

FutureGenerations Graduate School

MASTER OF ARTS

APPLIED COMMUNITY CHANGE & CONSERVATION



academic CATALOG

2011-2013

2011-2013

Future Generations Graduate School



Nondiscrimination policy

Future Generations admits students of any race, gender, religion, creed, and national or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students enrolled in the program. It does not discriminate on the basis of race, gender, sexual orientation, religion, creed, and national or ethnic origin in administration of its education policies, admissions policies, financial aid, and other related programs.

Institutional policies/disclaimer

The information in this catalog is accurate at the time of publication. Future Generations reserves the right to modify policies, schedules, tuition, travel arrangements, and residential sites as needed. Students enrolled in or under active application will be given notification of such changes.

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Mission Statement

Future Generations teaches and enables a process for equitable community change that integrates environmental conservation with development. As an international school for communities offering graduate degrees in Applied Community Change and Conservation, we provide training and higher education through on-site and distance learning. Toward this end, we support field-based research, promote successes that provide for rapid expansion, and build partnerships with an evolving network of communities that are working together to improve their lives and the lives of generations yet to come.

History

Future Generations is the headquarters of an international network of non-governmental organizations. An original nonprofit charitable organization was incorporated in 1992 in the State of Virginia; this is known as Future Generations, the Civil Society Organization (CSO). It is complemented by the Future Generations Graduate School. These two USA-based organizations are closely connected—but two legally separate entities—and cooperate with other Future Generations organizations in a growing number of countries.

On August 4, 2003, the State of West Virginia Higher Education Policy Commission authorized Future Generations, the CSO, to grant a master's degree. On January 3, 2006, the State of West Virginia officially chartered the Future Generations Graduate School of Research and Applied Community Change as an independently incorporated institution of higher education. Accordingly, the graduate school developed a curriculum, hired faculty, recruited students, and raised funds to support this program. On February 22, 2010, the Future Generations Graduate School was granted accreditation status by the Higher Learning Commission of the North Central Association.

When Communities Own Their Futures



This is a program for students who seek training to improve their communities and the larger environment. The Future Generations Master of Arts in Applied Community Change and Conservation calls upon its students' creativity, knowledge, and interpersonal skills to develop workable strategies for change that fit the ecology, economy, and values of a particular locale. This process seeks to empower communities to own their futures.

Future Generations sees that the most important reality is the vantage point of each community. Here "community" is taken to mean a group that shares something in common and has the potential for acting together. Each student in this graduate program comes from a community – and throughout this academic program is taking the lessons learned back to that community. Through site-specific development studies in India, the United States, Peru, Nepal, and Tibet/ China, as well as through learning among classmates from across the world, each student examines how diverse communities engage in change, conservation, peacebuilding, and health. Students observe, research, and test ways for releasing the transformative energy in every community to facilitate a more equitable and sustainable future.

Master of Arts Degree Program

Future Generations is a graduate school whose campus is the world. At our learning sites in India, the United States, Peru, Nepal, and Tibet/China, our students from across the world examine best practices in community-based health, conservation, peacebuilding, local governance, and community improvement.

Each class has about twenty-five students from a dozen or so countries. While students range in age, they all are committed to local empowerment, community success and the potential to scale up successful local programs. Some are regional leaders, others are non-government agency workers, and still others are experts within a professional discipline. Others come from government agencies or faith-based organizations. Some carry several academic degrees while others hold a Bachelor's degree. Many come from painful contexts – lands torn by war, ethnic conflict, poverty, and trauma wrought by ecological damage, natural disaster, and economic instability.

The core of this two-year Master's program is community-based application. The pedagogy is blended learning: students interact and learn online, convene in diverse countries for learning and field work, and apply their learning and conduct research to benefit their communities. Learning to build partnerships and collective action among communities, governments, and non-governmental organizations is the core competency that students acquire. As students hone skills in information technology, data gathering, monitoring and evaluation, and critical analysis, they contribute to a worldwide knowledge base of case studies and research.

This program distinguishes itself from residential graduate programs in several ways. Typical graduate programming removes scholar-practitioners from their ongoing work at home: our students spend the majority of their graduate studies at work in their own communities. On-line and residential graduate programs cannot provide the benefits of experiential group learning: our students gather over two years for four one-month residencies to learn and study together while analyzing exemplary community programs in diverse international settings and subject areas. Many graduate programs aim toward the completion of a thesis: our program culminates with the students' presentations of data-driven workplans for sustainable change and conservation in their home communities.

This process of shared learning builds a global network of communities with capacity to shape their futures. This network will have the capacity to shape the world for generations to come.

BLENDING LEARNING

Interactive Online Learning

Before the start of each term's instruction, Future Generations provides all course books, readings, and materials directly or online. Via the Moodle coursesite, our professors introduce conceptual and theoretical coursework. Since each student takes online coursework while working in his or her own home community, he or she is expected to apply all coursework in the context of a particular culture, economy, and ecology.

Site-based residentials

During the two years of course study, each class gathers for four month-long site-based residential programs at international sites such as India, the United States, Peru, and Nepal. Students observe firsthand "best practices" in community change and conservation. Whether at Gandhi's Ashram in India, or in Himalayan nature preserves, or at the Adirondack State Park in upstate New York, or in Peruvian community health centers, our students examine sustainable community-based initiatives that have scaled up to have regional impact. Our Country Program Directors augment these residentials with lessons learned from Future Generations projects and our partner organizations.

Applied practicum work

Every aspect of this program speaks to the assets, needs, and questions of communities. The focus is to apply learning in real life. Students maintain their present community-based work as employees of a government department/service agency, faith-based organizations, profession, or some other community based group. During the entire course of study, students apply their learning and research to clearly define community concerns and build partnerships for change. A student learning plan is written by each student and modified as needed. Through this learning plan, students articulate their community's identity and characteristics, their role within the community, pertinent research questions for the benefit of the community, and any particular learning objective the student may have. The student's learning plan specifies any additional work beyond classes that each student may need to undertake.

VALUES AND STUDENT OUTCOMES

Specific underlying values inform program expectations for core competencies, principles, and skills that students are to achieve by the end of their studies.

Core Values

This graduate program promotes respect for all life and the conditions for harmonious co-existence. It recognizes the dignity of every human being with particular interest in the well-being of families, children, and community. This program adopts a holistic and ecological approach to community change and conservation. It emphasizes equity, empowerment, and self-confidence, especially among marginalized members of the community. This school commits itself to ethical standards of community change and conservation.

