does not indicate official graduation or the conferral of a degree. Students will be notified that they must fulfill the remaining credit requirements and other graduation criteria before officially graduating. Candidates who participate in the Commencement prior to completing all degree requirements will not be recognized in Convocation program until the subsequent ceremony following their graduation.

## REINSTATEMENT POLICY

Full-time SIT Masters students have five years from the time they matriculate to complete their chosen degree requirements. Doctoral 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 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. For more information about the reinstatement process, please contact the Registrar's Office at registrar@sit.edu.

## ACADEMIC INTEGRITY POLICY

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

## EDUCATIONAL RECORDS

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

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

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

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

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

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

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

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

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

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

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

10. You will be able to exercise any and all other rights, as applicable, foreseen by Articles 15 to 22 of the EU GDPR, namely right of access, right to rectification, right to erasure or "to be forgotten," right to restriction of processing, right to data portability, and right to object; you can read Regulation (EU) 2016/679 at eur-lex.europa.eu/eli/reg/2016/679/2016-05-04.

11. Please be also informed that:

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

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

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

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

## CHANGE OF NAME OR ADDRESS

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

## TRANSCRIPTS

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

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

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

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

# ACADEMIC RESOURCES

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

## DONALD B. WATT LIBRARY & 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.

## RESERVES & 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. Student support may be reached by either navigating to studentcomputing.sit.edu/ and filling out a support form or by email at student computing@sit.edu.

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.

## 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.

For Canvas support, please email lmsadmin@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. To learn more about the Online Writing Center, please visit out LibGuide: libguides.sit.edu/writingcenter.

## CAREER SUPPORT

### SIT GLOBAL CAREERS & INTERNSHOPS CENTER

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 career development programming.

### CAREER EXPLORATION & 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
- Group and cohort-based workshops

A Career Coach assists with:

- Resume, cover letter, and application materials review
- Interviewing strategies and mock interviews
- Networking strategies & developing an online brand
- Salary negotiations & career pivoting

Sessions last 30-50 minutes depending on the appointment type and can be conducted synchronously (WebEx video call) or asynchronously (feedback via email).

## ACCESSIBILITY SERVICES

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

Accessibility 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.

Accessibility Services asks students to disclose accessibility-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 Accessibility Services page on our website.

# STUDENT RIGHTS & RESPONSIBILITIES

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 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 & 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 & NON-DISCRIMINATION POLICY

The Anti-Harassment & Non-Discrimination 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.

## 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.

## 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. Please access our Code of Student Conduct which outlines jurisdiction, authority, conduct sanctions, investigation procedures, interim actions, notification protocols, conference and hearing procedures, special provisions for violations of SIT's Sexual Misconduct, Harassment, and Discrimination policies, and our appeal process.

# STUDENT HEALTH, SAFETY, & 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, accessibility services, conduct and wellbeing.

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 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 GeoBlue and Crisis 24, our partner for medical and security assistance services; the U.S. Department of State; Centers for Disease Control and Prevention; Overseas Security Advisory Council (OSAC); the World Health Organization (WHO); U.S. Embassies in countries of operation; onsite faculty and staff; and our risk assessment committee.

## POLICY ON ALCOHOL & 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. Access Alcohol and Drug Use policy on our website.

## 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.

# STUDENT SUPPORT

## SOCIAL IDENTITY & 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.

## 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.

## 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 your Student Health, Safety, and Wellbeing Manager directly to assist as you navigate your resource options. For more information, visit our website.

## PARTICIPANT 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.

Please reference our Participant Insurance page on our website for information on coverage, access, and frequently asked questions.

## 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.

## LINKS TO ADDITIONAL POLICIES & RESOURCES

Sexual Safety

Title IX

Independent Travel Policy

Restricted Activities Policy

Additional SIT Policies

# SIT ADMINISTRATION, FACULTY, & STAFF

## ADMINISTRATION

**Sophia Howlett**
*President*
DPhil, York University;
MA, Cambridge University

**Said Graiouid**
*Provost & Vice-President for Academic Affairs*
PhD, University of Surrey;
MA, University Mohammed V–Agdal;
BA, University Mohammed V–Agdal

**Kathryn Inskeep**
*Associate Provost for Academic Affairs and Accreditation*
PhD, Drew University;
MA, Drew University;
BA, Brigham Young University

**Laura Colket**
*Assistant Provost for Academic Affairs & Teaching*
EdD, University of Pennsylvania;
MSEd, University of Pennsylvania;
BA, University of Massachusetts

**Sonalini Sapra**
*Assistant Provost for Academic Affairs & Faculty Development, and Associate Professor*
PhD Vanderbilt University;
MA University of Warwick;
BA Lady Shri Ram College

**Kim Lier**
*Graduate Administrator for Academic Programs*
MA, School for International Training;
BA, University of Notre Dame

