FutureGenerations

MASTER OF ARTS

APPLIED
COMMUNITY CHANGE
and
CONSERVATION

CATALOG

2006 – 2007

Catalog Contents

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.

When Communities Own Their Futures

This is a program for students who are part of communities and who seek to receive training in how to improve their communities and the larger environment. Future Generations offers a Master of Arts degree in Applied Community Change and Conservation that calls upon your creative knowledge, community-based skills, and thirst for workable strategies to assist your community in change according to its ecology, economy, and values. In this catalog, we present the distinctive aspects of our degree program, a detailed description of courses and academic calendar, a profile of our faculty and governance structure, criteria for admission to the program, and academic and financial policies. The special attributes of this graduate program and each class of international students are designed to empower communities to own their future.

Future Generations sees that the most important reality is the vantage point of each community. These local identities hold onto the hope for a better future to discern a more constructive path of equitable community change and conservation. Here "community" is taken to mean any group that has something in common and the potential for acting together. It is a partnership whose constituents include leaders, change agents, and a broader membership whose energy, wisdom and skills are incorporated in change.

Each graduate student in this Master's degree program comes from a community, examines comprehensively the learning of communities, and returns to his or her community context with the potential for helping deliver an improved quality of life and stewardship for the environment with justice and resiliency. Students will gain training so that they can use the transformative energy that is in every community to help shape their futures. Effective responses to the world's brokenness will surface as we nurture opportunities and empowerment within today's actions.

Master of Arts Degree Program

There are four distinctive aspects of our graduate degree program. First, we use a **blended learning** approach to education. Second, there are progressive and resilient **student outcomes** that are anticipated for each class of graduates. Third, just as this program studies justice and resiliency within communities, so too it invites each cohort member to join a **compact of accountability**. Fourth, while Future Generations maintains its headquarters on a mountaintop in West Virginia, its academic program is premised upon **borderless learning**. We have no single academic campus. We are not territorially bound. The knowledge bias of no single country or culture is privileged.

By this unique approach to advanced education, a new community of borderless lifelong learning is formed and nurtured. Our intensive two-year course of study is designed for students and community leaders who wish to develop skills in facilitating, teaching, and furthering just and lasting community-based change. Each new cohort of students not only learns from past community development experience and applications, but also contributes to an evolving worldwide knowledge base of case studies and research.

BLENDED LEARNING

This approach to education combines six educational resources and objectives: interactive online instruction, ongoing applied practicum work, mentorship, site-based residential study programs on three continents, inter-cultural communicative competence, and a celebration of each cohort's collective achievement at the base of Qomolangma (Mt. Everest). There are no templates for us to follow, so we are experimenting with this blended learning approach.

We plan for a cohort of twenty to thirty students from a dozen or more countries. Students range in age across several decades. Some are regional leaders, others are non-government agency workers, and still others are experts within a professional discipline. Some are scientists and others come from agencies of the government, or faith-based bodies. Some have other advanced academic degrees while others have learned largely from experience. A number of our students come from particularly painful contexts – lands torn by war, ethnic conflict, or trauma wrought by natural disaster or economic instability. Others have grown up in the cities and suburbs of stable countries. Some are native speakers of English while all cohort members are learning competency in at least their second language. .

There are, however, several common threads. Each student is committed in some way to his or her community's and the environment's enhancement. Each is attempting to hone information technology connectivity, web- and community-based data gathering skills, and greater critical analysis abilities. Of the twenty-four months of study, each student will work within his or her home community for twenty months. And the cohort will travel together to three continents for four one-month residential study programs.

Importantly, each student, professor, staff member, and cohort appreciates the opportunity to craft a new model for inter-cultural collective learning. Since we are following no existing template for education, we are in a sense "building the bridge while crossing it" or "sailing the boat while learning to tack in new directions." Still we are humbled by the profound bodies of knowledge and the company of wise change agents in whose steps we follow.

Interactive online instruction
Our students live in all corners of the planet. Before the start of each term's online instruction, they will receive by courier or through the post their course books and readings. Other articles are posted on the Future Generations website. Via interactive online instruction, our professors introduce conceptual and theoretical components of community change and conservation. Our professors are particularly qualified on account of their combined two and one-half centuries' field experience in different parts of the world. Since our students engage their online lessons from their home community, each is expected to question, analyze, and apply this material within the context of his or her particular culture, economy, and ecology. Our professors, therefore, are not providing "distance education" as it has too often come to be practiced – a "knowledge dump" from one part of the planet upon another. Rather, they educe each student's learning from his or her context. Finally, our professors seek to facilitate each student's articulation of learning through online forums.

Ongoing applied practicum work
Each student logs onto this interactive online work from a home community. This community-based study is a practicum whereby real life situations give shape and meaning to the course content. No aspect of this graduate-level study is removed from the assets, needs, questions, and workplans of one's home community. This enhances each participant's study of community change and conservation if he or she can maintain present employment for a non-state actor, a government department, a service agency, a faith-based organization, a profession such as medical practice or teaching, a corporation, or some other form of community-based work. We take "community" to mean any group that has something in common and the potential for acting together. A community is not cloistered but immersed in partnerships of top-down, bottom-up, community is not cloistered but immersed in

partnerships of top-down, bottom-up, and outside-in actors and resources. Each applicant to this program is ever-challenged to define his or her understanding of community-based work. Throughout the four terms of this graduate-level study, our renowned Board of Mentors will assist each cohort member in the synthesis and integration of graduate studies, community work, and final Master's project or thesis presentation. The general objective of this final work product is to apply one's graduate-level studies directly to the context of home community-based change and conservation.

Mentorship

Two equally important understandings of mentorship combine within our blended learning approach. First, a world renowned Board of Mentors that exudes expertise in community change and conservation will meet new cohort members during their first on-site residential course at the Gandhi ashram in India. These mentors will follow their respective students' course progress, community-based applications, and final project or thesis.

Second, through the interactive online work and on-site residential study periods, cohort members become each other's mentor. This commitment to co-mentorship then extends from one cohort to the next. Future Generations means to connect a growing network of program graduates as they continue community-based work and service worldwide.

