

Summer Course Catalog 2015



SIT Study Abroad

a program of World Learning



Accredited field-based programs

China, Iceland, India, Indonesia, Jordan, Madagascar, Morocco, Nepal, South Africa, Switzerland, Uganda and Rwanda

New!
Summer
Innovation Labs

see page 4

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* These programs offer graduate credit.

Cover: Watching a ceremony on the Indonesia: Arts, Religion, and Social Change program. Photo by Nora Anderson.

Photos courtesy of SIT Study Abroad students, alumni, and staff.

About SIT Study Abroad

SIT offers more than 60 semester and summer programs for undergraduate students in Africa, Asia and the Pacific, Europe, Latin America, and the Middle East, as well as comparative programs in multiple locations.

Field Study Focused on Critical Global Issues

SIT Study Abroad programs grapple with the complexities of global issues in specific geographic and cultural contexts or comparatively across locations. While program themes provide a central focus for classroom and field study, all SIT programs are interdisciplinary in nature and are appropriate for a wide variety of majors.

- Arts, Media, and Social Change
- Development, Urban Studies, and Entrepreneurship
- Global Health
- Multiculturalism, Migration, and Indigenous Peoples
- Natural Resource Management, Biodiversity, and Environmental Policy
- Post-Conflict Transformation
- Social Movements, Education, and Human Rights

SIT's Academic Approach

For over fifty years, SIT has provided carefully designed and thoughtfully facilitated study abroad programs rooted in the experiential education learning model.

SIT programs emphasize that education is a blend of structured and unstructured experiences and that student learning happens through multiple formats—lectures, field visits, language study, homestays, and day-to-day interactions with local communities—in classroom and field-based settings.

Our programs reflect a rigorous, intentional approach to the experiential learning cycle—at SIT, the experiential is not an aspect of what we do; it is the foundation of all student learning.

SIT students learn to put into practice appropriate field research methods such as participant observation, cultural analysis, interviews, transects, oral histories, and quantitative data collection. They apply tools of investigation and analysis and develop greater curiosity, confidence, and self-awareness.

Students are engaged in a facilitated and mentored process of translating experience into learning in order to prepare them for more independent inquiry. This approach not only teaches students how to integrate the disparate elements of the program; it also leads to greater reflection on and understanding of the complexity of the critical global issues our students examine. Students take this holistic and rigorous approach to learning with them into their future academic and professional endeavors.

SIT is accredited by the New England Association of Schools and Colleges, Inc. (NEASC) through its Commission on Institutions of Higher Education. Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact: Commission on Institutions of Higher Education, New England Association of Schools and Colleges, 209 Burlington Road, Bedford, MA 01730-1433, 781 271-0022, cihe@neasc.org.

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PERU

Take Advantage of Your Summer

Each year, undergraduates from a diversity of schools enroll in an SIT summer program to advance their knowledge of a language, global issue, and/or professional field while earning four to nine academic credits. SIT summer programs focus on a range of topics, including those related to anthropology, art, education, geoscience, health, international studies, language, renewable energy, and peace and conflict studies.

Focus on a critical global issue—Acquire entirely new perspectives on critical fields of study such as post-conflict transformation, multilateral diplomacy, the arts, and education.

Gain new language proficiency—Complete an intensive Arabic language immersion program or a program with credit-bearing coursework in French, Chinese, Malagasy, or Icelandic.

Advance your career trajectory—Gain hands-on field experience in professional areas such as global health, geosciences, or renewable energy.

SIT Summer Programs—At a Glance:

- Course content focused on diverse topics
- Opportunity to earn undergraduate credit and, in some cases, graduate credit
- Four- to seven-week program durations
- Small groups of students
- Cultural immersion and a field-based, experiential approach
- Access to SIT's extensive local resources and networks
- Program evaluation and reentry preparation
- Commitment to reciprocity and diversity

“I came to really understand the importance of going abroad to studying global health. . . . Getting to know healers and touring hospitals and NGOs was a wonderful way to connect with the realities of healthcare in Madagascar. I now understand not only academic points of view but individual, traditional, and personal approaches to health, as well.”

—Emma Sheldon, Cornell University
Madagascar: Traditional Medicine and Healthcare Systems

SIT's New Summer Innovation Labs

Beginning in the summer of 2015, SIT Study Abroad is offering an exciting new portfolio of programs designed to advance ideas, approaches, and interventions related to critical human needs. Students will have hands-on exposure to innovative ideas and solutions emanating from communities worldwide while gaining field-based, intercultural experience working on a specific human needs project.

See page 4 in this catalog for more details.





INDIA

Learn from Local Experts

Each program portfolio is supported by a collaborative team of academics—deans, on-site faculty, and guest lecturers—and highly trained professional support staff.

Who directs SIT programs?

SIT summer programs are led by an academic director—an accomplished academic and experienced program manager. Academic directors are responsible for instructional content, synthesis of classroom and field experiences, and daily program operations. These faculty, in close consultation with academic deans, craft a rigorous curriculum and design field and research experiences that match student needs and interests. Academic directors have extensive experience in higher education, study abroad, and international and local nongovernmental organizations (NGOs). They are experts in their fields and extremely well networked in-country.

Who provides instruction?

To facilitate a highly immersive and academically rich study abroad experience, each program assembles an exceptional

array of program contributors to serve as lecturers, advisors, workshop leaders, and local resources. Guest lecturers could include leading academics at in-country universities, medical practitioners at local hospitals and clinics, political leaders, scientists conducting groundbreaking research, executive directors of NGOs, MBAs, artists, community activists, and indigenous and tribal leaders. These individuals spend numerous hours with students and provide invaluable access and opportunities to explore local issues from the perspectives of the people who live there.

Language instruction is provided through SIT instructors and experienced faculty at language institutes and local universities.

What other support is provided?

Students benefit from the efforts of numerous local staff who provide vital academic, logistical, and cross-cultural support. On most programs, the administrative staff includes a program assistant and homestay coordinator.

Detailed faculty and staff biographies are available on each program's web page.



Summer Innovation Labs

FOOD WATER SHELTER

Beginning in summer 2015, SIT Study Abroad is expanding its programs to offer three new summer labs that examine a basic human need—water, shelter, and food security—from a 21st-century perspective. Each lab is a four-week, credit-bearing program that is collaborative, project-based, and hands-on.

As interdisciplinary programs with no prerequisites, the summer labs are designed to bring together students from different majors and backgrounds, with in-country stakeholders, to assess a basic human need using an intercultural and collaborative approach. This approach is grounded in the conviction that resilient, just, and sustaining solutions to the world's human needs challenges require the ideas, collaboration, and input of a diversity of stakeholders—scholars, practitioners, grassroots leaders, community members, and others—representing different knowledge sources and lived experiences.

FOOD

Analyze current trends and long-term prospects for local food production and nutritional security in the Himalaya, one of the most fragile, important, and biodiverse ecological systems in the world.



SIKKIM

DURATION: 4 weeks (mid-June to mid-July)

PROGRAM SITES: Gangtok, Sumbuk, Kartikey, Aho, and Lingee-Payong. The program starts in Delhi and concludes in Sikkim.

HOMESTAYS: Gangtok town (2 weeks); Sumbuk village (approximately 1 week); and Lingee-Payong village (approximately 1 week)

PREREQUISITES: None. Previous college-level coursework or other significant preparation in environmental studies, agriculture, policy studies, or related fields recommended.

COURSEWORK:

Food

ILAB 3010 / 4 credits / 60 class hours

An interdisciplinary course focused on integrated Himalayan agricultural systems and nutritional security in the context of globalization, climate change, and government policies in local communities. Emphasizing the practical aspects of local agro-biodiversity, food production, and food culture, students engage in hands-on agricultural community practices and develop a collaborative, food-focused project.



Key Features

- Get firsthand exposure to agricultural systems, agro-biodiversity conservation, and food culture.
- Develop a collaborative project focused on nutritional security.
- Analyze conservation and management of food production systems through the lenses of society and gender.
- Study the impact of government agricultural policies on food production, diversity, and nutritional security in Sikkim.
- Engage in hands-on activities such as working on farms, making agro-based products, and food processing.