**Anna Morrison**
*Academic Programs Assistant*
MA, University of Bath;
BA, Dickinson College

## FACULTY

**Bayan Abdulhaq**
PhD, Kings College London;
MS, Kings College London
*Chair and Associate Professor*
GLOBAL MA IN HUMANITARIAN ASSISTANCE & CRISIS MANAGEMENT

**Patrick Bond**
PhD, Johns Hopkins University
*Affiliated Faculty*
GLOBAL MA IN DIPLOMACY & INTERNATIONAL RELATIONS

**Imraan Buccus**
PhD, Radboud Nijmegen/ University of KwaZulu Natal;
B Paed, University of KwaZulu Natal;
MA, University of KwaZulu Natal
*Associate Chair & Assistant Professor*
PHD IN INTERNATIONAL RELATIONS, PHD & GLOBAL MA IN DIPLOMACY & INTERNATIONAL RELATIONS

**Carolina Castro**
PhD, Flinders University;
MA, Universidad Pablo de Olavide;
BA, Universidad de Sevilla
*Chair & Assistant Professor*
GLOBAL MA IN INTERNATIONAL EDUCATION

**Nailah Conrad**
PhD, University of Cape Town;
MSc, University of Cape Town
*Affiliated Faculty*
GLOBAL MA IN SUSTAINABLE DEVELOPMENT PRACTICE

**Aly Dagang**
PhD, University of Florida;
BA, American University
*Chair and Associate Professor*
GLOBAL MA IN SUSTAINABLE DEVELOPMENT PRACTICE & PHD IN SUSTAINABILITY

**Bruce Dayton**
PhD, Syracuse University;
MA, University of Nebraska–Lincoln;
BA, Ithaca College

*Chair and Professor*
PHD IN INTERNATIONAL RELATIONS & GLOBAL MA IN DIPLOMACY AND INTERNATIONAL RELATIONS

**Orli Fridman**
PhD, George Mason University, School for Conflict Analysis and Resolution;
MA, Tel Aviv University;
BA, Hebrew University
*Chair and Professor*
DIPLOMACY & INTERNATIONAL RELATIONS GLOBAL MA & INTERNATIONAL RELATIONS, PHD

**Muntaha Gharaibeh**
PhD, University of Ulster;
MSN, Nursing University of Iowa;
BSc, Jordan University
*Affiliated Faculty*
GLOBAL MA IN HUMANITARIAN ASSISTANCE & CRISIS MANAGEMENT

**Cornelia Hart**
PhD, University of South Africa;
MRec, University of Stellenbosch;
PGDip, Stellenbosch School of Business;
BS, University of Johannesburg
*Affiliated Faculty*
GLOBAL MA IN SUSTAINABLE DEVELOPMENT PRACTICE

**Narriman Jiddawi**
PhD, University of Dar es Salaam;
MA, University of North Wales;
BS, University of Dar es Salaam
*Affiliated Faculty*
GLOBAL MA IN CLIMATE CHANGE & GLOBAL SUSTAINABILITY

**Alla Korzh**
EdD, Teachers College of Columbia University;
MEd, University of Illinois at Chicago;
BA, Nizhyn State University
*Chair and Associate Professor*
EDD IN GLOBAL EDUCATION

**Joseph Lanning**

PhD, University of Georgia;

MA, University of Rochester

*Chair, Associate Professor*

PHD IN SUSTAINABILITY & GLOBAL MA IN SUSTAINABLE DEVELOPMENT PRACTICE

**Jenna Lončar**

PhD, University of York;

MA, University of Belgrade;

*Affiliated Faculty*

GLOBAL MA IN DIPLOMACY & INTERNATIONAL RELATIONS

**Cátia Magro**

PhD, NOVA University of Lisbon School of Science and Technology;

MS, NOVA University of Lisbon School of Science and Technology;

BS, NOVA University Lisbon

*Assistant Professor*

PHD IN SUSTAINABILITY

**Tatiana Macias Muentes**

PhD, Universidad Rey Juan Carlos;

MA, Universidad Rey Juan Carlos;

BS, Universidad de Esp. Espíritu Santo UEES

*Affiliated Faculty*

GLOBAL MA IN SUSTAINABLE DEVELOPMENT PRACTICE

**Weston Mwase**

PhD, Norwegian University of Life Sciences;

MSc, University of Oxford;

MSc, University of Zambia;

BSc, University of Malawi

*Affiliated Faculty*

GLOBAL MA IN SUSTAINABLE DEVELOPMENT PRACTICE

**Mvu Ngcoya**

PhD, American University

*Affiliated Faculty*

GLOBAL MA IN DIPLOMACY & INTERNATIONAL RELATIONS

**Lowery Parker**

MIP, University of Georgia;