Site-based residentials

During the course of two years' study, each cohort meets together at four site-based residential programs in India, the United States, Peru, and Tibet, China. These residential programs are hosted by Future Generations worldwide field campuses. In the one-month long residentials, students observe firsthand the "best practices" of community change and conservation. Whether at Gandhi's ashram in India, or in Himalayan nature preserves, or in Adirondack State Park or New York City's park system, or in Peruvian community health centers, or in Tibetan health extension programs, our students examine sustainable community-based initiatives that have "gone to scale."

Inter-cultural communicative competence

Language acquisition is a door through which a learner may come to understand another's culture, worldview, and perspective on community change and conservation. While the English language is often used for modern-day communication, it is by no means the bedrock of local and global wisdom for just and lasting change. Hence while our graduate degree program uses English as its primary medium for communication, every cohort member will work on acquiring stronger second language skills.

Since many of our students are mid-career community leaders from all parts of the world, there is a clear need to provide relevant and interactive English language lessons. We provide, therefore, an interactive online curriculum to facilitate students' acquisition of English fluency. These language skills will help them successfully complete this Master's program and further their inter-cultural networking with other development practitioners.

Other cohort members were born into a native English-speaking culture. They are to study another language that is used extensively in the regions where Future Generations carries on field research, community change, and conservation.

Before, during, and after students' work in this graduate-level program, they will have access to an inter-cultural communicative competency curriculum. This equitable and reciprocal language curriculum provides lessons using information technology. It teaches not only several languages but also serves as a vehicle for *how* social and educational change may occur among linked communities. Students examine together *what* their shared challenges of development and reconciliation may be, *when* these problems arose, *why* they seem to persist, *who* did what to *whom*, and *where* global trends might well lead. Still the focus of inter-cultural communicative competence is *how* equitable, reconciling, and community-powered learning is made possible.

Celebration

Following the fourth residential program in Tibet, students travel to the Rongbuk Monastery, the highest year-round human habitation on earth. At 17,500 feet altitude, each cohort's graduation ceremony is at the base of Qomolangma (Mt. Everest). If we recognize that just and lasting community change and conservation are the highest challenge on earth, then it is only fitting that we celebrate each cohort's learning at the highest place on earth. We encourage our graduates to wear colorful and representative traditional dress from their home communities at this extraordinary site for graduation ceremonies.

STUDENT OUTCOMES

This graduate degree program has concrete expectations regarding the critical thinking ability, broad knowledge, and specific skills that cohort members are to achieve by the end of their studies. These include core competencies, values, concepts, principles, and professional skills.

Core competencies

Students are to acquire a broad knowledge of communities and environments, plus approaches to community change and conservation. They enjoy exposure to diverse sites of worldwide "best practices" of community change and conservation. They observe and gain confidence in collaborating with communities, in working as a catalyst to promote social change, and in providing group facilitation and leadership. They learn to assess community needs, plan programs, carry out population-based surveys, use quality improvement techniques, monitor and evaluate progress, and assess outcomes. They work with specialists who can provide additional technical support for community change and conservation. They learn to write project proposals that communicate effectively.

Core values

This graduate program promotes respect for all life – human, animal, and plant – and the conditions for their harmonious co-existence. It recognizes the dignity of every human being. It prioritizes the interests of women who have a particularly strong interest in the well-being of their families, children, and community. This program adopts a holistic and ecological approach to community change and conservation. It emphasizes equity, empowerment, and self-confidence with special attention to addressing the needs of the poorest and most marginalized members of the community. This course of study enables the collaboration of partnerships that listen, tolerate, express humility, trust, and practice patience.

Core concepts and principles

Nine essential development concepts and principles underlie this program's course of study.

This program of study teaches current *ethical standards* of community change and conservation, as well as the basic principles of public health ethics.

It enables students to know different approaches to *community change,* including especially the SEED-SCALE methodology and processes (see page 14,) as well as non-violent strategies for community-led change. Students are taught to appreciate the value of and methods for establishing trust with communities and the wisdom of the community voice.Each student is to embrace an overarching theory of community change that seems most appropriate for him or her.

This graduate program teaches basic principles of *nature conservation and ecology.* These principles apply both globally and locally. Students examine concepts of sustainable natural resource management and protection. They study the relationships between a quality environment and a quality life style.

Through *experiential learning,* students see firsthand how successful community development programs worldwide have been created, presently function, face challenges, and meet their objectives.

This program presents concepts of *equity, empowerment, and social change.* Students learn basic concepts regarding inequities at the individual, household, and community levels. They learn strategies aimed at reducing such inequities. They learn to promote empowerment.

This program presents how forces of global *economics* affect local economic conditions in developing countries, and how economic forces operate at the local level.

Food and water resource systems and security studies cover current production, availability, distribution, agrology, collective management decisions, alternative farming systems, and comparative agricultural systems.

In the field of *health,* students learn the basic concepts of current community-based approaches to health improvement in developing countries with special emphasis on reproductive health, child health, HIV/AIDS, tuberculosis, malaria, water and sanitation. Students examine current community-based approaches to health improvement in developing countries. They learn basic approaches to enhancing access to health care and the importance of promoting equity for population-based health improvement. They study the effects of rapid population growth on socio-economic development and ecology.

Finally, students learn basic concepts of *organizational management, group decision making, and leadership* as they apply to community change and organizational behavior.

Core professional skills
While nine core skills are honed through this graduate program, the common denominator of each skill is the ability to apply *critical analysis*.

Via interactive online curricula and dialogue, students hone *inter-cultural communicative competence.* All students are to develop proficiency in a second language, whether English or another language commonly relied upon in a country where Future Generations carries forward community based work. Any "common language of development" requires inter-cultural understanding and immersion across diverse cultures and languages.

Students learn *methods for working in and with a community*, such as skills in listening, facilitating, resource and leadership identification, empowerment, networking, training, consensus building, and decision making.

They develop skills in *nature conservation and environmental management,* such as discerning environmental resource stakeholders, identifying environmental problems, learning how best to consult experts, negotiating conflict resolution, explaining ecological principles, and prescribing appropriate courses of action.

Students learn to apply *principles of economics* for assessing possibilities of sustainable economic development, household wealth and income, cost-effectiveness of economies of scale, and the implications of regional and global economics on local community change and conservation.

They acquire skills in *food and water resource systems and security* measurements, including determinants of the principal limiting factors to improved food production and water security.