WATER

Explore innovative approaches to water supply in Jordan, one of the world's driest countries and a location facing increased water needs due to climate change and a growing population that includes Syrian refugees.



AMMAN

DURATION: 4 weeks (mid-June to mid-July)

PROGRAM BASE: Amman, Jordan

HOMESTAYS: Amman, 3 weeks; rural Bedouin community, 3 days

PREREQUISITES: None. Students with an interest in engineering, economics, development, and/or environmental studies are especially encouraged to apply.

COURSEWORK:

Water

ILAB 3030 / 4 credits / 60 class hours

An interdisciplinary course that introduces students to the basic principles of water supply, delivery, and shortage in Jordan, with a focus on innovative responses at grassroots and regional levels. Students will engage in a hands-on project with a community organization to explore innovative responses to water needs, which could include domestic needs for health and hygiene, urban gardening, or education in water management.

Key Features

- Study with experts from premier institutions such as the Royal Scientific Society's National Energy Research Centre, and the Hashemite Fund for Rural Development.
- Develop a small-scale innovative project that addresses a water shortage problem.
- Study the impact of refugees on water use and availability.
- Explore local partnerships with refugee women's and community groups on the frontline of water shortages.
- Gain unique insights to water challenges through site visits to the Valley of Jordan, the Dead Sea, water treatment plants, sustainable agriculture sites, and Bedouin communities in the Badia.



Key Features

- Study in Cape Town, a World Design Capital and site of contrasts and contestations focusing on housing and urban design.
- Develop a collaborative project with community members focused on a practical hands-on aspect of shelter and urban design.
- Engage with Capetonians who are passionate about design and its role in creating livable, just cities.
- Analyze the “right to the city” through an examination of identity, access, belonging, and urban space.
- Learn from the everyday experiences of Cape Town’s residents through contrasting homestays in a township and the city center.

Summer Innovation Labs

SHELTER

Examine Cape Town’s built environment, where apartheid’s legacies and burgeoning inequalities have combined to create acute housing challenges and innovative approaches in urban architecture and design.



CAPE TOWN

DURATION: 4 weeks (mid-June to mid-July)

PROGRAM BASE: Cape Town, South Africa

HOMESTAYS: Langa, 2 weeks; Bo-Kaap, 1 week

PREREQUISITES: None. Students with interests in architecture, design, engineering, geography, and development are particularly encouraged to apply.

COURSEWORK:

Shelter

ILAB 3020 / 4 credits / 60 class hours

An interdisciplinary course on urban developments in Cape Town, with a hands-on opportunity to engage in a collaborative design project in the city. The course focuses on the history and legacies of Cape Town’s racialized spaces, the current dynamics that contribute to its role as a site of sobering urban challenges, and the ways in which communities of architects, designers, and residents are working together to create promising design solutions.



China

Community Health and Traditional Chinese Medicine

Shadow Traditional Chinese Medicine (TCM) practitioners and examine community health issues by working with professionals in urban and rural areas.

What does the future of healthcare look like? This program engages students in the frontlines of integrated healthcare in China today, where Traditional Chinese Medicine and Western medicine coexist. By shadowing and learning from certified medical professionals at the Yunnan Provincial Hospital of Traditional Chinese Medicine, students discover China's rapidly changing healthcare landscape and strategies being imagined and implemented for one of the most important challenges in the coming decades: how to address questions of personal and community health.

In addition to covering fundamental theory and TCM techniques, lectures and activities provide insight into critical health issues: HIV/AIDS, China's reproductive policy, women's and children's healthcare, and the reform of China's healthcare system. An excursion to northwestern Yunnan introduces students to indigenous ethnic minority healing systems, including Bai traditional herbal medicine, Naxi Dongba shamanism, and Tibetan medicine.

Students at all language levels—including beginners—advance their Chinese through the program's language component, which offers two academic credits. The program's highly skilled language instructors have completed ACTFL Oral Proficiency Interview training.



PROGRAM DURATION: 6 weeks
(mid-June to late July)

PROGRAM BASE: Kunming

HOUSING: Housing is provided close to the TCM hospital and in small hotels and guest houses on excursions.

PREREQUISITES: Previous college-level coursework or other significant preparation in the health sciences or a related field is recommended.



KEY FEATURES

- Learn alongside Chinese medical doctors, students, and staff in community and clinical settings.
- Earn eight academic credits, including two Chinese language credits.
- Observe techniques of massage, acupuncture, moxibustion, and cupping.
- Compare Western and Traditional Chinese Medicine philosophies with practicing doctors.
- Examine community health issues in Yunnan Province.
- Explore the concepts of yin and yang, the organs, meridians, and the basic underpinnings of Eastern philosophies.
- Study the pharmacopoeia of TCM herbal medicine.
- Explore Chinese traditional healing practices such as Qigong therapy, medicinal food therapy, foot massage therapy, hot spring therapy, and music therapy.
- Visit Tibetan healers and learn about indigenous ethnic minority healing systems.
- Engage in field excursions to Weibaoshan Daoist mountain, Dali, Shaxi, Lijiang, and Shangri-La.
- Obtain a certificate, issued by the Yunnan Provincial Traditional Chinese Medicine Hospital, upon the successful completion of a Community Health and Traditional Chinese Medicine summer training course.

The program's textbooks—among the best available on Chinese Traditional Medicine—are bilingual and cover theory, diagnosis and treatment, tuina massage, acupuncture, cupping, and moxibustion.

“The program far exceeded my expectations concerning the qualification and friendliness of the staff and individuals I met along the way, including my classmates. Besides the compelling education I received concerning Chinese traditional medicine, I made countless and precious connections during my time abroad.”

—Paige Wing-Kay Wong, University of Texas

COURSEWORK

IPBH 3000: Community Health and Traditional Chinese Medicine

6 credits / 90 class hours

Classroom-based introduction to the program theme with structured activities alongside Traditional Chinese Medicine professionals, in both community and clinical settings.

CHIN 1000-3000: Chinese

2 credits / 30 class hours

Emphasis on speaking and comprehension skills, as well as introductory reading skills, through classroom and field instruction related to program content.



Iceland

Renewable Energy, Technology, and Resource Economics

Examine the physical processes of energy utilization as well as the economics and environmental impacts of energy use across diverse regions of Iceland.

This program explores energy technologies and systems in Iceland, a world leader in the use of renewable energy. The program visits relevant sites in various places in Iceland, including geothermal and hydroelectric power plants; historically, culturally, and geologically significant areas; an eco-village; and sites of unique natural beauty. Students gain firsthand exposure to renewable energy systems.

Students spend extensive time in Ísafjörður, the capital of the remote Westfjords region, and in Reykjavík, Iceland's capital city. The program helps students develop a mastery of alternative energy technologies; an understanding of the role these technologies play in Iceland's social, economic, and political contexts; and an understanding of how these lessons apply to the larger world. The program also includes an introduction to Icelandic language and culture.



PROGRAM DURATION: 7 weeks
(mid-June to the end of July)

PROGRAM SITES: Sólheimar, Ísafjörður, Holt, Reykjavík, and the Highlands. The program starts and concludes in Reykjavík.

HOMESTAY: Ísafjörður, 2 weeks. Please visit the website for details on other accommodations during the program.

PREREQUISITES: Previous college-level coursework or background in engineering, economics, environmental studies, or related fields.



COURSEWORK

ENGR 3000: Renewable Energy, Technology, and Resource Economics Seminar

3 credits / 45 class hours

Focuses on developing a holistic understanding of renewable energy issues and competence in critical analysis of sustainability systems, through an interdisciplinary approach.

ICEL 1000: Icelandic

3 credits / 45 class hours

Classroom and field instruction in the basics of the Icelandic language and the ways in which it reflects the sociocultural identity of the nation.

ENGR 3060: Renewable Energy, Technology, and Resource Economics Project

3 credits / 45 class hours

Individual project with a field-based component, culminating in an original paper.