PhD, University of Georgia

*Affiliated Faculty*

GLOBAL MA IN SUSTAINABLE DEVELOPMENT PRACTICE

**Karla Giuliano Sarr**

EdD, University of Massachusetts;

Med, University of Massachusetts;

BS, Georgetown University

*Affiliated Faculty*

GLOBAL MA IN SUSTAINABLE DEVELOPMENT PRACTICE

**David Shallenberger**

PhD, Fielding Institute;

MBA, Stanford University;

BA, Pomona College

*Affiliated Faculty*

EDD IN GLOBAL EDUCATION

**Daniel Shephard**

PhD, Teachers College of Columbia University;

MPhil, Teachers College of Columbia University;

MSc, University of Oxford

*Affiliated Faculty*

EDD IN GLOBAL EDUCATION

**Deepa Srikantaiah**

PhD, University of Maryland, College Park;

MA & BS, University of Maryland, College Park

*Affiliated Faculty*

EDD IN GLOBAL EDUCATION

**Nicolas Stahelin**

EdD, Columbia University;

MA, Columbia University;

BA, Oberlin College

*Assistant Professor*

GLOBAL MA IN CLIMATE CHANGE & GLOBAL SUSTAINABILITY AND PHD IN SUSTAINABILITY

**Asem Tahtamouni**

BA, Yarmouk University;

MCom, Western Sydney University;

PhD, Western Sydney University

*Affiliated Faculty*

GLOBAL MA IN HUMANITARIAN ASSISTANCE & CRISIS MANAGEMENT

**Raed Al-Tabini**

PhD, Environment and Sustainability, University of Newcastle upon Tyne

*Associate Faculty*

PHD IN SUSTAINABILITY

**Enrique Teran**

MD, Central University of Ecuador;

PhD, Wolfson Institute for Biomedical Research, University College London;

MSc, International University of La Rioja

*Affiliated Faculty*

GLOBAL MA IN SUSTAINABLE DEVELOPMENT PRACTICE

**Victor Tricot**

PhD, University of Salamanca;

MA, University of Salamanca;

BA, University of Playa Ancha

*Assistant Professor*

PHD IN INTERNATIONAL RELATIONS

**J. Richard Walz**

PhD, University of Florida;

BA, University of North Carolina at Chapel Hill

*Chair, Associate Professor*

GLOBAL MA N CLIMATE CHANGE & GLOBAL SUSTAINABILITY AND PHD IN SUSTAINABILITY

**Jill Welter**

PhD, School of Life Sciences, Arizona State University;

BS, University of Oregon

*Affiliated Faculty*

GLOBAL MA IN CLIMATE CHANGE & GLOBAL SUSTAINABILITY

## PROFESSOR EMERITI

**Susan Barduhn**

*Professor Emerita*

PhD, Thames Valley University;

MAT, School for International Training;

BA, University of Washington

**Karen Stromgren Blanchard**

*Professor Emerita*

PhD, California Institute of Integral Studies;

MIA, School for International Training;

BA, University of Connecticut

**Raymond C. Clark**

*Professor Emeritus*

MA, Brown University;

BA, University of New Hampshire

**Alvino Fantini**

*Professor Emeritus*

PhD, University of Texas;

MA, University of Texas;

BA, University of Pennsylvania

**Beatriz C. Fantini**

*Associate Professor Emerita*

MAT, School for International Training;

BA, St. Francis College/Universidad del Zulia

**Linda Drake Gobbo**

*Professor Emerita*

MBA, University of Massachusetts;

MEd, Springfield College;

BA, Hartwick College

**Claire Halverson**

*Professor Emerita*

PhD, University of Wisconsin; MA, Harvard University;

BA, St. Lawrence University

**Diane Larsen-Freeman**

*Professor Emerita*

PhD, University of Michigan;

MA, University of Michigan;

BA, SUNY Oswego

**Patrick Moran**

*Professor Emeritus*

PhD, Lesley University;

MA, School for International Training;

BA, University of Nebraska

**Elizabeth Ward Tannenbaum**

*Professor Emerita*

Certificate in Non-Formal Education, University of the South Pacific;

MA, School for International Training;

BA, Mount Holyoke College

**Elka Todeva**

*Professor Emerita*

PhD, University of Sofia;

MA, University of Sofiaa

**Leslie Turpin**

*Professor Emerita*

PhD, California Institute for Integral Studies;

MA, School for International Training;

BA, Kenyon College

**Jeff Unsicker**

*Professor Emeritus*

PhD, Stanford University;

MA, Stanford University;

BA, University of California, San Diego

## LIBRARY SERVICES (DONALD B. WATT LIBRARY)

**Patrick Spurlock**

*Library Director*

MLIS, Valdosta State University;

BA, Valdosta State University;