Program Learning Objectives

1. Critical thinking
Graduates can analyze a problem and reach their own evidence-based conclusions.
 - Perceive problem and assess how to frame the question
 - Identify assumptions and bias
 - Formulate independent conclusions
2. Knowledge of development issues
Graduates can demonstrate a theoretical and practical understanding of key development issues by analyzing the social, economic, political, and environmental implications.
 - Demonstrate knowledge of applied principles in content areas of graduate degree, e.g. conservation and ecology, public health, management, leadership, and peace-building
 - Apply understanding of human rights, gender, and class to development issues
 - Relate local development to national and global forces of change
3. Community change facilitation and leadership
Graduates can demonstrate knowledge and skills necessary to be agents of change and empowerment in their communities.
 - Demonstrate facilitation skills of active listening, consensus building, and promotion of respectful dialogue
 - Identify and promote leadership
 - Network to bring appropriate resources and expertise to bear on a problem

4. Program design and management
Graduates can independently design and implement sustainable development programs, using Seed-Scale and other development models.
 - Conduct valid surveys and develop a work plan
 - Manage program logistics, human resources, and financial records
 - Apply principles of economics and resource allocation

5. Monitoring and evaluation
Graduates can develop quantitative and qualitative methods to monitor and evaluate a program and can adapt the program based on assessment results.
 - Gather accurate baseline data used in setting up a monitoring and evaluation program
 - Identify significant indicators of progress and implement monitoring/evaluation plan
 - Update program based on evaluation data

6. Communications
Graduates can write and communicate with excellence.
 - Fund-raise for community projects
 - Write effective reports and grant proposals
 - Deliver effective oral presentations to diverse groups with diverse language skills

7. Research and evidence-based decisions
Graduates can synthesize and analyze information learned through courses, books, the internet, and in the field, using it to meaningfully address community problems.
 - Access web-based information, discerning what is most appropriate and factual
 - Determine appropriate instruments for field-based research
 - Use salient evidence to support decision-making

CURRICULUM

Future Generations Graduate School offers two types of programs utilizing the same set of courses and pedagogy.

1. The original and traditional program is MIXED INTERNATIONAL. Students come from multiple nations, and their residentials build on this diversity. The mixing of cultures and the viewing of best practices from various nations is a strong benefit of this approach.
2. The second program is a REGIONAL PROGRAM. The students come from one nation or one locality and are often supported by a single grant. This regional program focuses on key salient needs of the area and attempts to train a cadre of students that can more quickly and with greater amplitude affect regional community changes.

The descriptions of courses given below speak to primarily the mixed international program. The basis of this program is a student body widely dispersed who come together four times during the program in residentials that take place on three continents. The regional program, on the other hand, may use either a two or three semester format depending upon specific needs or settings. The location of the residentials will take place in a way most suited for the program and are determined on a case by case basis. The funding agency for the grant may determine the primary focus of the regional need, but Future Generations is responsible to address that challenge in the broad context of community development.

The following is an overview of program courses, credit hours, modes of instruction, and locations of instruction. For the mixed international program, detailed course descriptions follow this overview. All courses are required courses for completion of the program. The five programmatic categories of courses are:

1. Community-based development
2. Globalization, localization and sustainability
3. Community change skills
4. Monitoring and evaluating community change
5. Applied practicum work



The first four categories are at the core areas of subject matter concentration and instruction. Most of the courses in these categories include interactive on-line and site-based residential learning. Sites used in the past include India, Peru, Nepal, and the United States. The Practicum work constitutes four terms of applied community-based research and analysis.

COMMUNITY-BASED DEVELOPMENT

Introduction to Community Change and Conservation

Interactive online learning, 1 credit; residential instruction, India, 1 credit

Nature Conservation and Management

Interactive online learning, 1 credit; residential instruction, United States, 1 credit

Going to Scale with Community Development

Interactive online learning, 1 credit; residential instruction, Peru, 1 credit

GLOBALIZATION, LOCALIZATION and SUSTAINABILITY

Sustainable Development

Interactive online learning, 1 credit; residential instruction, India, 1 credit

Food and Water Security

Interactive online learning, 1 credit; residential instruction, Peru, 1 credit

Human Ecology

Interactive online learning, 1 credit; residential instruction, Nepal, 1 credit

COMMUNITY CHANGE SKILLS

Healthy People, Healthy Communities

Interactive online learning, 1 credit; residential instruction, India, 1 credit

Inter-Cultural Communicative Competence

Online language study, 1 credit; residential and online tutoring, up to 2 credits

Leadership and Organizational Dynamics

Interactive online learning, 1 credit; residential instruction, United States, 1 credit

Social Change and Conflict Transformation

Interactive online learning, 1 credit; residential instruction, United States, 1 credit

MONITORING and EVALUATING COMMUNITY CHANGE

Applications of Nonprofit Management

Interactive online learning, 2 credits

Empowerment

Interactive online learning, 1 credit; residential instruction, Peru, 1 credit

Pedagogy of Place: Home and India

Online postings and introduction of self in India; residential colloquium, India, 1 credit

Pedagogy of Place: United States

Residential colloquium, United States, 1 credit

Pedagogy of Place: Peru

Residential colloquium, Peru, 1 credit

Pedagogy of Place: Nepal and Tibet

Residential colloquium, Nepal, 1 credit

APPLIED PRACTICUM WORK

Practicum: Research Design and Methods

Interactive online learning, 1 credit; residential instruction, India, 1 credit

Practicum: Prospectus Design

Interactive online learning, 1 credit; prospectus presentation in United States, 1 credit

Practicum: Applied Research I

Community research iteration one and work plan for iteration two, 2 credits

Practicum: Applied Research II

Community research iteration two and presentation in Nepal, 2 credits

Synthesis and Integration

Online learning, 1 credit; residential instruction, Nepal, 2 credits

Academic Calendar 2011-2013

Term I 5 September 2011 – 10 February 2012

India Residential Dates: 16 October—15 November 2012

Pedagogy of Place: Home and India
Introduction to Community Change and Conservation
Sustainable Development
Healthy People, Healthy Communities
Practicum: Research Design and Methods

Term II 11 March 2012—17 August 2012

United States Residential Dates: 1 May—1 June 2012

Pedagogy of Place: United States
Nature Conservation and Management
Leadership and Organizational Dynamics
Social Change and Conflict Transformation
Practicum: Proposal Design

Term III 16 September 2012—22 February 2013

Peru Residential Dates: 4 November—3 December 2012

Pedagogy of Place
Going to Scale with Community Development
Food and Water Security
Empowerment
Practicum: Applied Research I

Term IV 17 March 2013—15 October 2013

Nepal Residential Dates: 15 September 2013—15 October 2013

Pedagogy of Place: Nepal
Human Ecology
Applications of Nonprofit Management
Practicum: Applied Research II
Synthesis and Integration

**Dates and locations are subject to change due to unforeseen events*

COURSE DESCRIPTIONS

Applications of Nonprofit Management (2 credits)

This course covers the basics of managing a nongovernmental organization. Topics include project development and implementation, accounting, board and staff relations, fundraising, and grants development. Students analyze the management of their own community-based organizations, learn to read and understand financial documents, and learn how to research, identify and present to outside funders.