KEY FEATURES

- Get firsthand exposure to renewable energy sites, and the expertise of the professionals working there.
- Explore Iceland's varied landscapes—glaciers, volcanoes, fjords, geothermal fields, highlands, lava flows, rugged coastline, and infinite waterfalls—to understand the geology beneath energy usage and the importance of its sustainable utilization.
- Examine hydro- and geothermal power; wind, solar, tidal, and biomass energy; alternative fuels; and resource economics and policy.
- Study sustainable energy design and implementation within larger sociocultural, economic, and environmental contexts.
- Study at the University Centre of the Westfjords and learn from experts in the field.
- Experience applied renewable energy technologies by visiting a wide variety of working examples.
- Experience many of Iceland's proudest cultural and historical sites including the UNESCO World Heritage site at Thingvellir, downtown Reykjavík, and Geysir.
- Learn introductory Icelandic through a fun, interactive approach.

The program explores all aspects of renewable energy: from its sources in nature, to its technological utilization, to its social and environmental impacts. Students investigate what it means to create a sustainable society, with Iceland serving as the primary case example.

“The program gave us a unique opportunity to learn about renewable energy and sustainability through our coursework while simultaneously exposing us to an environment where our knowledge was overwhelmingly applicable. There is nowhere else in the world that allows for such open exploration of renewable energy practices both in and outside of the classroom.”

—Evan Blom, Pacific Lutheran University



India

Himalayan Buddhist Art and Architecture

Explore the history, arts, architecture, and religions of the Himalaya.

This distinct study abroad program examines art history and Buddhism while traveling through the Indian Himalaya and onto the Tibetan plateau in India. The program allows students to experience Buddhist art and architecture, not just in the classroom or through text, but as a living tradition in historical and contemporary contexts. Learning takes place in classrooms, monasteries, temples, meadows, and on mountainsides. Readings and discussions provide students with key analytical frameworks to better understand sites visited.

The program crosses the Himalaya via jeep; en route, students experience dramatic mountain scenery and visit small traditional villages. During the period in the Ladakh Valley, students have lectures at the Central Institute of Buddhist Studies in Choglamsar, one of the preeminent centers for Tibetan Buddhist studies in India.



PROGRAM DURATION: 6 weeks
(mid-June to late July)

PROGRAM SITES: Shimla, Sangla, Nako, Tabo, Keylong, Leh, Nubra, and Gyamgsa. The program begins and concludes at the SIT center in New Delhi.

HOMESTAY: Ladakh Valley, 4–5 days. Please visit the website for details on other accommodations during the program.

PREREQUISITES: None required, but a background in history, Asian studies, religious studies, architecture, or art history is strongly recommended.



COURSEWORK

ASIA 3000: Himalayan Buddhist Art and Architecture Seminar

8 credits / 120 hours

OR

ASIA 5000: Himalayan Buddhist Art and Architecture Seminar—graduate level

8 credits / 120 hours

An interdisciplinary course examining various aspects of the arts, architecture, religion, literature, ancient and modern history, social and political issues, and the geographical peculiarities of the Himalayan region. Himalayan Buddhist culture is also examined as the foundation for understanding the arts and architecture of the region.

KEY FEATURES

- Study rare art and architecture in remote and beautiful areas of Indic Asia.
- Read and discuss a primary Buddhist text, the *Bodhicharyavatara*, over the course of the term.
- Examine Vajrayana Buddhist culture, which nourished a rich, visual tradition in sculpture, painting, and architecture.
- Consider the ancient civilizations that thrived in the Himalaya.
- Travel through the valleys of Spiti, Ladakh, Nubra, and Zaskar, on the Tibetan Plateau.
- Discover the symbolism and cultural and religious significance of ancient Indian art nestled in remote locations.
- Learn introductory Hindi, the national language of India.
- Witness the stunning natural landscapes and unusual wildlife of the western Himalayan area.
- Take advantage of a short independent period to research and write a paper related to Himalayan Buddhist art and architecture.

Note: Students can expect to experience many of India's most remote and beautiful mountainous areas long considered sacred by both Hindus and Buddhists. Students should be prepared to spend extensive time at high altitudes and on rough roads en route to important historical and artistic sites.

“Discussing ancient religious practices and visiting monasteries that are normally closed to the public, while on the roof of the world, was like nothing else. I now think of India as part of my being.”

—Jennifer Thibodeau
George Washington University



India

Traditional Medicine and Healthcare Practices

Explore and experience India's vibrant traditional medicine systems in the context of rapid economic growth and health policy reform.

With a population of more than 1.25 billion, India hosts a great diversity of indigenous, tribal, and ethnic minority groups who follow traditional medicine and healthcare systems. This program introduces students to many of these systems, including Ayurveda, traditional Tibetan medicine (Amchi), yoga, Unani, Siddha, and naturopathy.

Students examine many of the social, economic, cultural, and legal paradigms that provide a context for healthcare service delivery in India. They consider how policy and practice link together to either support or hinder specific health systems and how uneven access to modern healthcare may affect the sustainability of traditional systems. Finally, the program explores how issues of globalization and India's modern development agenda affect the delivery of healthcare services.



PROGRAM DURATION: 6 weeks
(mid-June to late July)

PROGRAM SITES: Nainital, Palampur, Dharamsala, and Rishikesh. The program begins and concludes in New Delhi.

HOMESTAY: A homestay with traditional Himalayan communities in a rural village near Nainital. Please visit the website for details on other accommodations during the program.

PREREQUISITES: None



COURSEWORK

ASIA 3010: Traditional Indian Medicine: Theory and Context

5 credits / 75 class hours

The course provides a framework for the investigation of several traditional healthcare systems in India; the primary focus is on the systems of Ayurveda, yoga, Unani, Siddha, Amchi, folk medicine, and ethnic-traditional healing, particularly in the states of Uttarakhand and Himachal Pradesh.

ASIA 3020: Field Study of Traditional Indian Healthcare Practices

3 credits / 45 class hours

The course emphasizes field study methods giving students a foundation for engaging in basic ethnographic approaches to studying and understanding the practice of traditional medicine.

KEY FEATURES

- Study the institutions, methodologies, and practitioners of traditional medicine in India.
- Examine Ayurveda, yoga, Siddha, Amchi, folk medicine, and other traditional health systems.
- Visit centers of traditional medicine in Delhi and in rural and urban areas in the Indian Himalayas.
- Learn from a diversity of practitioners and healers, through lectures and site visits.
- Experience how marginalization affects the lives and health of India's indigent populations.
- Consider how issues such as climate change, globalization, and development may be impacting health services and healthcare access across India.
- Spend a week living with a carefully selected host family in rural Nainital, Uttarakhand.
- Learn to think critically and from multidimensional perspectives on healthcare and health delivery systems.
- Compare and contrast India's traditional and modern healthcare systems.

The program is designed for undergraduates studying health sciences or liberal arts.





New

Indonesia

Community Nature Conservation in Bali

Examine resource-use patterns and community-based conservation initiatives on the extraordinary island of Bali.

This program provides a firsthand examination of the challenges of nature conservation in one of the world's most biodiverse and heavily populated countries—Indonesia. Based on the beautiful and dynamic island of Bali, the program reveals how historical and current resource-use patterns in Indonesia are threatening the future sustainability of Bali's globally significant natural resources—above all its rainforest and coral reef ecosystems—and also the viability of its human communities.

Students assess conservation strategies, discuss principles of sustainability, and learn about the principles and practices of conservation biology, with a particular focus on habitat fragmentation and management of threatened species and populations. Extensive learning is delivered in the field through snorkeling excursions, hiking in tropical forest reserves, and exploring agro-ecosystems.

The program examines myriad approaches to conservation but places particular emphasis on locally-initiated conservation strategies. Students can expect to experience and scrutinize the grassroots activities underway within Bali, for example, by assessing the economic, social, and environmental aspects of the Bali Myna Reintroduction Project.