They receive skill-based training in *health, nutrition, demography, and sanitation,* such as the ability to discuss and facilitate public health and primary care models, the ability to carry out demographic and health surveys, and basic knowledge of first aid, oral rehydration, water potability, iodine content, and warning signs of primary health threats.

Students acquire skills in *program design, monitoring, and evaluation,* including participatory techniques, GPS positioning, census taking, log-frame matrices, manual survey and information collection, computer-based survey analysis, grant proposals, program budgeting, and final assessment and reporting procedures.

Finally, students will develop the *ability to present professionally* before diverse audiences. These skills will include competencies in oral communication, information technology, and data-based and financial spreadsheet presentation.

COMPACT OF ACCOUNTABILITY

The Master's program students and instructors, lead engaging lives in the midst of community change and conservation. Quite often, they are simultaneously researchers, development workers, and community leaders. An important attribute that these students and instructors share is a sense of co-learning. Together, they seek a holistic balance of life and educational goals. Indeed, one distinctive component of this graduate-level coursework is that students do not leave their home communities while completing this degree. They remain immersed in community responsibilities and hopes. Thus students and instructors compact with each other to ensure accountability of work product, applicability of studies at the community level, strong listening skills, patience, and trust.

BORDERLESS EDUCATION

This program of study recognizes that we live in an age of globalization. Thus our levels of analysis stretch from local to global systems. Yet our primary unit of analysis is that of each community. This reality necessitates five paths by which Future Generations provides a borderless education for community members who need to access and learn from other communities and global forces.

First, our instruction, works *horizontally* across diverse human geographies. Second, the SEED-SCALE methodology works *vertically*. It calls for three-way partnerships and learning across social, economic, and political borders. This methodology calls upon governmental leaders, community-based leaders, and development and conservation experts to learn from each other. Third, our borderless education nurtures *equity* and thus seeks to close digital gaps that separate learners in any community from comparative development literature and knowledge elsewhere.

A fourth feature of borderless education is that our program is *historically* grounded. The Master's program provides instruction of "best practices" from past and present endeavors in community change and conservation. With each successive cohort of students, Future Generations builds an historical archive for applied research in just and lasting change. This "living library" is the demonstrated work product of our students as they apply their graduate studies in the context of their home communities. Our website will make these community-based applications and archival information freely available to the general public.

Finally, this program stresses the value of *deeper learning*. This is done through our blended learning approach to education. Upon graduation, all of our cohort members are invited into a lifelong learning community.

Course Descriptions

Listed below is an overview of program courses, credit hours, modes of instruction, and locations of instruction. Detailed course descriptions follow this overview. All courses are required courses for completion of the program. The seven interrelated categories of courses are:

Community-based development
Globalization, localization and sustainability
Change skills and empowerment
Understanding and monitoring community change
Practicum work on Master's Thesis or Project
Colloquia

The first four categories are the core areas of subject matter concentration and instruction. Most of the courses in these categories include both distance and site-based learning components. The practicums constitute a series of structured, on-the-job applications. The colloquiums are the focus of the final site-based period of instruction, which is a capstone experience.

Community-based development — Credit Hours

Introduction to Community Change and International Development   2
(Interactive online learning, 1 credit; residential instruction, India, 1 credit)

History of Nature Conservation and Management   2
(Interactive online learning, 1 credit; residential instruction, U.S., 1 credit)

Going to Scale with Community Development   2
(Interactive online learning, 1 credit; residential instruction, Peru, 1 credit)

Globalization, localization and sustainability

Sustainable Development: Theory and Practice   2
(Interactive online learning, 1 credit; residential instruction, India, 1 credit)

Economics for Decision Makers   2
(Interactive online learning, 1 credit; residential instruction, U.S., 1 credit)

Food and Water Resource Systems and Security   2
(Interactive online learning, 1 credit; residential instruction, Peru, 1 credit)

Human Ecology: Himalayan Case Study   2
(Residential instruction, Nepal 2 credits)

Change skills and empowerment	Credit Hours
Healthy People and Healthy Communities (Interactive online learning, 1 credit; residential instruction, India, 1 credit)	2
Inter-Cultural Communicative Competence (Interactive online learning, 1-3 credits; residential instruction, India, 1 credit)	2-4
Leadership, Group Decision Making, and Organizational Behavior (Interactive online learning, 1 credit; residential instruction, U.S., 1 credit)	2
Strategic Nonviolent Models for Social Change (Interactive online learning, 1 credit; residential instruction, Peru, 1 credit)	2
Empowerment: Gender, Ethnicity, and Wealth (Interactive online learning, 1 credit prior to U.S. residential)	1

Understanding and monitoring community change

Research Design and Methods (Interactive online learning,, 1 credit; residential instruction, India., 1 credit)	2
Information Technology and Library Resources (Interactive online learning, 1 credit; residential instruction, U.S. 1 credit)	2
Program Monitoring and Evaluation (Interactive online learning, 1 credit; residential instruction, Peru, 1 credit)	2
Practical Applications for Nonprofit Management (Interactive online learning, 1 credit; residential instruction, Nepal, 1 credit)	2

Practicum work on M.A. Thesis or Project

Getting Started: Community-based Action (Home community learning contract and work plan, report in U.S.)	2
Providing Quality: Iteration and Change (Home community research question and progress report, follow-up in Peru)	3
Going to Scale: Adaptive Learning and Expansion (Home community case study completion, present in Tibet, China)	4

Colloquia

The Pedagogy of Place (Board of Mentors and cohort form relations in India)	1
Synthesis and Integration: Systems of Problem Solving (Final presentation before Board of Mentors and Cohort in Tibet, China)	4

Introduction to Community Change and International Development
(2 credits)
A synthesis of schools of thought regarding development and conservation as well as participatory appraisal methods is used to introduce an approach to community development called SEED-SCALE (Self-Evaluation for Effective Decision-making and Systems for Communities to Adapt Learning and Expand). Three principles are explored in detail: (1) forming a three-way partnership of communities (bottom up), officials (top down), and experts (outside in); (2) basing action on locally specific data; (3) and using annual community work plans to change collective behavior. Emphasis in this course is placed on field-based instruction in communities successfully applying techniques associated with the SEED-SCALE approach.