Empowerment (2 credits)

This course takes key issues related to empowerment and community development, and explores them in depth through related case studies and readings. Thematic areas of emphasis include gender, ethnicity, wealth, equity and literacy. Students also learn how to design and use evaluation techniques. They then adapt to their particular research needs and community context.

Food and Water Security (2 credits)

This course examines the interrelationships between agricultural systems, food production and security, water security and inter-state riparian concerns, and demographic change. Beginning with a broad historical analysis, the focus shifts to pressing contemporary issues. Observing Andean towns struggling to secure food and water needs, this course analyzes property rights and access to land, technological change, biotechnology, biodiversity, indigenous knowledge systems, water, population policy, hunger, food sovereignty, and alternative approaches to agriculture.

Going to Scale with Community Development (2 credits)

How do we move from small and isolated community successes to create enabling environments for rapid expansion of an ongoing process of human-energy-driven social change? Alternative approaches to large-scale expansion are compared and contrasted. The role of expanding quality of services in promoting the mobilization of people's participation is also explored. The related challenge of relinquishing control serves as a focal point. In the context of Peru's community-based and nationally-acclaimed health care systems, three dimensions of going to scale are analyzed: (1) individual communities build from local successes to realize empowerment and local action; (2) clusters of communities build problem-solving capacity through experimentation and training; and (3) partnerships with government create a broader context through collaboration, adaptive learning, and extension.

Healthy People, Healthy Communities (2 credits)

The use of primary health care as an entry point for community mobilization is explored. Two foci are finding people-based solutions that fit community needs and balancing the needs of people with available resources. Examining closely two Indian field programs that are global leaders in community health programming, this course studies individual and collective empowerment, technologies of participation, process facilitation skills, selection of an entry point, credibility, and participatory decision making.

Human Ecology (2 credits)

This course draws on a detailed case study of the Himalayan region via a week -long trek with Nepali Sherpas. It introduces an applied framework of ecological design, one that minimizes environmentally destructive impacts and integrates living processes. Basic principles of ecological design are used to explore case studies in such areas as agriculture and land use, local economies, ecotourism, architecture and housing, energy technologies, manufacturing systems, and education.

Introduction to Community Change and Conservation (2 credits)

Beginning at Gandhi's ashram in Sevagram, India, this course explores the potential of human energy to transform community life, conservation, and social movements. It synthesizes schools of thought regarding development. It introduces an approach to community change and conservation called SEED-SCALE (Self- Evaluation for Effective Decision-making and Systems for Communities to Adapt Learning and Expand). This course examines communities successfully applying techniques associated with the SEED-SCALE approach.

Leadership and Organizational Dynamics (2 credits)

This course is aimed at the exploration, understanding, and application of leadership roles, strategies, and principles in groups, organizations, and communities. The focus is on critical thinking, problem solving, and strategic skills development within the context of participatory learning and decision making. Specific areas of attention include visioning, nominal group processes, conflict analysis and resolution, mediation, negotiation strategies, needs assessment, organizational models and management, approaches to leadership, and best practices for creating more inclusive and empowering groups, organizations, and communities.

Nature Conservation and Management (2 credits)

This course explores community, partnership, and conservation case studies. The emphases are equitable, sustainable, community-based conservation movements. Topics address how economic activity relates to the management of resources and nature conservation, and how alternative approaches to nature protection and management may prove successful. A field-based immersion at Adirondack State Park allows students to observe how communities, individuals, and political leaders balance conservation and development.

Pedagogy of Place (4 credits)

This course evolves over four terms of study. Students explore the universal within the context of the particular. They consider place-based approaches to education and development at home and in India, the United States, Peru, Nepal, and Tibet/China. Personal learning histories and community stories are used to articulate statements of education and development philosophy. These efforts are shared, reviewed, and incorporated into a web-based profile of the entire class, the students' communities, and other communities that enrich our learning experience. Also, each member of the class submits a Student Learning Plan, which is updated each term. Over four terms, the class discerns the relationship of lifelong learning with "best practices" in community change and conservation.

Practicum (8 credits total)

The Applied Practicum Work (Practicum) is a course running through the entire Master's Program. Students may choose in the second term to pursue either a research track or a practical project track. The student's Practicum should exhibit scholarship and indicate an important service to the community. The Practicum is finalized in a capstone seminar that integrates all the student has learned to bear on a program of community change and conservation.

- **Practicum: Research Design and Methods (2 credits)**

In this first practicum course, students describe their community. They identify critical questions of change and conservation in their community. They study and acquire quantitative, qualitative, and alternative research methods and the necessary statistical tools to analyze data, perform community assessments, and monitor and evaluate programs. Emphases are placed on participatory and action research approaches and methods as well as the identification, measurement, and use of key indicators. Philosophical reasons behind different research approaches and methods are explored in terms of the practice and use of research.

- **Practicum: Prospectus Design (2 credits)**

In this second Practicum course, the student will refine and develop their proposed research, review related literature and choose a research methodology. The student will select one or more research instruments and test them in the field. In the residential portion the student will make a presentation on their community and the proposed practicum process. In the online portion the student will cover more aspects of research theory including statistics that are useful for community based research. At the end of the course the student will present a detailed prospectus which will lay out their practicum process in detail, including the knowledge gained from testing the methodology.

- **Practicum: Applied Research I (2 credits)**

Here students work closely with community members, an assigned mentor, and the course's instructor to carry out completely a first iteration of research in community. Results and analysis are to be presented for collective critique by the end of this term.

- **Practicum: Applied Research II (2 credits)**

Students build on the constructive critique of the prior term. They modify and enhance their community-based question and applied research for a second iteration of research during this fourth term of study. They finalize and complete their community-based analysis. This includes a full presentation of their research question, its analysis, and associated results. It includes an exploration of how the lessons learned from the case study and the results of the research can be adapted or “scaled up” by their own and other communities. The case study will be the basis of the student’s presentation during “Synthesis and Integration,” a capstone course during the final residential in Tibet, China.

Social Change and Conflict Transformation (2 credits)

Violence and nonviolence are strategies to balance power and raise awareness in conflicts that are not ready for verbal forms of negotiation, mediation, or dialogue. These strategies intensify conflict to coerce or persuade people to change. Violence usually spirals into a cycle and creates new victims. Waging conflict nonviolently through carefully wrought community collaboration, advocacy, and activism may ripen conditions for transforming relationships and structures while stopping the cycle of direct and structural violence. This class places the use of violence and nonviolence in a larger context of social change and peacebuilding. It stresses the need to focus on non-adversarial, relationship-based approaches. Also, students share their own communities’ violence and learn strategies for trauma awareness and resilience.