PROGRAM DURATION: 6 weeks
(mid-June to late July)

PROGRAM BASE: Bedulu, central southern Bali

HOMESTAY: Bedulu village, 3–4 days. Please visit the website for details on other accommodations during the program.

PREREQUISITES: None



COURSEWORK

ENVI 3010: Biodiversity and Natural Resource Conservation

3 credits / 45 class hours

A course on biodiversity conservation in the ecological context of tropical Asian reef and rainforest systems.

ENVI 3060: Biodiversity and Conservation Study Project

3 credits / 45 class hours

Independent project with a field-based component, culminating in an original paper.

INDO 1000-3000: Bahasa Indonesia

2 credits / 30 class hours

Designed to develop student proficiency and communication in Indonesian language; includes a component on cultural practices in Indonesia.

KEY FEATURES

- Investigate the ecological context to conservation in a high-diversity tropical environment.
- Conduct field research and acquire field skills in biological inventory and ecological monitoring.
- Examine community outreach programs integrating habitat restoration, food security, and endangered species management.
- Study the social and cultural contexts to natural resource management in Bali.
- Engage with Balinese faculty, students, and local residents and learn in a variety of locations on mainland Bali and Nusa Penida Island.
- Receive lessons in introductory Bahasa Indonesia and practice your language skills with local residents.
- Construct a framework for assessing environmental impacts of human activities.
- Compare ecotourism with other forms of natural resource use in terms of economic and educational values, social costs and benefits, and environmental impacts.
- Analyze linkages between public, private, and community-based approaches to conservation and development.

The Bali starling—students examine current preservation and rehabilitation efforts surrounding this and other indigenous species.





Jordan

Intensive Arabic Language Studies

Rapidly learn or improve your Arabic language skills through intensive language study in Jordan.

This program gives students of wide-ranging levels, including beginners, an exceptional opportunity to learn Arabic through full immersion in Jordan. Through classroom learning, homestays, and field-based exercises, students learn and improve their usage and understanding of Modern Standard Arabic and Jordanian Colloquial Arabic. Students are fully immersed in an Arabic-only environment.

Educational excursions outside of Amman—to Petra, the Dead Sea, Aqaba, and elsewhere—reveal to students Jordan's rich heritage, culture, and geography, and give students unique opportunities to practice their language skills in different settings. For students at an advanced proficiency level, a focus on media Arabic is included in ARAB 3000.



PROGRAM DURATION: 7 weeks
(mid-June to late July)

PROGRAM BASE: Amman

HOMESTAYS: West Amman, 5–6 weeks;
Bedouin homestay in the Badia desert area,
2–4 days. Please visit the website for details on
other accommodations during the program.

PREREQUISITES: None



COURSEWORK

ARAB 1000: Beginning Arabic

9 credits / 135 class hours OR

ARAB 2000: Intermediate Arabic

9 credits / 135 class hours OR

ARAB 3000: Advanced Arabic and Media Arabic

9 credits / 135 class hours

At all course levels, the emphasis is on Modern Standard Arabic (MSA) with additional instruction in Jordanian Colloquial Arabic built into the curriculum. Students gain an understanding of Arabic diglossia and proper usage of MSA versus colloquial. ARAB 3000 has a media component.

KEY FEATURES

- Earn nine Arabic language credits in seven weeks.
- Develop and expand competencies in speaking, listening, reading, and writing.
- Learn in highly interactive classroom, field-based, and homestay settings.
- Learn to communicate in a variety of situations with native Arabic speakers, incorporating culturally appropriate gestures.
- Live with a host family in Amman, one of the oldest continuously inhabited cities in the world.
- Experience the daily life, culture, and traditions of a Bedouin community during the Bedouin homestay.
- Receive customized Arabic lessons focused on the sites and communities visited.
- Visit Petra, the Dead Sea, Aqaba, Ajloun, Wadi Rum, and the Dana Nature Reserve.
- Read, listen to, and analyze stories from the local Jordanian press and other Arab media outlets (ARAB 3000 students only).
- Experience the sharp contrasts between urban and rural life in Jordan.
- Develop conversational proficiency as a solid foundation for further learning.
- Develop the tools necessary to increase language proficiency independently.





Madagascar

Traditional Medicine and Healthcare Systems

Examine how historical circumstances, geography, and demographics shape and inform the delivery of traditional and allopathic healthcare systems in Madagascar.

In this program, students learn firsthand about forms of treatment, methods of diagnosis, questions of access, and the education and training of healthcare professionals in urban and rural areas of Madagascar. From discussions with leading academics and allopathic doctors—practicing conventional medicine—at the University of Antananarivo Faculty of Science’s Pharmacology Department and the School of Medicine, to exchanges with healers and herbalists at traditional healing centers and local markets, students explore the complexity of current debates over alternative and allopathic healthcare practices, not only in Madagascar, but globally.

Students spend time in rural areas to explore topics such as ethnobotany, home and folk remedies, and the extent to which health beliefs are grounded in cultural and religious practices of local communities.



PROGRAM DURATION: 7 weeks
(mid-June to late July)

PROGRAM BASE: Antananarivo

HOMESTAYS: Antananarivo, 3½ weeks;
Andasibe, 10 days. Please visit the website for details on other accommodations during the program.

PREREQUISITES: None, although students with a background in French will have many opportunities to use their French language skills.



COURSEWORK

IPBH 3000: Social and Political Dimensions of Health

3 credits / 45 class hours

Provides an introduction to the cultural, political, and socioeconomic contexts of healthcare in Madagascar.

IPBH 3500: Healthcare Practice in Madagascar

3 credits / 45 class hours

Examines healthcare practices in urban and rural settings, giving students an understanding of both traditional and allopathic healthcare approaches.

MALA 1000: Malagasy

3 credits / 45 class hours

Emphasis on beginning speaking and comprehension skills through classroom and field-based instruction.

KEY FEATURES

- Examine current healthcare models in Madagascar and debate the social and political dimensions of healthcare delivery.
- Learn from leading academics and allopathic doctors at the University of Antananarivo Faculty of Science's Pharmacology Department and the School of Medicine.
- Engage with healers and herbalists at local markets.
- Spend time with Malagasy postgraduate students in pharmacology.
- Examine postcolonial history and contemporary Malagasy politics as applied to healthcare policy and delivery.
- Experience the varied facets of Malagasy society and culture through multiple site visits and excursions both inside and outside the capital.
- Meet with traditional healers and allopathic medical doctors at urban and rural public hospitals.
- Receive intensive language instruction in Malagasy.
- Live with host families in the capital (Antananarivo) and rural Andasibe.

The program explores the strong links between global healthcare challenges and economic, social, environmental, and political factors. Students return from the program better equipped to understand and address healthcare delivery as a transnational policy issue.

“I have learned so much about traditional healing methods, healthcare systems in Madagascar, medicinal plants, and myself. My journey to Madagascar has greatly deepened my understanding of the difference between the theories I’ve learned in classroom lectures and the actual implementation of such theories here in Madagascar.”

—Hannah Grill, George Washington University



Morocco

Arabic Language and Community Service

Rapidly learn or advance your spoken and written Arabic language skills through community service and full immersion in Moroccan culture.

Based in Rabat, this multifaceted program offers Modern Standard Arabic courses, an Arabic writing seminar, and a community service project with a local nongovernmental organization (NGO) or community-based association. Classes are held at the prestigious Center for Cross Cultural Learning in the city's centuries-old medina. Students at all levels—including beginners—learn how to write short papers in Arabic, process lectures in Arabic on different aspects of Moroccan life, and use resources in Arabic such as dictionaries, the Web, and the Arabic keyboard.

Field exercises outside the classroom include outings to souks, museums, monuments, and coffee shops for language practice in diverse settings.

PROGRAM DURATION: 7 weeks
(mid-June to early August)

PROGRAM BASE: Rabat

HOMESTAY: Rabat, 6 weeks. Please visit the website for details on other accommodations during the program.