History of Nature Conservation and Management
(2 credits)
This course explores, in detail, how to "do" community development. The emphases are community-based conservation and equitable and sustainable development. Topics include: how economic activity relates to the management of resources and nature conservation; and alternative approaches to nature protection and management. A field-based approach allows students to experience how different areas attempt to balance conservation and development and to interact with the various individuals and organizations involved in these efforts.

Going to Scale with Community Development
(2 credits)
How do we move from small and isolated community successes to an enabling environment for rapid learning, adaptation, and expansion? Alternative approaches to large-scale expansion are compared and contrasted; the related challenge of relinquishing control serves as a focal point. 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) a broader enabling context is created through systemic collaboration, adaptive learning, and extension.

GLOBALIZATION, LOCALIZATION AND SUSTAINABILITY

Sustainable Development: Theory and Practice
(2 credits)
An analysis of economic growth and development within the context of sustainability. Topics will include an examination of historical and contemporary theories of development, differing conceptions of sustainability, international institutions and interventions, ecosystem services and valuation, policy options and implications, and alternative approaches to understanding and realizing sustainable development.

Economics for Decision Makers
(2 credits)
This course covers microeconomic principles, emphasizing microeconomic analysis and decision making. Topics include the nature of markets, individual and organizational decision making under competitive and noncompetitive environments, and motives for government intervention under market failures. Decision making principles are applied to income generation activities in low-income countries. The course also introduces basic macroeconomic topics, including business cycles and measurement issues.

Food and Water Resource Systems and 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 and debates. These include property rights and access to land, technological change, biotechnology, biodiversity, indigenous knowledge systems, water, population policy, hunger, food security, and alternative approaches to agriculture.

Human Ecology: Himalayan Case Study
(2 credits)
Drawing upon a detailed case study of the Himalayan region, this course introduces the evolving applied framework of ecological design. It examines any form of design that minimizes environmentally destructive impacts by integrating design with living processes. The basic principles of ecological design will be used to explore case studies in such areas as agriculture and land use, local economies, architecture and housing, energy technologies, manufacturing systems, and education.

Healthy People and Healthy Communities

(2 credits)

The use of primary health care as an entry point for community mobilization is explored. The focus is on how to find doable people-based solutions that fit community needs and how to balance the needs of people with available resources. Topics receiving emphasis include models of community organizing, initiating the empowerment process (at individual and community levels), technologies of participation, process facilitation skills, selecting an entry point, identifying an easy beginning, establishing credibility, and participatory decision making.

Inter-Cultural Communicative Competence

(2-4 credits)

Literacy is a gateway to participatory community change and empowerment at local and international levels. This course introduces the history of how literacy signals one's capacity for communicating within a cultural and political milieu. Students will also examine how literacy has meant the ability to converse and be heard across cultural, language, and political fault lines. This course examines whether and how "a common language of development" can still be seen as independent from the dominance of any single language. Beyond the need for competency in at least a national-level language and proficiency in English, this course addresses the degree to which computer literacy has also become a benchmark for participatory decision making. Such concerns of equity, the digital divide, inter-cultural recognition, and inter-linguistic communicative competence inform each cohort member's progress in learning another language. Across the four terms of this graduate program, each student is to advance at least two levels of language instruction using the interactive online inter-cultural communicative competence curriculum. One credit is earned for completing this residential course and one level of language work. Up to three more credits may be earned for successfully completing further levels of language work. While non-native speakers of English will use these online materials to master English, those students coming from English-speaking cultures will study another language. All students are to hone together this coursework's inter-cultural, communicative, and information technology skills.

Leadership, Group Decision Making, and Organizational Behavior

(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 the topics of visioning, nominal group processes, conflict

analysis and resolution, mediation, negotiation strategies, needs assessment, program evaluation, organizational models and management, approaches to leadership, and best practices for creating more inclusive and empowering groups, organizations, and communities.

Strategic Nonviolent Models for Social Change
(2 credits)
Strategic nonviolent action is an essential element in peaceful and sustainable change. Both 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. They both intensify conflict to coerce or persuade people to change their behavior. Violence usually spirals into a cycle and creates new victims. Waging conflict nonviolently through carefully wrought community collaboration, advocacy, and activism ideally ripens the conditions for transforming relationships and structures while stopping the cycle of direct and structural violence. This class places the use of violence and nonviolence within a larger context of social change and peacebuilding. It stresses the need to focus on non-adversarial, relationship-based approaches. Students learn to create nonviolent community energy and empowerment, and identify tactics and develop plans for nonviolent activism and advocacy.

Empowerment: Gender, Ethnicity, and Wealth
(1 credit)
This course takes key issues related to empowerment and community development. It explores them in depth through skill-building, case studies, and readings. Thematic areas of emphasis include gender, ethnicity, wealth, equity and literacy.

UNDERSTANDING AND MONITORING COMMUNITY CHANGE

Research Design and Methods
(2 credits)
This course focuses on 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. The philosophical reasons behind different research approaches and methods will be explored in terms of both the practice and the use of research. Specific topics include community survey techniques, household surveys, selecting and training assessment teams, group mapping and modeling, geographical information systems (GIS), and surveillance for equity.

Information Technology and Library Resources

(2 credits)

This course explores technical and organizational issues and research using information systems to support community-based development. Areas of study include online library resources, data systems, visual presentations of data, internet usage for accessing secondary data, local foci within regional and national information and management systems, and GIS data usage. This course will also address basic software and hardware needs and applications.

Program Monitoring and Evaluation

(2 credits)

This course builds on the students' exposure to and understanding of the practice of participatory decision making where communities use a commonly accepted set of data. The concept and use of key indicators is introduced. Topics include participatory learning and analysis, self-evaluation, designing and carrying out a local community assessment, community information systems, comparative analysis, and moving from needs identification to prioritization to action.

Practical Applications for 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 grant development. The course is designed as applied learning. During the course, students will analyze the management of their own community-based organizations, learn to read and understand financial documents, and learn how to research and identify outside funders. Products from the course will include design of a financial report and accounting system, design of a project, development of a letter of inquiry, and development of a grant proposal to an outside funder.