Sustainable Development (2 credits)

This course looks at community change of economic models and human capabilities. Topics address historical and contemporary theories of development, differing conceptions of sustainability, international institutions and interventions, policy options and implications, and alternative approaches to understanding and realizing healthy state-societal fits. The key case study is that of tribal communities in northeast India.

Synthesis and Integration (3 credits)

This capstone seminar is organized around each student’s presentation of his or her community-based case study, which is developed and written as the culmination of four practicum courses. Students take a lead role in organizing the overall structure and themes of this seminar, a process that will evolve during the course of Term IV. This seminar includes a student-designed evaluation of the Master’s program and each student presentation. It includes the active participation and involvement of faculty and resource persons. The aim of the course is to synthesize and integrate the entire span of learning that has occurred over four terms of interactive online learning, residential studies, and applied community research and service.

Admissions Process and Criteria



Application is a four-step process. The Admissions Committee first examines a prospective student's completed application form. If an applicant successfully meets the criteria for admission, this person has passed phase one of the application process. Future Generations then informs each applicant if any further information is needed. At this point, we may interview you over the telephone or in person. In all instances, applicants must have an active base within a community. If community involvement and support are evident, this applicant has passed phase two of the application process.

Phase three is the Scholarship Committee's decision based on its review of the applicant's financial disclosure. If financial assistance is needed and requested, Future Generations will work closely with each successful applicant to ensure that his or her merit and need match available resources for this program of applied graduate studies. Finally, phase four includes a signed agreement between each student and Future Generations to the terms for delivering and covering the costs of this applied graduate education.

Future Generations Graduate School Admissions Office uses rolling admissions. As applications are received they are evaluated for a decision. Applicants are strongly encouraged to apply early as the class fills rapidly.

Provisional acceptance

Future Generations admissions committee looks for candidates who are societal teachers of social change, moral agents, and change entrepreneurs. Many of these people will have demonstrated these leadership gifts in the context of communities and states traumatized by conflict or disequilibrium. The admissions committee looks for unusual circumstances in background or training that strengthen the application and give evidence of the applicant's ability to successfully complete the program. Provisional acceptance may be considered in special cases.

SUMMARY OF APPLICATION REQUIREMENTS

1. Educational background and transcripts
2. Record of employment
3. Record of community involvement
4. Personal statement of community
5. Three letters of reference and contact information
6. Language strengths and English proficiency
7. Web-based connectivity
8. Full financial disclosure
9. Timely submission and signature

Educational background and transcripts

Applicants are to have completed the equivalent of a bachelor's degree from an approved college or university. Preferably, their undergraduate work is in a field related to their focus of community-based research and training in the Master of Arts program.

Applicants are required to submit an official transcript from each institution of higher education they have attended, both undergraduate and graduate. If the transcripts are not in English, original or certified (attested) copies in the original language plus certified English translations of all academic records are required.

Official transcripts must contain the institution's stamp or some other form of certification that clearly indicates authenticity. If your institution does not make a practice of sending original transcripts, notarized copies of the original documents that have been certified by the issuing institution will be accepted. Transcripts must include the following information: the dates you attended the institution; the title of the specific courses or subject in which you enrolled; the number of hours of instruction involved in each course or subject; the grade, mark, or other form of evaluation you received for each course or subject; and the degree, diploma, or certificate awarded for completion of your studies.

Record of employment

It is expected that applicants are fully engaged in some significant form of community-based work. An applicant's field experience and specified community-based experience are key requirements for admission. It is recognized that this experience may take a variety of forms.

Record of community involvement

Applicants must be currently - and throughout the length of the program - engaged in relevant community-based change and/or conservation work. An applicant's community must be actively supporting the student's program.

Personal statement of community commitment

Each applicant must submit a personal statement of community commitment. This statement serves as a letter of professional introduction. It should clearly articulate personal goals and objectives. This personal statement of community should address the following questions:

“What is your relationship to the community or communities with which you work? What are the implications of this Master’s program in terms of your personal goals, professional objectives, and community involvement? Why is this a good time for you to pursue applied graduate studies? As you contemplate your future in community work, what would constitute ‘success’ ten years from now?”

Creativity in style and format are encouraged for this personal statement of community. Make it as comprehensive as possible. Include this typed two-page, single-spaced essay with your application.

Three letters of reference and contact information

Each applicant should arrange for three letters of reference to be sent directly to Future Generations. These letters are to be from:

1. A faculty member directly familiar with the applicant’s academic work and preparation at an educational institution that he or she attended.
2. A community representative familiar with the applicant’s professional experience. This person should speak to the relevance of this study program to the applicant’s role in community life and should clarify the support of community. The community is expected to authorize the applicant’s leave for the four month-long residential programs, to facilitate relevant community-based research, and to welcome critical analysis of a the community’s well-being and future. Additionally, the letter should reflect any financial support the community might offer.
3. A community member or development practitioner familiar with the applicant’s present community involvements. This person is invited to reflect on how this applicant is received in community-based work and on the relative value of the applicant's community services and insights.

Language strengths and English proficiency

The admissions committee seeks to ensure language equity and learning for every member of the Master's program.

Non-native speakers of English are to demonstrate a level of English language competency through institutional tests. As needed, they are to complete additional interactive online language work prior to or during their graduate studies. If an applicant's first language is not English, he or she must submit an official report of results from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). A score of 500 on the paper-based test or 60 on the Internet-based test is required from the TOEFL, or a band of 5.0 on the IELTS. Forward a TOEFL score to Future Generations by submitting our institutional number **0086**.

Applicants who have received a degree from an English-based curriculum at an accredited university may be exempted from this testing requirement. The Admissions Committee reserves the right to request a TOEFL or IELTS score from any applicant at the committee's discretion.

Web-based connectivity

Interactive online courses and applied practicum work are fundamental components of the program. Both require ready and reliable Internet and email connectivity. Students must have the ability to access the internet on a regular basis. Ensuring this access is each student's responsibility. Students must own or enjoy full-time use of a laptop computer. These are essential in their field situations as well as during the residential-based studies of this Master's program.

Full financial disclosure

Admissions and financial aid are a four-step process. In steps 1 and 2, we decide whether your application is complete, you meet our admissions standards, and you have a community setting for applied study and research. In steps 3 and 4, we work with you to determine how the cost of your graduate education will be met. Limited scholarships are available on the basis of merit and need. Once you provide full financial information, we will discuss financial options and agree upon our mutual obligations. Your Application asks, therefore, that you provide personal, family, community, sponsoring organization, and other outside sources that could contribute to the costs of your graduate education.

Timely submission and signature

The Future Generations Graduate School Admissions Office uses rolling admissions. As applications are received they are evaluated for a decision. Applicants are strongly encouraged to apply early. An application is not considered final until all of the admissions requirements outlined above have been met. It is the applicant's responsibility to ensure that all of the required documents and letters have been received by the application deadline.