PREREQUISITES: None



COURSEWORK

ARAB 1000-3000: Arabic

3 credits / 45 class hours

At all levels—beginning, intermediate, and advanced—the course integrates instruction in reading, writing, listening, grammar, vocabulary, and conversation and is designed to equip students with a proficiency level in spoken Modern Standard Arabic to engage in everyday communication. All courses include sessions on colloquial Moroccan Arabic (Darija).

ARAB 3050: Arabic Writing Seminar

3 credits / 45 class hours

Introduces the writing skills necessary to produce a short paper and deliver an oral presentation in Arabic.

PRAC 3000: Community Service Project

3 credits / 45 class hours

An academic course that includes seminar classes and discussions as well as practical international work experience volunteering in a local organization.

KEY FEATURES

- Earn nine credits in seven weeks focused on Arabic language acquisition and community service.
- Receive 45 hours of classroom instruction in Modern Standard Arabic in small group formats.
- Gain practical experience and three academic credits working with a Moroccan NGO through the Community Service Project.
- Explore a specific academic and cultural interest on a topic related to Morocco through the Arabic Writing Seminar.
- Learn during field exercises and outings to souks, cafés, and museums.
- Experience Moroccan culture through hands-on activities such as cooking, calligraphy, and costuming.
- Learn fieldwork methods and ethics appropriate to learning in cross-cultural settings.
- Acquire the methods and techniques to write a short research paper in Arabic.
- Live with a host family for six weeks in Rabat's centuries-old historic medina.
- Have group discussion with Moroccan university students.
- Visit historical sites throughout Morocco, such as Meknès, Volubilis, and Fès.
- Explore small towns in the Rif Mountains, such as Chefchaouen and Ouezzane.
- Experience rural life in a village in the region of Ouezzane.

“The SIT Morocco program constantly challenged me. Whether in class, at home with my family, exploring Rabat with new friends, or traveling throughout the country, I practiced my language skills while discovering Moroccan culture. Because my group was small, I received wonderful personal attention. By the end of the program, I confidently carried on lengthy conversations in Arabic on a variety of cultural topics.”

—Elizabeth Williams, University of Florida



Nepal

Geoscience in the Himalaya

Conduct Earth science fieldwork in the spectacular setting of the Nepal Himalaya.

Through extended mountain treks, students engage in classic field geologic skill development and innovative inquiry of human-Earth systems. The program focuses on field geoscience, geohazards, and environmental science in the context of human interactions and sustainable development in Nepal.

Students learn to “read” the rocks and use maps and remote sensing images to better understand past and present Earth processes and study aspects of hazards assessment and engineering geology. They explore the extremely varied climate zones found within this small area and the myriad geohazards that the region faces.

As the tallest mountain range in the world and home to diverse and vibrant cultures, the Himalaya are a preeminent place to study geosciences.



PROGRAM DURATION: 7 weeks
(mid-June to early August)

PROGRAM SITES: Malekhu, Kali Gandaki, Kagbeni, Pokhara, and Muglin. The program begins and concludes in Kathmandu.

HOUSING: Guest houses, small hostels (tea houses), and possibly dormitory-style housing during excursions. While in Kathmandu, small hotels near the SIT program office in the Boudha neighborhood.

PREREQUISITES: At least two upper division (above the 100-level) geoscience, Earth science-oriented environmental science, or physical geography courses.



COURSEWORK

GEOL 3500: Earth Science Field Methods

3 credits / 45 class hours

Designed to develop students' geoscience field skills within the setting of Earth's highest mountain range. Incorporates extensive field observation and synthesis.

GEOL 3000: Geohazards in the Himalaya

3 credits / 45 class hours

Focused on geohazards as a perspective through which to study the interactions between human and Earth systems in the Himalaya.

GEOL 3060: Geology Field Study Project

3 credits / 45 class hours

Independent geological field study project that must adhere to strict scientific and human ethics standards.

KEY FEATURES

- Conduct field research and gain experience with a variety of field observational methods.
- Travel across central Nepal and up the Kali Gandaki valley while conducting structural geology and field mapping exercises.
- Earn nine academic credits.
- Examine how societal decisions affect the geohazard risks faced by human populations.
- Engage with Nepali faculty, professionals, students, and local residents.
- Witness a broad range of Earth processes and rock types.
- Analyze steps for risk reduction that align with sustainable development practices.
- Study how immense mountain ranges form and continually transform.
- Investigate the hazards and benefits of living in a dynamic natural environment.

Students develop Earth science field skills as applied to understanding both the geological history and ongoing interactions between humans and Earth systems in the Himalaya.





South Africa

Education and Social Change

Examine the challenges and successes of educational transformation and explore the role of education in a changing South Africa through theory, field study, and practice.

Two decades into democracy, South Africa continues to struggle with the legacy of apartheid. From the Soweto uprisings to contemporary campus life, educational institutions in South Africa have long been sites of social struggle and political organization as well as centers of learning and formal education. They are also sites that continue to reflect difference—and differential access—in South Africa.

This program examines the role of education in South Africa in the context of the country's historical circumstances, contemporary public policy, and social and economic development.

Students typically spend time at primary and secondary schools as well as adult educational centers in urban and rural KwaZulu-Natal. The Zululand rural homestay period includes a one-week educational transformation and leadership workshop and observation of nearby educational institutions. The program also includes several introductory isiZulu classes. The concluding excursion to Cape Town provides students with the opportunity to compare educational approaches in Cape Flats schools, to visit the center of lawmaking in South Africa, and to discuss educational policy with teachers, administrators, and activists in the Western Cape.

PROGRAM DURATION: 6 weeks
(early June to mid-July)

PROGRAM BASE: Durban*

HOMESTAYS: Cato Manor, 2–3 weeks;
Amacambini, 1 week. Please visit the website for details on other accommodations during the program.

PREREQUISITES: None

**Please note that the program concludes in Cape Town.*



COURSEWORK

IEDP 3000: Education and Social Change Seminar

4 credits / 60 class hours

An interdisciplinary seminar examining education in South Africa in historical and contemporary contexts; students have lectures, discussions, field study, and visits to schools, NGOs, local communities, and government offices.

PRAC 3000: Education Practicum

4 credits / 60 class hours

A firsthand examination of educational issues through practicum experiences in both rural and urban KwaZulu-Natal; includes a one-week educational transformation and leadership workshop in both a township setting and in rural KwaZulu-Natal. The workshop aims to educate and inform students about issues around leadership and transformation, while providing the chance to interact with learners in South African schools and enriching student understanding of South Africa through local transformative work in education.

KEY FEATURES

- Acquire diverse and differing perspectives on education issues in South Africa.
- Learn through hands-on experiences, including observation and discussion sessions in urban primary schools in Durban and in a secondary school in rural KwaZulu-Natal.
- Participate in a weeklong educational transformation and leadership workshop with South African learners.
- Compare educational approaches within South Africa during a four-day excursion to Cape Town.
- Gain a better understanding of education policy and the role of education in South Africa's development.
- Receive multiple opportunities to observe South Africa's educational system through visits to primary and secondary schools, tertiary institutions, and adult training centers.
- Visit nongovernmental organizations (NGOs) and government offices engaged in education policy and programs.
- Learn from faculty from the University of KwaZulu-Natal (UKZN) and other institutions.
- Visit sites of historical and cultural significance such as the Hector Pieterse Museum, Apartheid Museum, Gandhi's Phoenix Settlement, St. Lucia, and Hluhluwe/Umfolozo Game Reserve.
- Compare and contrast daily life experiences in rural and urban South Africa in two very different homestays.

Learning on the program incorporates lectures, practicum experiences, educational excursions, and regular processing sessions. Students acquire theoretical and practical insights into educational issues in South Africa.





Switzerland

International Studies and Multilateral Diplomacy

Study the major challenges facing the contemporary international system, including new security threats and conflict resolution and prevention, in the international hub of Geneva.

This program provides a thorough background in international studies. Students interact with leading experts and academics at a wide variety of international organizations and research centers throughout Geneva. The program focuses on the strategies of international, supranational, and nongovernmental organizations (NGOs) in addressing current challenges to peace, stability, and sustainable development.