PRACTICUM WORK ON MASTER'S THESIS OR PROJECT

Getting Started: Community-based Action

(2 credits)

The three practicums focus on the students' home communities and the community development efforts that they are involved with in these communities. The overall aims of these practicums are to develop identified competencies in an applied or professional setting, to explore the universal within the context of the particular through a case study analysis of a specific place-based community development process, to share and critique these efforts and case studies among other students, and to contribute another documented "node" of community action to the evolving global matrix of mutually-reinforcing, site-adapted demonstrations of locally based solutions. During this first practicum students will: (1) develop a practicum

learning contract that includes clear learning objectives and related competencies that they wish to develop during the practicums, (2) develop a related work plan detailing how they will fulfill this contract, and (3) prepare and share a structured initial analysis of their own and their community's history of community-based action.

Providing Quality: Iteration and Change
(3 credits)
This practicum moves the focus to identifying and pursuing a research question that arises out of the practicum experience. The research question is to be explored in the process of working with a community. The question will be specific to the student's home community or base of community development practice and represent an identified topic of interest to both the student and the community residents. This research effort will become an integral part of the evolving community case study and make use of a science-based, systematic process to yield new scholarship for the community and others to use. Progress reports on the student's learning contract and work plan will be submitted and assessed, with changes and adjustments to be negotiated and made as needed.

Going to Scale: Adaptive Learning and Expansion
(4 credits)
During the final practicum students finalize and complete their case study analyses. This includes a full presentation of their research question, its analysis, and the associated results. It also includes an exploration of how the lessons learned from the case study and the results of the research can be adapted or "scaled up" for use by other communities. The case study will be the basis of the student's presentation during the "Synthesis and Integration" colloquium that represents a capstone seminar for the program. A final report on the student's learning contract and work plan will be submitted and assessed prior to the completion of the practicum.

COLLOQUIA

The Pedagogy of Place
(1 credit)
Students will explore the universal within the context of the particular by considering place-based approaches to education and development. Personal learning histories and community stories will be used to articulate statements of education and development philosophy. These efforts will be shared and reviewed in preparation for the group's first face-to-face session. Selected readings on education will complement this effort in order to clearly link education and learning with progress toward a more sustainable future.

Synthesis and Integration: Systems of Problem Solving
(4 credits)

This capstone seminar is organized around student presentations of the case studies they have developed and written as the culmination of the four practicums. Students will take a lead role in organizing the overall structure and themes of this colloquium, a process that will evolve and develop during the course of the entire program. The colloquium will include a student-designed and student-led evaluation of the overall seminar and each of the presentations, using peer evaluation among other tools. It will also include the active participation and involvement of faculty and resource persons. The underlying aims of the colloquium are a synthesis and integration of the teaching and learning that has occurred as the group has grappled with community-based problem solving. Themes of interest include: transformative learning; teachers as learners, learners as teachers; critical and creative inquiry; learning communities; qualitative as well as quantitative measures; ecological sustainability; lifelong learning; reflective practice; human-scale structures; and participation in all dimensions of change—social, economic, environmental, equity.

Admission Criteria

The following admissions requirements have been adopted for acceptance into the Master of Arts Program in Applied Conservation and Community Development.

Summary of requirements

> Undergraduate transcript
> English proficiency
> Field/Professional experience
> Current community-based practice
> Internet and e-mail connectivity
> Personal statement
> Three letters of reference
> Application form

Important qualification

These admissions criteria were developed to guide the admissions committee in its decisions about which applicants should be accepted into the program. Since Future Generations works concertedly with communities facing change, the admissions committee values societal leaders and change entrepreneurs. Many of these people will have come to demonstrate these leadership gifts in the context of communities and nation-states traumatized by conflict or disequilibrium. Hence if one or more of the requirements for admission are not met, the application will still be considered. The admissions committee looks for unusual circumstances in background or training that strengthen the application. It looks for a pattern of evidence of the applicant's ability to successfully complete the program. Provisional acceptance may be considered in special cases.

Undergraduate transcript

Applicants are to have completed the equivalent of a bachelor's degree from an approved college or university. Preferably their undergarduate 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 titles of the specific courses or subjects in which you were 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

The degree, diploma, or certificate awarded for completion of your studies

Language proficiency

The admissions committee seeks to ensure language equity and learning for every member of the Master's program. There are two paths for satisfying this program's language proficiency requirement.

First, non-native speakers of English are to demonstrate a level of language competency through institutional tests and, as needed, they are to complete additional interactive online language work. If an applicant's first language is not English, the applicant 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 minimum score of 575 on the paper-based test or 197 on the computer-based test is required from the TOEFL or a band of 5.5 on the IELTS. Applicants who have received a degree from an accredited college or university in the United States, the United Kingdom, Canada, Australia, or New Zealand are exempt from this testing requirement. A similar exemption may be granted for applicants who have received a degree from a college or university where English is the medium of instruction.

TOEFL is given in locations throughout the world several times each year. For further information about exact dates and testing centers, contact an American Consulate or Embassy or directly contact TOEFL, Educational Testing Service, Princeton, NJ 08540-6151, USA (telephone 609-921-9000. www.toefl.org). The IELTS is available in 200 centers in more than 100 countries. IELTS information is available at www.ielts.org or ielts@ucles.org.uk.

Second, those students coming from English-speaking cultures and/or degree programs are to study another language. Hence all students are to hone inter-cultural, communication, and information technology skills through the Future Generations curriculum, "Inter-Cultural Communicative Competence." See page 16 for a full course description.

The admissions committee will consider conditional admissions to the Master's program provided there is a reasonable expectation that a student may promptly acquire sufficient English language competency for graduate-level work through this interactive online language curriculum.

Field/Professional experience

Students are expected to already be community development practitioners when they apply to the program. An applicant's field experience and specific community-based experience are key requirements for admission. Applicants must have at least three years of successful and relevant professional experience in the field at the community level. This experience may take a variety of forms. The admissions committee looks for some type of "mud-on-your-boots" involvement with or in community-based change.

Current community-based practice

This is an applied degree program that includes practicums and related case studies based on current community development practice. Applicants must be currently—and throughout the length of the program—engaged in relevant community-based change and development work. This can be directly with a given community or with and for a nongovernmental or governmental organization wherein the applicant is working directly with communities.

Internet and e-mail access

Interactive online courses and on-the-job practicums are fundamental components of the program and require ready and reliable internet and email connectivity. Ensuring this access is each student's responsibility.

Personal statement

Each applicant is asked to submit a personal statement. This statement serves as a letter of professional introduction and a statement of purpose in terms of personal goals and objectives.