Academic Policies



Academic credit

Students earn academic credits toward their degree through successful completion of courses and applied practicum work. Semester credits are awarded during each of the four terms of instruction. Completion of successive terms occurs after each of the four site-based periods of instruction. The four terms are:

- Term I: From the beginning of the program including the first residential instruction in India for nine (9) credits
- Term II: From the end of Term I including the second residential instruction in the United States for nine (9) credits
- Term III: From the end of Term II including the third residential instruction for nine (9) credits
- Term IV: From the end of Term III to the end of the fourth and final residential instruction in Nepal for ten (10) credits

In order to graduate, students must earn passing grades for 37 credit hours.

Residential attendance

The experiential learnings incorporated into all residential periods of instruction are essential features of this program. Students must attend all sessions during the four residential periods of instruction. If for reasons of health, emergency or visa difficulties, a student is unable to attend all or part of a certain residential study, he or she will determine with the Academic Council when and how this residential study will be made up.

Student conduct and satisfactory performance

Students are expected to act in a mature and responsible manner during all residentials. The right is reserved to dismiss from the program and send home any individual whose conduct evidences lack of seriousness of purpose, disrespect for other students and a lack of maturity. A first warning will be given prior to dismissal. Fees will not be refunded.

Documents and baggage

All passports, necessary visas and airline tickets must be obtained by the student prior to the beginning of each residential period of instruction. If travel documents are lost by the student, such documents must be replaced by the student at his or her expense. Program staff will assist as needed. Students are responsible for their own baggage, and students are to pack lightly for each residential period of instruction.

Interactive online learning

Interactive online learning and practicum applications of program studies in the student's home community are integral parts of the Master's degree. Prior to each residential, there are required interactive online learning readings, lessons, and assignments. Students must be prompt in completing this online work in order to participate in the residential period of instruction for any term. *Students may be denied approval to participate in a residential program if required online work is not complete.*

Practicum applications in the student's community occur before and after the residentials. Students must complete practicum research, assignments, and writing promptly in order to participate in the following term.

Satisfactory academic progress

To maintain satisfactory academic progress, your academic history at Future Generations Graduate School must show that you have maintained grades consistent with the graduation requirements of a minimum of 2.7 for graduate degree candidates and may not accumulate more than two incomplete grades.

Students who fail to maintain good academic standing or otherwise fail to make satisfactory progress toward their respective degree, as defined above, may be awarded federal (U.S. students only) and institutional assistance for one additional payment period to reestablish satisfactory standing. Students who do not reestablish satisfactory standing will remain ineligible for any additional federal and institutional assistance during subsequent term until they return to good academic standing, as defined above. For more information regarding satisfactory academic progress, please refer to Future Generations Financial Aid Handbook.

Academic standards

In order to graduate, a student needs passing marks on 37 credit hours of course-work. The 4.0 grading scale ranges from A (4.0) to F (0.0) as follows: A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), and F (0). A student must maintain a minimum grade point average of 2.7 (B -). No course or practicum in which a grade below C- (1.7) is earned may apply toward the Master's degree.

Incomplete work

To be in good standing, students may carry no more than two Incompletes (I) marks at any time. After the conclusion of one term of study in which an Incomplete mark is given, a student has until the last day of the next term of study to finish required work for this Incomplete. If the student satisfactorily submits such work, the professor will award a revised grade. If the student does not submit such work by the last day of the next term, the professor will award a grade that reflects coursework completed up to that point. If a student receives a grade of F at any point in his or her course of studies, then he or she may carry no more than one Incomplete mark at any point through to the completion of the Master's program.

While Incomplete marks are allowed at the discretion of a professor after consultation with a student, at a minimum, a student must have faced extenuating circumstances that precluded timely course completion.

Withdrawals

Future Generations is conscious of the balancing act that many students face as they engage studies, research, work and family commitments, and pressing current events. Indeed, a number of students in this program come from and serve communities that are in a state of ongoing conflict or post-war rebuilding. Thus for reasons of health, personal exigencies, and socio-political turmoil, there are occasions when students may need to withdraw from

certain coursework. Students must explain these exigencies in writing to the Academic Council, and request permission to withdraw from one or more classes or terms.

Students may only substitute coursework on other campuses on a limited and case by case basis. Permission must be obtained from the Academic Council. The Academic Council will also instruct when and how a student may rejoin a future class of Master's students for completing courses and terms from which a student has withdrawn. The Registrar is responsible for tracking a student's eventual completion of coursework.

If a student has participated fully in the site-based residential studies of a term, but then must withdraw from post-residential online and community-based coursework, then he or she need not repeat participation in the residential upon rejoining the program. But if withdrawal causes a student to miss all or part of the site-based residential, then he or she is responsible for traveling to that term's residential with a future Master's class.

Pass/Fail

At the beginning of each term, a student may choose Pass/Fail evaluation for one course. This provision allows students who are still mastering language competency for graduate-level work in English to set priorities for their Master's studies and continued community-based work. A grade of P will not affect a student's grade point average. A grade of F will count as zero (0) and affect a student's overall grade point average. A student may not take any of the following courses Pass/ Fail: Introduction to Community Change and Conservation, Going to Scale with Community Development, Synthesis and Integration, and the Practicum courses.

Probation

A student will be placed on academic probation if two Incompletes or one Incomplete and one grade of F are carried at the conclusion of any term of study. A student may also be placed on academic probation if his or her grade point average falls below B - (2.7). Probationary status beyond one term will result in automatic dismissal.

Reinstatement

In the event that a student has been dismissed from the Master's program and wishes to be reinstated, the student must write a letter of request to the Dean of the Graduate School. This letter must state clearly the student's plan for completing satisfactory and timely work in the future.

This letter should explain why the student's prior work product fell below required standards and address means by which such conduct will not recur. The Academic Council will review requests on an individual basis. Individual circumstances and specific requirements will be considered.

If a request is denied, a student may request reinstatement again after the lapse of one year. Upon reinstatement, the student's grade point average is the same as when the student was dismissed. A reinstated student will be dismissed if he or she fails to attain a grade point average for the next term of 2.7 or higher.

Code of conduct

Students are expected to abide by the Future Generations Code of Conduct as presented in the Student Handbook. These handbooks are distributed at the beginning of the program in Term I.

Evaluation

Students are evaluated on the basis of fulfillment of course objectives and requirements as specified in syllabus materials that are distributed at the beginning of each course. Performance in each course is evaluated at the end of the term. Students receive an academic progress report at the end of each term. This report presents a comprehensive picture of the student's progress. Faculty members are responsible for providing feedback and assessing the learner's performance and growth.