Taking advantage of Geneva as one of the main centers of multilateral diplomacy and international negotiation, students conduct an individual project in which they examine in depth a topic of particular interest to them.



PROGRAM DURATION: 6 weeks
(early June to mid-July)

PROGRAM BASE: Geneva

HOMESTAY: Small city, town, or village outside Geneva, 5½ weeks. Please visit the website for details on other accommodations during the program.

PREREQUISITES: None required, but students with at least basic French proficiency will be at a linguistic advantage.



COURSEWORK

EURO 3000: International Studies and Multilateral Diplomacy Seminar

3 credits / 45 class hours

OR

EURO 5000: International Studies and Multilateral Diplomacy Seminar—graduate level

3 credits / 45 class hours

Explores the political, economic, security, strategic, and environmental dimensions of the rapidly evolving international system in the context of globalization.

FREN 1000–3000: French

3 credits / 45 class hours

Emphasis on speaking and comprehension skills.

EURO 3060: International Studies and Multilateral Diplomacy Project

3 credits / 45 class hours

OR

EURO 5060: International Studies and Multilateral Diplomacy Project—graduate level

3 credits / 45 class hours

Individual project with a field-based component, culminating in an original paper.

KEY FEATURES

- Analyze the evolution of multilateral diplomacy in contemporary international relations.
- Examine key topics including the UN system, human rights and migration, international security, geopolitics, NGOs, the politics of the European Union, environmental issues, and development and social justice.
- Examine the approaches of humanitarian, economic, and environmental diplomacy and the growing role of non-state actors in the international system.
- Learn from experts at diverse academic and research institutes, NGOs, the UN, and other international agencies.
- Gain access to institutional libraries, documentation centers, and think tanks containing excellent research material and information.
- Receive instruction in French in small-group formats, and earn three language credits.
- Build networking skills and global contacts in the fields of diplomacy and international studies.
- Conduct an individual project of particular interest to you related to the program theme.
- Live with a homestay family in the French-speaking canton of Vaud, immersing yourself in Franco-phone culture.

Throughout the program, students attend lectures and interact with professionals at international organizations, research centers, and NGOs.





Uganda & Rwanda

Peace and Conflict Studies in the Lake Victoria Basin

Examine the root causes of conflict and analyze measures to foster resettlement and reconciliation in Uganda and Rwanda.

This program explores the social, political, and psychosocial processes that have shaped the emergence of conflict in the Lake Victoria Basin. Students also examine the measures that have been taken toward conflict mitigation, reconciliation, resettlement, and prevention in the region. The 1994 genocide against Tutsis in Rwanda and the conflict driven by Joseph Kony and the Lord's Resistance Army in northern Uganda serve as primary case studies.

The program takes students to carefully selected field sites, including rural villages, nongovernmental organizations (NGOs), and genocide memorials. Lectures from university faculty, local government officials, and NGO staff, together with assigned readings, complement site visits. Reflection sessions, led by the academic director, help students to contextualize and analyze the material they encounter inside and outside the classroom.



PROGRAM DURATION: 6 weeks
(mid-June to late July)

PROGRAM BASE: Kigali, Rwanda, and Gulu, Uganda

HOMESTAYS: Kigali 2 weeks; Gulu 2 weeks.
Please visit the website for details on other accommodations during the program.

PREREQUISITES: While there are no course prerequisites for the program, psychological stability and emotional maturity are required to enable students to engage effectively with these difficult subjects.



COURSEWORK

PEAC 3000: Peace and Conflict Seminar

6 credits / 90 class hours

An interdisciplinary course examining the historical, political, and social dimensions of the conflicts in the Lake Victoria Basin with a focus on northern Uganda and Rwanda.

KEY FEATURES

- Acquire a theoretical framework and historical context in which to situate the 1994 Rwandan genocide and the emergence of the Lord's Resistance Army (LRA) in the Acholi region of Uganda.
- Examine the history, contemporary politics, and role of the state in each conflict.
- Visit multiple field sites, including rural resettled communities in northern Uganda and genocide memorials in Rwanda.
- Experience ongoing resettlement and reconciliation efforts in the Lake Victoria Basin region.
- Meet with leaders of civil society groups and NGOs working in the fields of conflict mitigation, resolution, and prevention.
- Visit a refugee settlement in western Uganda to hear voices and perspectives that often are neglected in mainstream discourse.
- Critically analyze measures that prevent and mitigate conflict.
- Live with a host family in both Uganda and Rwanda and experience additional opportunities for cultural immersion and exposure to new perspectives.

The program spends time in multiple locations in both urban and rural areas of Uganda and Rwanda, and students should expect to travel frequently. This travel provides students with broad exposure and access to multiple communities and perspectives in both countries.



SIT Study Abroad Priorities

Academic Quality

SIT Study Abroad delivers challenging academic programs that engage students in critical global issues in a field study context. Experiential, interdisciplinary programs examine themes from a variety of perspectives and prepare students to conduct significant independent fieldwork on relevant topics.

Safety, Health, and Security

Student health, safety, and security are SIT Study Abroad's highest priority. Extensive experience and global networks equip SIT to continuously evaluate safety and security conditions prior to departure and throughout each program, including homestays, excursions, and the Independent Study Project period. For further information on safety and security, please see page 33.

Diversity

The best learning occurs when diverse individuals come together in an open, respectful environment. SIT Study Abroad works actively to provide learning opportunities for students from a wide variety of backgrounds.

Reciprocity

SIT Study Abroad is deeply embedded in local communities around the world. All program components are designed to respect the strengths of local partners to foster enduring relationships. Students contribute to achieving common goals by becoming an integral part of these partnerships. In this way, SIT and its local networks work together to realize their shared mission.

Lifelong Impact

Studying abroad is only the first step to lifelong learning, growth, and engagement at home and around the globe. SIT encourages students to utilize and share their transformative experiences to enhance their future studies, careers, and communities as socially responsible individuals.

Ethical Engagement

SIT students are encouraged to interact with the host community and culture in ways that reflect SIT's commitment to ethical, empathic, and inclusive engagement; as part of their research, SIT students are urged to consider issues of power, privilege, and inequality from myriad perspectives. SIT Study Abroad has long been a leader in the areas of research methods and ethics and was among the first in the field of education abroad to implement human subjects review across a broad geographic spectrum.



Student Health, Safety, and Security

SIT Study Abroad places the highest priority on the health, safety, and security of all students. Building on our significant experience with risk assessment and emergency preparedness, SIT is able to adapt quickly to dynamic situations. Because socioeconomic, political, environmental, and medical conditions vary widely across the more than 30 countries in which SIT operates, health, safety, and security measures are specifically tailored to each location and to current circumstances.

Maximizing Health

Prior to the start of each program, SIT Study Abroad provides information to prepare students for program health realities and to set clear expectations for maintaining good health while on the program. Students receive country-specific health guidelines, including required and recommended immunizations as specified by the Centers for Disease Control and Prevention (CDC). SIT also conducts a comprehensive review of each student's medical history. Individual students are covered by health, accident, medical evacuation, and repatriation insurance, which is included in the program fee.

Maximizing Safety and Security

SIT Study Abroad staff members are trained in risk assessment and crisis management, and SIT gathers information from a variety of sources to continuously evaluate safety and security conditions.

- SIT Study Abroad maintains a 24-hour safety and emergency response on-call system for any health, safety, or security concerns that may arise.
- SIT monitors US government advisories, considering those issued both by in-country embassies and consulates and by the U.S. Department of State in Washington, DC.
- In addition to well-informed academic directors and other in-country staff, SIT obtains additional valuable local in-situ knowledge and analysis from colleagues with whom the organization has long and trusted relationships.
- SIT consults with academic and nongovernmental organizations through the global networks of World Learning, SIT's parent organization.

SIT Study Abroad incorporates safety and security throughout the program curricula. Key elements of the SIT model help to maximize in-country safety, including:

- Prior to the start of the program, SIT Study Abroad provides each student with an overview of safety and security specific to the country of study, as part of SIT's comprehensive pre-departure material.