Elements of the personal statement may include some or all of the following: Think about your reasons for applying to our program and why this is a good time for you to pursue graduate studies. What is your relationship to the community or communities you work with and what are the implications of this in terms of your personal goals and objectives? Consider your plans for the future. What do you hope to accomplish? What will constitute success ten years from now?

Also, think about yourself as a learner. What have been your previous strengths and weaknesses in both academic and nonacademic settings? What specific capacities and skills do you want to develop or improve upon? How do you see the program contributing to your efforts in these areas? How do you see yourself contributing to the program?

Creativity in the style and format of this personal statement is encouraged. Please make it as comprehensive as possible and at least three but no more than five double-spaced typed pages in length.

Three letters of reference

Each applicant should arrange for three letters of reference to be sent directly to Future Generations. These letters should 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 member or community development practitioner familiar with the applicant's field or professional experience who can speak to its relative success and relevance to the proposed program of study; and

3) an appropriate representative of the community or organization for which the applicant will be working during the two-year program of study who can address the nature of the relationship, an understanding and acceptance of the commitments the applicant is making to the program of study, and a statement of continuing support for the full two years of study.

Application forms

An application form and related checklist of requirements are available at the Future Generations website (www.future.org) or by request from:

Admissions
Future Generations
HC 73 Box 100
North Mountain
Franklin, WV 26807 USA
email > masters@future.org

Application deadline

The application deadline for admission into the 2006-2007 Master of Arts degree program is August 15, 2005. 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, practicums, and the final colloquia. Semester credits are awarded during each of the four terms of instruction. These terms are of varying length (as indicated in the academic calendar), with the completion of successive terms occurring one month after each of the four site-based periods of instruction. For students enrolled in the 2006-2007 program of study, the four terms are:

> Term 1: From the beginning of the program through the end of the first residential instruction in India (January 2006 through April 2006) for twelve (12) credits

> Term 2: From the end of Term 1 to the end of the second residential instruction in the United States (May 2006 through August 2006) for eleven (11) credits

> Term 3: From the end of Term 2 to the end of the third residential instruction in Peru (September 2006 through February 2007) for ten to eleven (10-11) credits

> Term 4: From the end of Term 3 to the end of the fourth and final residential instruction in Nepal and Tibet, China (March 2007 through August 2007) for twelve to thirteen (12-13) credits

Residential attendance

The experiential learning incorporated into all residential periods of instruction are an essential feature of this program. As such, students are expected to attend all sessions during the four residential periods of instruction.

Interactive online and practicum learning

Interactive online learning and practicum applications of program studies in one's home community are integral parts of the Master's degree. Prior to each residential period of instruction, 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. Practicum applications in one's community occur before and after the residential periods of study. Students must complete practicum research, assignments, and writing promptly in order to meet the requirements of the following term.

Satisfactory academic progress

A student is satisfactorily progressing if he or she successfully completes the required twelve (12) credit hours of coursework by the end of Term 1, the required twenty-three (23) credits by the end of Term 2, the required thirty-three (33) credits by the end of Term 3, and the required forty-five (45) credits by the end of Term 4. A student may earn up to two (2) additional credits of interactive online language studies in Terms 3 and 4. Hence a student may earn as many as 47 credit hours, though only 45 hours of coursework are required.

Incomplete work

Students may carry no more than two Incomplete 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 Incomplete automatically converts to a grade of F. 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.

Pass/Fail

At the beginning of each term, a student may choose Pass/Fail evaluation for one course. This provision allows students who are yet 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.

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 Director of Academic Programs. This letter must state clearly the student's plan for completing satisfactory and timely work in the future. By way of clarification, this letter should explain why it is the student's prior work product fell below required standards, and address means by which such conduct will not recur. The Administrative 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 against after the lapse of one year. Upon reinstatement, the student's grade point average is the same as when the student was dismissed. The student may not use grades from other colleges or universities to raise his or her grade point average. A reinstated student will be dismissed if he or she fails to attain either a grade point average for the next term of 2.7 or higher.

Academic standards

In order to graduate, a student needs passing marks on at least 42 credit hours of coursework. The 4.0 grading scale ranges from A (4.0) to F (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.

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 in conjunction with the introductory practicum during the beginning of the program in Term 1.

Mentoring, advising, and supervision

All students receive supervision from faculty. The Director of Academic Programs will serve as the initial advisor to students at the beginning of the program. In addition, a Board of Mentors will work with student applied research in their home communities. During the first site based residential period, students will be assigned to a mentor. These assignments may change during the course of the overall program of study when conditions warrant such an adjustment. All faculty and administrative personnel are available to communicate and/or meet with students by appointment.

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 accept the responsibility for providing feedback that assesses the learner's performance and growth.

Graduation

When a student has successfully completed the requirements for the Master of Arts degree, a degree will be granted during the annual graduation ceremonies at the end of Term 4.

Nondiscrimination policy

Future Generations admits students of any race, color, gender, gender orientation, religion, creed, and national or ethnic origin to all the 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, color, gender, gender 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, sites, etc. Changes may be made in order to carry out the purposes and objectives of the program. Students will be given notification of such changes.

Faculty and Country Directors

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 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 teaching objective of Future Generations is that education be a lifelong learning process that begins in a 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, with emphases in Ornithology and 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. Bob has also studied the natural history of ten eastern and southern African countries and thirteen Pacific and Indian Ocean island groups. He has led numerous trips to all of these places.

Henry Perry, Carl Taylor Professor for Equity and Empowerment, Health.
> M.D., Johns Hopkins University, 1974.
> Ph.D., Sociology and Anthropology (Social Relations), Johns Hopkins University, 1976.
> 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 Center for Health and Population Research and 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. Henry 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.

Full-time faculty with administrative responsibilities

Fran Day, Director of Administration.
>M.S., Anthropology, University of California, Los Angeles, 1969.
>M.S.I.E., Industrial Engineering, University of Tennessee, 1972.
>M.B.A., Non-profit Management, University without Walls, Wise, VA, 1980.
>B.S.I.E., University of California, Los Angeles, 1967.
>B.A., Gulfpark Women's College, 1964.

Fran Day comes to Future Generations with a rich background of five decades' work among American Indian communities. Ms. Day has specialized for the last twenty years in non-profit development, and has held senior administrative posts at Haskell Indian Nations University, College of the Atlantic and Unity College. She teaches in the fields of financial planning, development accounting, and non-profit management. Fran also serves as Registrar for the Master of Arts program.