Graduation requirements and ceremony

Upon successful completion of all academic and financial requirements for this Master's program, a student will be hooded, granted a degree, and issued a full transcript:

1. Passing marks for 37 credits hours of completed coursework
2. Completed practicum research, coursework, analysis and presentation
3. Minimum grade point average of 2.7 on a scale of 4.0
4. Submission of all course and residential evaluation forms
5. Full payment of all academic fees and any other accrued financial obligation to Future Generations

When these requirements are met, the degree is authorized by a vote of the Graduate School Board of Trustees. Because some students must withdraw from certain coursework for reasons of health, personal exigencies, and socio-political turmoil, it is possible that one may participate in graduation ceremonies but not receive a degree at that time.

Drug and Alcohol Policy

It is a violation of State and Federal law for any individual to illegally possess, use, sell, manufacture or transfer controlled substances or similar drugs or to illegally dispense or transfer prescribed medications, drugs, or drug paraphernalia*. Exceptions may be made when used for research or for specific educational purposes as permitted by State and Federal law.

The following items represent the Graduate School's drug policy:

- Future Generations Graduate School is committed to promoting and maintaining a work and academic environment that is free from illegal alcohol and drug use and abuse in accordance with all federal, state, and local laws. Students and employees are prohibited from reporting to school or work or working under the influence of alcohol or drugs.
- Employees may not consume, possess, distribute, or be under the influence of alcoholic beverages on Future Generations Graduate School property or while on Graduate School business.
- Students, employees and visitors are prohibited from dispensing, selling or supplying alcoholic beverages to a person under the legal drinking age as defined by law.
- Students, employees, and visitors are prohibited from possessing, consuming, manufacturing, dispensing, or being under the influence of illegal drugs or engaging in improper self-medication while on Future Generations Graduate School property or Graduate School business.
- Any member of the Future Generations Graduate School community who violates this policy is subject to both prosecution and punishment under federal, state and local laws and to disciplinary proceedings by the Graduate School.
- Students who violate this policy are subject to disciplinary action in accordance with the provisions in the Student Code of Conduct and independent of any external legal action. Sanctions may include suspension or expulsion from the Graduate School. Additionally, students whose actions in relationship to possessing or providing controlled substances/ drugs are deemed at risk to the Future Generations Graduate School community are subject to interim suspension pending policy in accordance with the provisions in the Student Code of Conduct. The administration of any drug to an unknowing individual shall incur a suspension of no less than one academic semester and may include a longer suspension or expulsion.
- Individuals who are not members of the campus community who violate the Graduate School's drug policy and whose actions are not in compliance with the orderly operation of the Graduate School will be prosecuted in accordance with State and Federal law and will be required to leave campus upon request of a Graduate School official.

* *"Paraphernalia" as used in this policy is defined in United States Code, Title 21, and section 863.*

Crime Prevention Policy

The Graduate School makes every reasonable effort, through the cooperation of all programs, to create an environment that is both safe and secure. Although we cannot guarantee safety, we believe that through cooperative efforts and appropriate education, we can strive toward that end.

Future Generations Graduate School offers information throughout the year designed to inform students about safety procedures at residential sessions. Students are initially informed of these procedures prior to attending residential session.

In cases of criminal activity which is considered a threat to others, the local police will be contacted immediately for assistance and warnings will be distributed to students and staff as soon as possible after occurrence of the threat, in order for all to take the necessary precautions.

The Graduate School complies with federal, state and local laws including those which regulate the possession, use/sale of alcoholic beverages and controlled substances. The Graduate School cooperates with local and state police in all felony crimes. Firearms, weapons and ammunition are prohibited at Future Generations Graduate School.

Financial Information

The Future Generations Graduate School's Financial Aid Office (FAO) offers students financial aid counseling and assistance to help them pursue their educational goals.

The FAO awards aid to students as a part of the means by which they can attend graduate school. Our basic philosophy is that students and their communities have the primary responsibility for paying the student's expenses. Our role is to try to fill the financial gap that may exist between the cost of your education and money available from your family, job income, community, employer, savings and other sources.

If you apply for assistance, the FAO will evaluate your need, and if you are eligible for assistance, offer you a financial aid package. Your aid package may consist of scholarships and/or loans.

Because of limited funds, the FAO cannot always offer enough assistance to meet every student's financial need.

Refunds

Future Generations makes a careful selection process. Based on this process, the organization makes planning and financial commitments well in advance of each site-based residential program. Future Generations, therefore, sustains losses when a student withdraws from a class or term. The following refund policy reflects the organization's financial commitments, while recognizing the exigencies of our students' lives.

- A student who withdraws within the first month of a term will be refunded three-quarters of fees paid for that term.
- A student who withdraws after the first month but prior to thirty days before departure for a residential program will be refunded one-half of fees paid for that term.
- A students who withdraws within thirty days of departure for a residential, or anytime thereafter in the term, forfeits all fees paid for that term.
- Withdrawal from one or more courses but not from an entire term merits a pro-rated refund depending on the number of courses taken and the date of withdrawal.
- Upon reinstatement in a future term, a student must pay full fees for courses that complete work from which one has earlier withdrawn.

Return of Title IV Funds (for U.S. students)

This policy applies to students who complete 60% or less of the enrollment period for which they received Federal Title IV aid. A student who drops a class but still completes one or more classes does not qualify for the Return of Title IV Funds policy. The term “Title IV aid” refers to the following Federal financial aid programs: Unsubsidized Federal Stafford loans, Subsidized Federal Stafford loans, Federal Perkins loans, Federal PLUS (Parent) loans, Federal Pell Grants, and Federal SEOG (Supplemental Educational Opportunity Grant).

To conform with the policy, Future Generations Graduate School must determine the student’s withdrawal date. The withdrawal date is defined as: the date the student began the withdrawal process or officially notified Future Generations Graduate School of their intent to withdraw; or the last date of attendance at an academically-related activity by a student who doesn’t notify Future Generations Graduate School.

The calculation required determines a student’s earned and unearned Title IV aid based on the percentage of the enrollment period completed by the student. The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the period. Calendar days (including weekends) are used, but breaks of at least 5 days are excluded from both the numerator and denominator.

Until a student has passed the 60% point of an enrollment period, only a portion of the student’s aid has been earned. A student who remains enrolled beyond the 60% point is considered to have earned all awarded aid for the enrollment period.

Earned aid is not related in any way to institutional charges. In addition, the Graduate School’s refund policy and Return of Title IV Funds procedures are independent of one another. A student who withdraws from a course may be required to return unearned aid and still owe the Graduate School for the course.

The responsibility to repay unearned Title IV aid is shared by Future Generations Graduate School and the student. For example, the calculation may require Future Generations Graduate School to return a portion of Federal funds to the Federal Title IV programs. In addition, the student may also be required to return funds based on the calculation. A student returns funds to the Federal Stafford loan programs based on the terms and conditions of the promissory note of the loan. The return of Federal aid is in the following order: Unsubsidized Federal Stafford loans, Subsidized Federal Stafford loans, Federal Perkins loans, and Federal PLUS (Parent) loans.