AA & AAS, Abraham Baldwin College

## CAREER & PRACTICUM SERVICES

**Ana-Cristina Medal**

*Associate Director for Global Internships & Career Readiness*

MS & BA Florida International University

## ENROLLMENT SERVICES

**Jennifer Lee**

*Associate Vice President for Enrollment Services*

MSW, New York University;

BA, SUNY College at Oneonta

**Ashley Mehaffie**

*Graduate Admissions Officer*

M.Ed. Boise State University;

BS & BA The University of Montana

**Maira Tungatarova**

*Graduate Admissions Officer*

MA, SIT Graduate Institute;

BA, National Institute of Culture

**Virginia Nellis**

*Registrar*

BA, American University of Paris

**Cheryl Haskins**

*Associate Registrar*

BS, Nichols College

## OFFICE OF ALUMNI ENGAGEMENT

**Courtney Bauman**

*Assistant Director of University Relations & Alumni Engagement*

MA, SIT Graduate Institute;

## STUDENT HEALTH, SAFETY & WELL-BEING

**Andrea Bordeau**

*Dean of Student Health, Safety, and Well-being*

MSc, University of Edinburgh; MA, Tel Aviv University;

BA, Union College

**Trina Lawrence**

*Regional Manager of Student Health, Safety, and Well-being*

MEd, Northern Arizona University; BA, Minnesota State University

**Lindsay Parise**

*Regional Manager of Student Health, Safety, and Well-being*

MA, SIT Graduate Institute; BFA, Plymouth State University

**Cheryl Pennie Williams**

*Regional Manager of Student Health, Safety, and Well-being*

MS, Pace University;

MS, London School of Economics

**Emily Shaver**

*Regional Manager of Student Health, Safety, & Well-being*

MA, University of Alabama at Birmingham;

BS, University of Alabama at Birmingham

## GOVERNANCE & LEADERSHIP

The Board of Trustees is World Learning's ultimate policymaking body, with both governance and fiduciary responsibilities. Operating through a committee structure, trustees provide guidance and direction to the institution's officers, staff, and faculty in each area of major activity. Trustees also provide generous financial support for the programs of World Learning.

**Allen Cutler**
Chair, New York, N.Y.

**Jenny Backus**
Vice Chair, Washington, D.C.

**Jack Benson**
Vice Chair, Chevy Chase, MD

**Michael Clarfeld**
Vice Chair, Brooklyn, NY

**Aicha Cooper**
Wheaton, MD

**Elana Aquino**
Cheverly, MD

**Brandolon Barnett**
Washington, DC

**Spencer Boyer**
Vice Chair, Silver Spring, MD

**Elizabeth Clay Roy**
New York, N.Y.

**Mahesh Daas**
Wellesley, MA

**Travis Feldler**
Berlin, Germany

**Raimond Grube**
Portland, OR

**Sarah Ingersoll**
Washington, D.C.

**Carol Jenkins**
Ex Officio, Alexandria, VA

**Sean Kirk**
Miami Beach, FL

**Lauren Landis**
Nairobi, Kenya

**Lynne Maguire**
Vice Chair, New York, NY

**Virgil Miller**
Los Angeles, CA

**Rajesh Misra**
Sudbury, MA

**Roopali Phadke**
St. Paul, MN

**Laura Roos**
San Diego, CA

**Michael Siegal**
New York, NY

**John Wanda**
Arlington, VA

**Bisa Williams**
Cheverly, MD

**Robert C. Chase**
Trustee Emeritus, Alexandria, VA

**Lawrence Cooley**
Chair Emeritus, Arlington, VA

**Rosamond Delori**
Chair Emerita, Lincoln, MA

**Stephen Lowey**
Chair Emeritus, Rye, NY

**Susan Plimpton**
Trustee Emerita, Minneapolis, MN

# SIT
**SCHOOL FOR
INTERNATIONAL
TRAINING**

**GRADUATE INSTITUTE**

SIT Graduate Institute, a pioneer in experiential education for 60 years, offers part-time hybrid and global master's degrees, certificate programs, and a doctorate focused on some of the world's most critical global issues.

# World Learning Inc.

## THE WORLD LEARNING INC. FAMILY

### SIT Graduate Institute
Experiential global master's, doctorate, and certificate programs focused on critical global issues.

graduate.sit.edu

### SIT Study Abroad
Immersive, experiential semester and summer study abroad programs for undergraduates, including comparative programs that examine a critical global issue on multiple continents.

studyabroad.sit.edu

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

worldlearning.org

### The Experiment in International Living
The nation's most experienced and respected provider of international education and experiential learning for high school students.

experiment.org

**Phone**
802 258–3510

**Toll–Free Within the U.S.**
800 336–1616

**SIT Vermont Office**
1 Kipling Road
Brattleboro, VT 05302–0676

**DC Office**
1015 15th Street, NW
Washington, D.C. 20005