Carl Taylor, Senior Scientist, Health.
>Dr. P.H., Harvard School of Public Health, 1953.
>M.P.H., Harvard School of Public Health, 1951.
>M.D., Harvard Medical School, 1941.
>B.S., Muskingum College, 1937.

Carl Taylor is professor emeritus at the Johns Hopkins University, School of Public Health. He has been engaged in international health for eight decades. He has an abiding concern to promote equity and bring better health to the disadvantaged. Beginning with helping in clinical care in the jungles of India as a young child, Dr. Taylor has worked in more than seventy countries and chaired numerous international expert groups. From 1961 to 1984, Carl was Chairman of the Department of International Health at Johns Hopkins University. He has also held professorships at the Harvard School of Public Health and the Christian Medical College in Ludhiana, India, and was UNICEF Representative in China from 1984 to 1987. He has doctorates in medicine and public health from Harvard University, numerous honorary doctorates and professorships, and has published six books and nearly two hundred articles. He is currently the Country Director for Future Generations-Afghanistan.

Daniel Taylor, President.

> 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 President of Future Generations and had prior positions with Johns Hopkins University, Woodlands Mountain Institute, and the United States Agency for International Development. Daniel is the author of three books and more than thirty articles.

George Taylor, Director of International Program Operations.

> M.S., Forestry Resource Management, State University of New York, 1979.
>
> B.A., Wesleyan University, 1972.

George Taylor has twenty-two years' experience in international environment, natural resource management,biodiversity, conservation and social change in Asia, Latin America, and Africa working for the United States Agency for International Development, including long-term assingments in Mali, Nepal, Niger, and Bolivia. Mr. Taylor provided program conceptualization, design and evaluation, guidance and technical support, and networking to USAID missions across these three continents. He has coordinated development projects among an array of donors, non-governmental organizations, the private sector, government ministries, and social entrepreneurs. George has authored more than a dozen articles and is the recipient of several prestigious environmental, development, and service awards. George is the Director of International Program Operations for Future Generations. In addition to teaching in the Master's program, he conducts certificate-level workshops for Future Generations in coordination with its field offices.

Dan Wessner, Director of Academic Programs.

> 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 is Director of Academic Programs for Future Generations. Dan 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. Dan is the author of some twenty articles and is completing a book on Vietnam's state-societal relationship.

Adjunct faculty

John Augusto, Adjunct Instructor of Research Design and Methodology.
> Ph.D. Candidate, Higher Education Administration, University of Kansas.
> M.S., Higher Education Administration, University of Kansas, 1995.
> B.A., Washburn University, 1991.

John Augusto has worked extensively with international students at the University of Kansas. Working in graduate admissions, he has directed minority graduate recruitment. Mr. Augusto teaches research design and methods for the present cohort of Future Generations Master of Arts students.

Chris Gingrich, Adjunct Professor of Economics.
> Ph.D., Economics, Iowa State University, 1995.
> M.S., Agricultural Economics, University of Illinois, Urbana-Champaign, 1987.
> B.S., University of Illinois, Urbana-Champaign, 1985.

Chris Gingrich is professor of economics at Eastern Mennonite University. He has worked in community development, primary health, and urban/rural studies of low-income households in Nepal, Peru, and Haiti.

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. For the 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. With her husband, Daniel Robison, she farms 25 ha near Rurrenabaque, Bolivia, where they experiment with mixed agroforestry, livestock, alternatives to slash and burn agriculture, and local rainforest ecosystems.

Mike Rechlin, Adjunct Professor of Sustainable Forestry.
> 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. Mike holds academic appointments at Principia College and the Yale School of Forestry and Environmental Studies. He served as Chair of the Forestry Department of Paul Smith College

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

Robert Whittier, Librarian.

        M.S.L.S., Library and Information Systems, Florida State University, 1968.

        B.A., Florida Atlantic University, 1967.

Robert Whittier conceptualizes, plans, and implements the Future Generations interactive library. This unusual resource relies heavily on web-based information systems and current periodicals in community, development and conservation studies. The objective is to establish for the institution and all Master of Arts students a freely accessed global online library for community change and conservation. Each cohort's work product will be integrated into this evolving virtual library resource.

Dong Yalan, Adjunct Lecturer in Modern Chinese History.

        M.A., Comparative Literature, Baylor University, 1989.

        B.A., Kunming Institute of Technology, People's Republic of China, 1980.

For the benefit of the Future Generations cohort's residential studies in Tibet, Dong Yalan provides a first-hand account of China's post-1949 revolutionary history. From personal experience, her lectures cover Maoism, the Red Guard Movement and Cultural Revolution, the reforms of Deng Xiaoping, recent economic and political paths of the People's Republic of China, and the ongoing history of Tibetan-Chinese relations.

Country directors

Laura Altobelli, Country Director, Peru Programs.
> 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.

Dr. Laura Altobelli is a public health professional specializing in international maternal child health and nutrition. Dr. Altobelli is a professor in the School of Public Health and Administration of the Peruvian Cayetano Heredia University in Lima. Laura has worked for many years in Latin American community health programs, beginning as a Peace Corps volunteer in the 1970s. She continues this work 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 Future Generations - Peru work among hundreds of community health clinics and programs throughout Peru.

Frances Fremont-Smith, Country Director, China Programs.
> Ed.M., Interactive Technology in Education, Harvard University, 1985.
> B.A., Connecticut College 1979.

Frances Fremont-Smith has directed the expansion of Chinese language, culture, and history programming in international schools and U.S.-based academies with core international education components. Most recently, Ms. Fremont-Smith has given direction to Future Generations scaling-up of community based environmental and health projects in the Tibet Autonomous Region.

Carl Taylor, Country Director, Afghanistan Programs - biographical information above.

Interactive online learning coordinator

Traci Hickson, Interactive Online Learning Coordinator.
> B.A., Human Ecology, College of the Atlantic, 1998.

Traci Hickson has been Director of Communications for Future Generations for five years. Her experience in interactive online learning includes the development of websites and learning modules in community change. In addition, she has over tens years' experience working with community radio stations and focusing on the role of radio as a form of interactive dialogue and education. As a Thomas J. Watson Fellow, she explored the role of community radio stations in five countries.