For examples of the Return of Title IV Funds calculations or questions regarding the overpayment policy, please contact the Financial Aid Office.

**Down payment**

A deposit is required upon admission to this program. This deposit holds your place in the next class and is applied toward the cost of year one of the program.

Payment Options

Students may make payments to Future Generations in one of three ways.

First, checks and money orders should be made payable to Future Generations Graduate School and may be mailed directly to Future Generations Graduate School, HC 73 Box 100, Franklin, WV 26807.

Second, Future Generations Graduate School accepts MasterCard and Visa payments over the phone or by fax. Our phone number is 304-358-2000, and our fax number is 304-358-3008. Do not send credit card information by email.

Finally, you may pay by wire transfer. To receive this wiring information, please email Carol Mick, Financial Manager, at carol@future.org.

Financial Aid Agreements

Successful applicants to the Master's program will receive a separate Financial Aid Worksheet and Agreement. Both the applicant and Future Generations Graduate School are to sign and date this legal document before a student may join the next entering class of graduate students.

Health and insurance

Participation in this academic program requires significant physical performance, including a 10-day trek in the Nepal Himalaya. Students who are concerned about their potential performance (for what-ever reason) should discuss this concern with the Admissions Office during their application process.

Students should be in good health prior to departure for any of the residential periods of instruction. Future Generations should be made aware of a student's medical history and any physical or other limitations. Students are responsible for obtaining all immunizations based on the travel itinerary and the student's individual medical condition and history in accordance with the advice of the student's physician. Students are required to carry health and accident insurance that is valid outside of their countries and in the countries to which they will be traveling. Only in the case of the U.S. residential studies does Future Generations provide student health insurance. This is a requirement for obtaining the J-1 Visiting Scholar visa for entrance into the United States. Prior to participation in this Master's program residencials, students must submit a Health Information and Waiver Form.

Future Generations is not responsible in any way for illness or accidents suffered by students. Should either occur, every effort will be made to ensure timely and appropriate care. The student is responsible for all expenses involved. Future Generations may, if necessary, advance funds needed for the immediate settlement of bills. If the student cannot reimburse the graduate school immediately, the amount will be added to the student's balance owed.



Program Fees

Program fees are \$17,500 per year. If for any reason, a student interrupts his or her studies before starting and completing the second year of the program, the fees for the second year will be those cited in the published catalog covering that particular year of instruction. Students are also obligated to cover their airfare and visa costs, ensuring full participation in the four residential sessions of this program of study.

Program fees cover the following:

1. tuition for site-based, interactive online learning, and practicum courses
2. books and handouts
3. room and board during the site-based periods of instruction
4. program-related travel during the site-based periods of instruction
5. health and accident insurance during residenceals

The program fee does not cover the following:

1. costs of airfare, passports, visas, and/or other travel documents
2. immunizations
3. photography or film equipment
4. clothing, laundry, postage, gifts and other personal items
5. telephone and internet communications (however, free internet is available in many, but not all, of the places we visit)
6. transportation to or from airports of departure in the student's home country
7. cost of hotel or other accommodation and food in one's transit to or from the residential study sites.

Faculty, Country Directors, & Staff



Future Generations provides three modes of education. First, the Master’s program draws upon the academic and field expertise of more than one dozen professors. Second, faculty and administrators work with Country Program directors and local officers in Peru, Afghanistan, Nepal, India, and Tibet/China to deliver workshops and certificate degree programs. Finally, staff and administrative personnel collaborate in delivering online educational materials. The overall objective of Future Generations is that education be a lifelong learning process that begins in community, is enhanced through graduate studies, and then finds application and scaling-up potential from a community base.

Endowed professors

Robert L. Fleming, Professor for Equity and Empowerment, Conservation

Ph.D., Zoology, Major: Ornithology, out-of-department minor: Botany,
Michigan State University, 1967

B.A., Albion College, 1959

Robert Fleming is an eminent natural historian with extensive global experience. Following his work with the Smithsonian’s Office of Ecology, he worked with his father Robert Fleming, Sr. to publish the Field guide, *Birds of Nepal*, and two subsequent editions. For the last thirty years, Dr. Fleming has been exploring the 2200-mile-long Himalayan Mountain System, as well as most of the biologically distinct regions of Asia. He has also studied the biodiversity of ten eastern and southern African countries and thirteen Pacific and Indian Ocean island groups. He has led numerous trips to all these places.

Full-time administrative personnel with faculty responsibilities**Mike Rechlin, Dean**

Ph.D., Resource Management and Policy, State University of New York, 1986

M.S., University of Michigan, 1973

B.S., University of Michigan, 1968

Mike Rechlin has practiced sustainable forestry and protected areas management in the United States, Nepal, India, and Tibet for thirty years. Dr. Rechlin has extensive teaching experience and has designed educational programs for many international groups visiting the Adirondack Park of New York State. He holds academic appointments at Principia College and the Yale School of Forestry and Environmental Studies.

Adjunct Faculty**Elaine Zook Barge, Adjunct Instructor of Trauma Studies**

M.A., Conflict Transformation, Eastern Mennonite University

B.S., Eastern Mennonite University

Elaine Barge directs the Strategies for Trauma Awareness Resilience (STAR) of the Practice Institute, Eastern Mennonite University. She has worked extensively in El Salvador, Cuba, Guatemala, and across Latin America and Caribbean with communities suffering human rights abuses. She directs STAR workshops and facilitates experiential learning in human rights and trauma recovery.

Karen Edwards, Adjunct Professor in Nature Conservation and Management

PhD, Curriculum and Instruction, University of Albany, 2009

M.A., Liberal Studies, SUNY Plattsburgh, 1984

B.A., SUNY Potsdam, 1980

Karen Edwards is currently a professor of mathematics at Paul Smiths College. She has worked in the education field for 26 years and is a former division head in the areas of forestry and natural resources.

Sheila McKean, Adjunct Professor in Agriculture, Food Security, and Population Studies

Ph.D., Agronomy, University of Reading, United Kingdom, 1989

M.Sc., Soil Chemistry, University of Reading, United Kingdom, 1985

B.Sc., University of Glasgow, United Kingdom, 1983

Sheila McKean spent five years at the Center for Tropical Agriculture in Colombia. These past twelve years, she has worked as a protected area consultant in Bolivia. Dr. McKean is the author of nearly twenty articles, specializing in tropic soil science.