- During the initial orientation period, academic directors and local experts educate students about potential safety risks and strategies to help them manage these risks and maximize their safety within their new context.
- Staff provide additional safety and security briefings at key junctures throughout the term, most notably at times of movement to different program locations, so that students are fully aware of expectations and precautions that enhance security.

Safety cannot, of course, be guaranteed abroad, just as it cannot be guaranteed in the United States. However, student health, safety, and security are always our highest priority. SIT is committed to taking the necessary steps to maximize student safety and security at each and every program site.

Communicating with Student Affairs

Students, family members, and college and university staff who need information or assistance can reach the SIT Student Affairs Office by calling 802 258-3212 or 888 272-7881 (toll-free in the US), or by email at studentaffairs@sit.edu. For routine matters, regular business hours are Monday through Friday, from 9 am to 5 pm (EST). SIT Student Affairs is available 24 hours a day to respond to and manage student emergencies. In the event of an emergency, please call the numbers listed above. Calls coming in after business hours or on the weekend will be initially received by an answering service and then forwarded to the on-call SIT Student Affairs staff member.

Dean of Students and the Office of Student Affairs

The dean of students for SIT and office staff are responsible for providing leadership and vision in the areas of student health services, crisis management, counseling, housing, safety and security issues, diversity, student conduct issues, and support for students with disabilities. The dean establishes and monitors best practices and institutional protocols for all student affairs operations in the US and abroad.

Scholarships

Each year, SIT awards more than \$1 million in scholarships and grants to SIT Study Abroad students.

Summer scholarships range from \$500 to \$3,000.

SIT Study Abroad scholarships and grants applicable for summer are:

- Compton Fund for programs with environmental, post-conflict transformation, or sustainable development themes
- Engineering Scholarship
- HBCU scholarship for students enrolled in Historically Black Colleges and Universities
- Houston International Scholarship
- Middle East and Islamic Studies Scholarship
- SIT Bonner Scholar Award for students participating in this community service program
- SIT Fund, available for any summer program

Financial Aid

Students should contact the financial aid office at their home institution to learn if their institution's scholarships and grants, as well as federal and state aid programs, can be applied to their SIT summer program. Each college and university establishes its own policies for applying financial aid to study abroad. SIT works closely with the financial aid and study abroad offices of each student's home institution to coordinate the financial resources available for a student's SIT experience.

Contact the SIT Study Abroad financial aid coordinator with any questions:

802 258-3503

studyabroad.scholarships@sit.edu

Or visit: www.sit.edu/scholarships

Applying for an SIT Study Abroad scholarship is easy!

1

When submitting your program application to SIT, be sure to indicate that you wish to apply for SIT scholarships.

2

Add SIT's school code (008860) to your FAFSA form.

3

Confirm receipt of all required financial aid information with the SIT Study Abroad financial aid coordinator (studyabroad.scholarships@sit.edu or 802 258-3503).

There is no separate SIT scholarship application.

FERPA Annual Notice to Reflect Possible Federal and State Data Collection and Use As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your 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 your records and PII without your 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 your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your 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 your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you 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.

Admissions for Summer Programs

SIT Study Abroad designs the admissions process to ensure the best possible match between a student's academic goals and program content. Students must demonstrate clear academic and personal motivation and interest in experiential, field-based study abroad.

Summer Program Prerequisites

We welcome applications from undergraduate students who have:

- completed at least one semester of college coursework.
- good standing at an accredited college or university.
- a cumulative grade point average of 2.5 or higher.
- met stated prerequisites for the program to which they are applying.

Graduate Credit Option

SIT offers the option of graduate credit on the following two summer programs:

- **India:** Himalayan Buddhist Art and Architecture
- **Switzerland:** International Studies and Multilateral Diplomacy

If you have already earned an undergraduate degree (or the equivalent) from a college or university and are interested in earning graduate level credit for one of these programs, please call SIT Study Abroad and speak to one of our admissions counselors.

Rolling Admissions Dates

September 15–April 1

It is possible that a particular program will fill prior to the final application deadline, so early applicants are most likely to be considered for their first-choice program.

How to Apply

Apply online at www.sit.edu/apply. For application and admissions requirements, please visit our website at www.sit.edu/admissions.

For questions about our programs and the application process, please contact our admissions team at studyabroad@sit.edu, 888 272-7881 (toll-free in the US), or 802 258-3212.

Next Steps

SIT Study Abroad is committed to helping students from diverse backgrounds experience field-based international education. Here's how to get started.

1

Choose a program: Visit studyabroad.sit.edu for complete summer program descriptions and course syllabi.

2

Talk to your advisors: Visit your home college's study abroad office and meet with your academic advisor.

3

Apply: Our application is online at www.sit.edu/apply. Questions about applying? Contact the SIT Study Abroad admissions office: studyabroad@sit.edu, 888 272-7881 (toll-free in the US), or 802 258-3212.

4

Investigate scholarship and financial aid options: Visit www.sit.edu/scholarships to learn about SIT scholarships and other funding opportunities. Also, talk to your home college's financial aid office.

Programs of World Learning

SIT Study Abroad

A pioneer in experiential, field-based study abroad, SIT (founded as the School for International Training) provides academically rich programs in more than 30 countries for over 2,000 undergraduates from 200+ colleges and universities each year. As students explore global and local issues firsthand, they acquire new theoretical frameworks and a broadened worldview. SIT's program model focuses on an examination of critical global issues in specific cultural and geographical contexts in one country or in multiple countries. The foundation of the comparative portfolio is the International Honors Program (IHP), which became part of SIT Study Abroad in 2011.

SIT Graduate Institute

SIT offers internationally focused, full-time and low-residency master's degrees, as well as certificate and professional development programs designed to advance our students' careers. Programs include international education, sustainable development, peacebuilding and conflict transformation, Teaching English to Speakers of Other Languages (TESOL), and a self-designed option.

For more information about program areas, requirements, deadlines, and the admissions process, please call 800 336-1616 (toll-free within the US) or 802 258-3510, email admissions@sit.edu, or visit our website at graduate.sit.edu.

The Experiment in International Living

The Experiment in International Living has been offering immersive experiential learning programs abroad since 1932. Today, The Experiment offers summer programs for high school students in Europe, the Americas, Africa, and Asia and the Pacific. Students are challenged to explore the host country through hands-on experiences in local communities and through the lens of a specific theme.

Learn more at www.experimentinternational.org.

World Learning International Development Programs

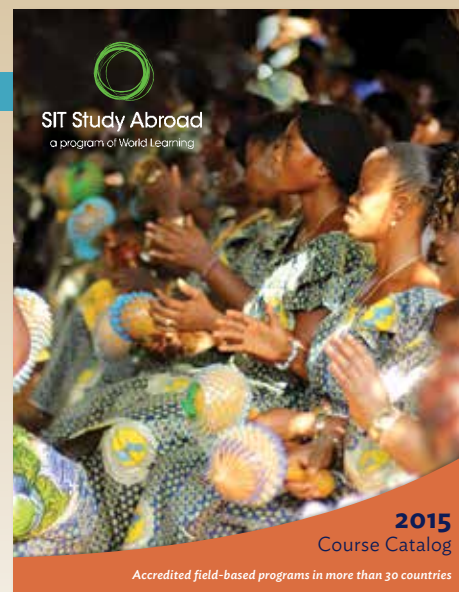
International Development Programs prepare communities to address critical issues, such as poverty, HIV/AIDS, marginalization, the global education crisis, and the need for government accountability. Learn more at www.worldlearning.org.

World Learning International Exchange Programs

International Exchanges bring emerging leaders from 140 countries annually to the US for academic, professional, and cultural exchanges. Learn more at www.worldlearning.org.

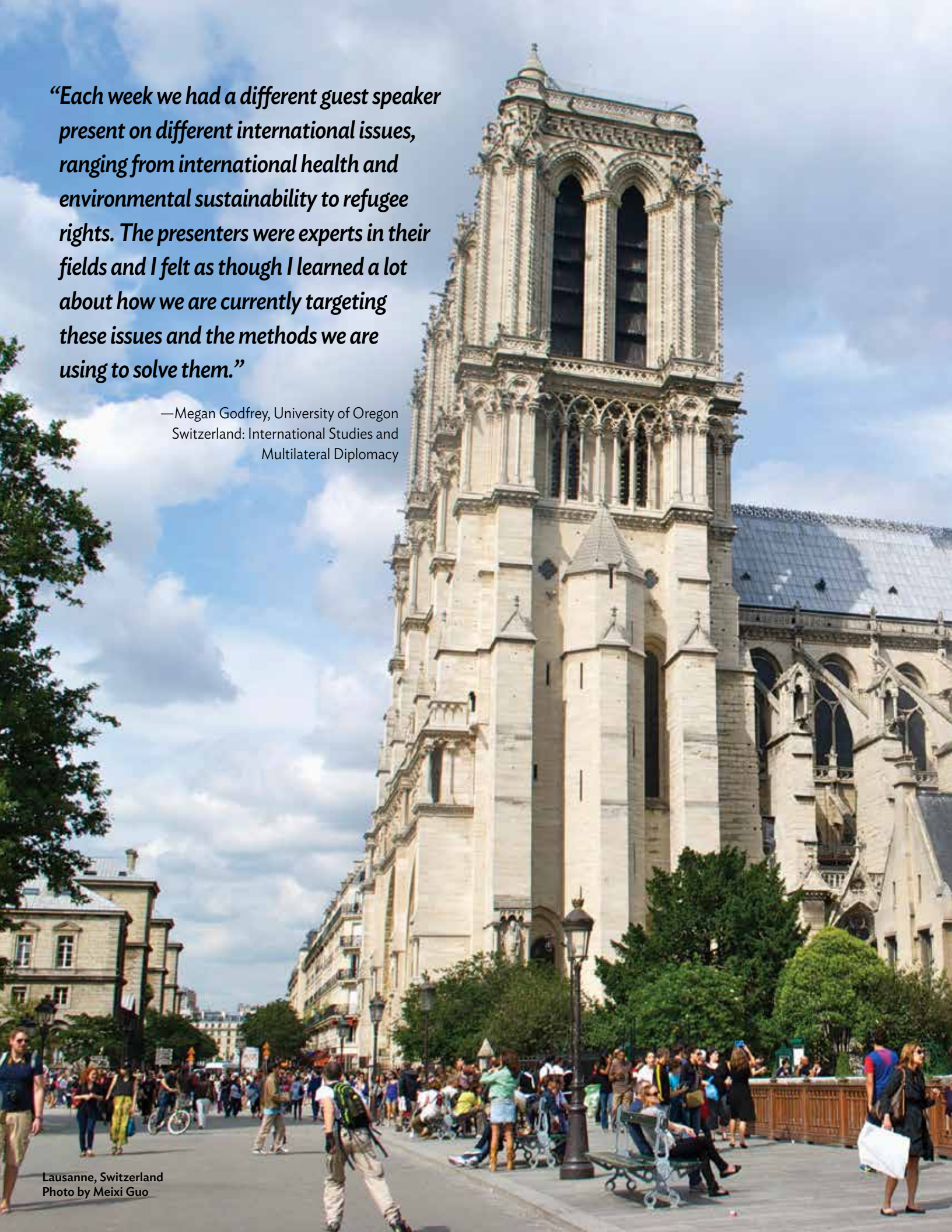
SIT Study Abroad also offers semester programs.

SIT offers more than 50 semester study abroad programs in over 30 countries. Semester programs focus on critical global issues and offer either 16 or 17 credits. Students can combine two different SIT semester programs for a year abroad or participate in an SIT summer program prior to or after a semester program. For more information about SIT semester programs, including individual program prerequisites, credit, deadlines, and the admissions process, please visit the SIT Study Abroad website at studyabroad.sit.edu or call **888 272-7881** to request a course catalog.



“Each week we had a different guest speaker present on different international issues, ranging from international health and environmental sustainability to refugee rights. The presenters were experts in their fields and I felt as though I learned a lot about how we are currently targeting these issues and the methods we are using to solve them.”

—Megan Godfrey, University of Oregon
Switzerland: International Studies and
Multilateral Diplomacy

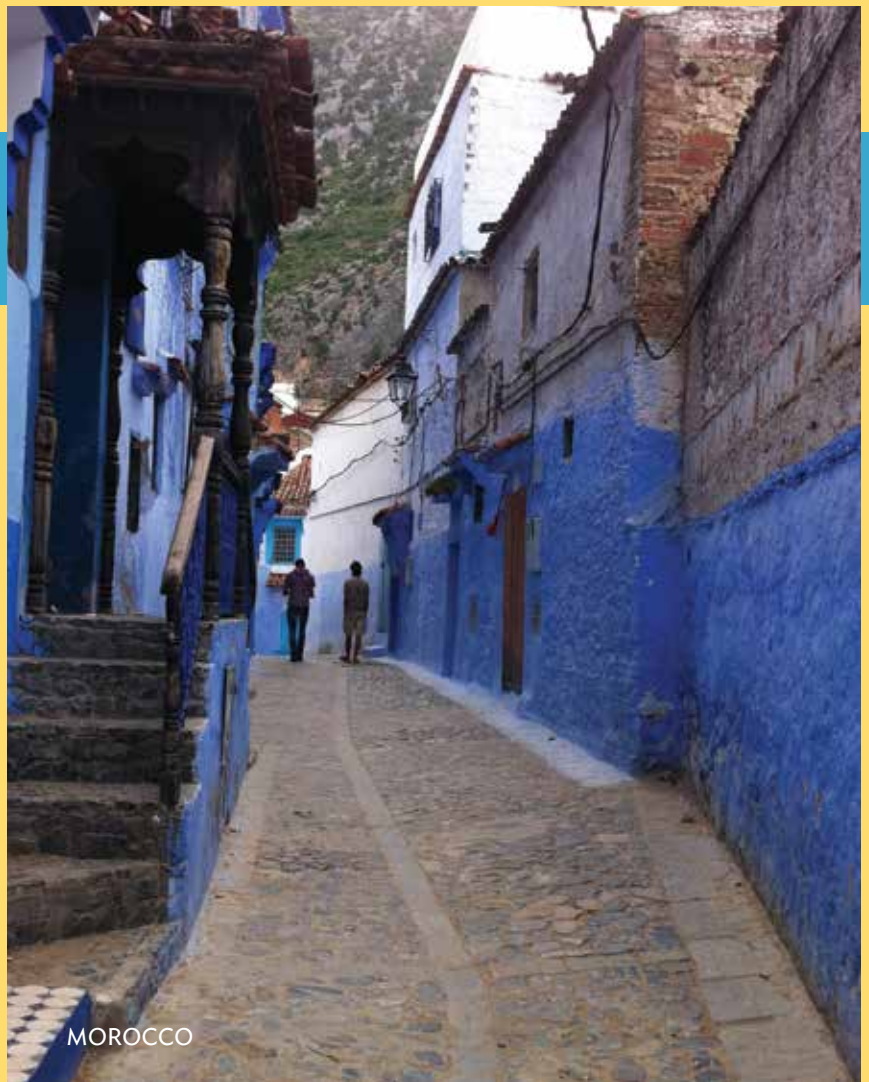


Lausanne, Switzerland
Photo by Meixi Guo

studyabroad.sit.edu

“The SIT professors challenged me to think critically and frequently pushed me out of my comfort zone, ultimately giving me the confidence I needed in pursuit of my academic and personal endeavors.”

—Ellie Dellard, University of Oregon
Nepal: Geoscience in the Himalaya



SIT Study Abroad

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ACCREDITATION

SIT is a nonprofit educational institution and was founded in 1964 as the School for International Training. SIT is accredited by the New England Association of Schools and Colleges, Inc. (NEASC) through its Commission on Institutions of Higher Education.



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's status, or any other legally protected status.

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