Henry Perry, Adjunct Professor in Public and Community Health

Ph.D., Sociology and Anthropology (Department of Social Relations),
Johns Hopkins University, 1976

M.D., Johns Hopkins University, 1974

M.P.H., Johns Hopkins University, 1971

B.A., Duke University, 1969

Henry Perry has a long and distinguished career in health care, field research, administration and teaching. He served as the Director General and CEO of the Hospital Albert Schweitzer in Haiti, was the technical advisor for maternal and child health in Bangladesh with the ICDDR, B: Center for Health and Population Research and the BASICS Project, and was the founder of Curamericas (formerly Andean Rural Health Care) and director of its activities in Bolivia. Dr. Perry has a longstanding involvement in field work and writing about community-based primary health care and has published extensively in these areas. He also has a broad experience in working directly with communities, community leaders, and field staff to strengthen community programs.

He is also Adjunct Professor at the Rollins School of Public Health of Emory University and Associate in the Department of International Health at the Bloomberg School of Public Health of the Johns Hopkins University.

Daniel Robison, Adjunct Professor in Agriculture, Food Security, and Population Studies

Ph.D., Soil Science, University of Reading, United Kingdom, 1987



B.S. and B.A., Kansas State University, 1984

Since 1991, Daniel Robison has held numerous international contracts for strategic planning in and around protected areas in Latin America. Dr. Robison presently lives, researches, and consults in Bolivia with regard to tropical soil science, protected areas, and the environmental impact of cattle and horse productivity. The author of more than thirty articles, he combines theoretical knowledge with first-hand farming knowledge of farming in rainforest ecosystems. With his wife, Dr. Sheila McKean, Dr. Robison farms 25 hectares near Rurrenabaque, Bolivia.

Lisa Schirch, Adjunct Professor in Social Movements and Peacebuilding

Ph.D., Conflict Analysis/Resolution, George Mason University, 1997

M.S., Conflict Analysis/Resolution, George Mason University, 1993

B.A., University of Waterloo, 1991

A former Fulbright Fellow and professor of peacebuilding at Eastern Mennonite University, Lisa Schirch has worked in every region of the world as a researcher, trainer, and facilitator in identity-based conflicts, conflict and violence analysis, and civilian peacekeeping. Dr. Schirch consults with a network of strategic partner organizations throughout the United States, Latin America, Africa, Asia, Europe, and the Middle East.

Daniel Taylor, Adjunct Professor in Applied Community Change

Ed. D., Development Planning, Harvard University, 1972

Ed. M., Harvard University, 1969

B.A., Johns Hopkins University, 1967

Daniel Taylor's work with communities includes a village-based childhood in India, family planning education in Nepal, field-based educational programs in the United States and Himalaya, assisting college-bound students in West Virginia, promoting community-based nature protection in Nepal, China, and India, and systematic scholarship in strategies for sustainable and equitable change. Dr. Taylor is the founder of Future Generations and had prior positions with Johns Hopkins University, Woodlands Mountain Institute, and the United States Agency for International Development. He is the author of three books and more than thirty articles.

Dan Wessner, Adjunct Professor

Ph. D., International Relations, University of Denver, 2000

M.Div., Princeton Theological Seminary, 1990

J.D., University of Virginia School of Law, 1983

B.A., Stanford University, 1979

Dan Wessner's work in international education and development links scholars of developing and superpower states. Most of his immersion into the villages and cities of non-western countries has been in China, Thailand, and Vietnam.

Dr. Wessner also teaches International and Political Studies at Eastern Mennonite University, specializing in human rights regime-building, intercultural communication, comparative law/politics, Southeast Asian affairs, and the role of non-state actors in international development. He is the author of some twenty articles and is completing a book on Vietnam's state-societal relationship.

Country Directors

Laura Altobelli, Country Program Director, Peru

Dr. P.H., Johns Hopkins University School of Hygiene and Public Health, 1988

M.P.H., Johns Hopkins University, 1982

B.S., University of Missouri at Columbia, 1974

Laura Altobelli is a public health professional specializing in international maternal child health and nutrition. Drl Altobelli is a professor in the School of Public Health and Administration of the Peruvian Cayetano Heredia University in Lima.

Dr. Altobelli has worked for many years in Latin American community health programs, beginning as a Peace Corps volunteer in the 1970s. She continues as a researcher, evaluator, and project consultant on community health and nutrition programs for a variety of international cooperation agencies and NGOs. She conceptualizes, designs, and provides guidance for the work of Future Generations/Peru among hundreds of community health clinics and programs throughout Peru. She also teaches Pedagogy of Place for the students' residential in Peru.

Special Instructors

Ben Lozare, Professor of Health, Behavior, and Society

Ph.D., University of Wisconsin, 1982

M.S., University of Wisconsin, 1977

B.A., University of the Philippines

Ben Lozare leads the JHU/CCP Training and Performance Improvement Division and the development of SCOPE (Strategic Communication Planning and Evaluation), a computer-aided communication planning software used in training workshops. Dr. Lozare has more than 25 years of experience in research, teaching, and practice in international and development communication. He has helped develop and conduct the Gates Institute series of Leadership Seminars for Reproductive Health.

Henry Mosley, Professor of Population and Family Health

M.P.H., Johns Hopkins University School of Hygiene & Public Health , 1965

M.D., University of Oklahoma School of Medicine, 1959

B.A., Rhodes College, 1955

Henry Mosely is a professor in the Department of Population and Family Health Sciences at Johns Hopkins University. He has served as Director of Training for the Bill and Melinda Gates Institute of Population and Reproductive Health at JHU. He is a former Child Survival Program Officer for the Ford Foundation and is a former Director for the Cholera Research Laboratory/ICDDR in Bangladesh. Dr. Mosely works in collaboration with Ben Lozare in the development and delivery of STARGuide software for the Gates Seminar in Strategic Leadership and Management for Population and Reproductive Health.

Student Support Services

Christie Hand, Registrar and Interactive Online Learning Coordinator

M.A., Developmental and Adult Education, Texas State University-San Marcos,
2006

B.A., Teaching English as a Second Language, Central Washington University, 1986

B.A., European Studies, Seattle Pacific University, 1984

Christie's years living in Cameroon, France, and Austria and her work with international students in the Texas State Intensive English program bring a depth of experience to her roles as registrar and interactive online coordinator of the Master's program. She has also taught in the English department of a local community college and is involved with Literacy West Virginia, a non-profit organization promoting adult literacy.

Governance

Future Generations Graduate School is a private nonprofit institution and recognized as such by Internal Revenue Code 501(c)(3). Future Generations Graduate School is governed by its Board of Trustees.

Board of Trustees

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Christie Hand, Registrar and Interactive Online Coordinator, B.A., M.A.

Traci Hickson, Director of Communications, B.A., M.A.

Carol Mick, Financial Manager, B.S.

Michelle Simon, Staff Accountant, A.A.

Rebecca Vaus, Assistant to the President and Development Coordinator

Contact Information

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