Governance

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

Board of Trustees

Mr. James M. Brasher III
Mr. Tom Cardamone
Dr. Christopher Cluett
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Dr. Daniel Taylor

Administrative Staff

Ms. Fran Day, *Director of Administration*
Dr. Daniel Taylor, *President*
Mr. George Taylor, *Director of International Program Operations*
Dr. Dan Wessner, *Director of Academic Programs*

Support Staff

Ms. Kathleen Brennan, *Administrative Assistant*
Ms. Traci Hickson, *Communications Director*
Ms. Carol Mick, *Financial Manager*
Ms. Michelle Simon, *Administrative Assistant*

Financial Information, Terms and Conditions

Program fees

Program fees are $15,000 per year for students entering the program January 2006 and completing the program August 2007. 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 residental sessions of this program of study.

Program fees cover the following:

> tuition for site-based, interactive online learning, and practicum courses
> books and handouts
> room and board during the site-based periods of instruction
> program-related travel during the site-based periods of instruction

The program fee does not cover the following:

> costs of airfare, passports, visas, and/or other travel documents
> immunizations
> health and accident insurance
> photography or film equipment
> clothing, laundry, postage, gifts, and other personal items
> telephone and internet communications
> transportation to or from airports of departure in the student's
>   home country
> costs of accommodation and food prior to the time of departure for
>   site-based locations of instruction from the airport of departure in
>   the student's country or after returning to this same airport

During site-based periods of instruction, students will be permitted to take side trips on their own and at their own expense if the program schedule permits. Any side trip will be entirely the responsibility of the student. It is required that each student have a reasonable amount of spending money, but Future Generations will not be responsible for its safekeeping.

Payment and refunds

Upon admission, a deposit of $1,500 is required and is applied toward the cost of year one of the program. The first half of the balance of the program fee for year one, $6,000, is due by January 1, 2006. The balance for year one, the remaining $7,500, is due by June 1, 2006.

A deposit of $1,500 for year two of the program is required by August 1, 2006, and is applied toward the cost for that year of the program. The first half of the balance of the program fee for year two of the program, $6,000, is due by November 1, 2006. The remaining $7,500 is due by June 1, 2007.

All checks and money orders should be made payable to Future Generations. Future Generations accepts MasterCard and Visa credit card payments. As an organization with a careful selection process and one that is required to make commitments well in advance, losses are naturally suffered when students withdraw from the program. Students who withdraw prior to thirty days before departure for a site-based period of instruction will forfeit one-half of the fees paid for that period of the program. After that time no refund will be available.

Financial aid

A limited amount of scholarship support and financial aid is available. Students interested in being considered for such assistance can indicate this as part of the formal application process.

Health and insurance

Students should be in good health prior to departure for any of the site-based 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.

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. Reimbursement of such advances will be made promptly to the United States office of Future Generations.

Student conduct and satisfactory performance

Students are expected to act in a mature and responsible manner during all site-based periods of instruction. The right is reserved to dismiss from the program and send home any individual whose conduct, in the opinion of Future Generations authorities, is detrimental to Future Generations, including uncooperative or disruptive behavior, alcohol abuse or drug use, and failure to perform satisfactory academic work. See pages 26-27 for further clarification. 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 site-based 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. Students are to pack lightly for each residential period of instruction. The cohort of students will travel by small vans and even yak caravan, and thus it is essential that students abide by this travel advisory.

Calendar 2006 – 2007

Term 1

January - February 2006

Interactive Online Learning	credit hours
Introduction to Community Change and International Development	1
Sustainable Development: Theory and Practice	1
Healthy People and Healthy Communities	1
Leadership, Group Decision Making, and Organizational Behavior	1
Research Design and Methods	2

March 2006

Residential Instruction – India	credit hours
Introduction to Community Change and International Development	1
Sustainable Development: Theory and Practice	1
Healthy People and Healthy Communities	1
Leadership, Group Decision Making, and Organizational Behavior	1
Inter-Cultural Communicative Competence	1
Pedagogy of Place	1

April 2006 - **Assignment Completion**

Term 2

May - June 2006

Interactive Online Learning	credit hours
History of Nature Conservation and Management	1
Economics for Decision Makers	1
Empowerment: Gender, Ethnicity, and Wealth	1
Information Technology and Library Resources	1
Inter-Cultural Communicative Competence	1
Getting Started: Community-based Action	1

July 2006

Residential Instruction – United States	credit hours
History of Nature Conservation and Management	1
Economics for Decision Makers	1
Empowerment: Gender, Ethnicity, and Wealth	1
Information Technology and Library Resources	1
Getting Started: Community-based Action	1

August 2006 - **Assignment Completion**

Term 3

September – December 2006

Interactive Online Learning	credit hours
Going to Scale with Community Development	1
Food and Water Resource Systems and Security	1
Strategic Nonviolence Models for Social Change	1
Program Monitoring and Evaluation	1
Inter-Cultural Communicative Competence	(1)
Providing Quality: Iteration and Change	1

January 2007

Residential Instruction – Peru	credit hours
Going to Scale with Community Development	1
Food and Water Security	1
Strategic Nonviolent Models for Social Change	1
Program Monitoring and Evaluation	1
Providing Quality: Iteration and Change	1

February 2007 - **Assignment Completion**

Term 4

March – June 2007

Interactive Online Learning	credit hours
Human Ecology	1
Practical Applications for Nonprofit Managemnet	1
Inter-Cultural Communicative Competence	(1)
Going to Scale: Adaptive Learning Experience	4

July 2007

Residential Instruction – China	credit hours
Human Ecology	1
Practical Applications for Nonprofit Managemnet	1
Synthesis and Integration: Systems of Problem Solving	4

August 2007 - **Graduation in Tibet**

Summary

Residential instruction – 14 credit hours	credit hours
March 2006 – India	4
July 2006 – United States	4
January 2007 – Peru	4
July 2007 – China	2
Interactive online learning – 16 credit hours	
January – February 2006	6
May – June 2006	4
September – December 2006	4
March – June 2007	2
Practicum work – 8 credit hours	
May – July 2006	2
September 2006 – January 2007	2
March – June 2007	4
Colloquia – 5 credit hours	
February 2006	1
July 2007	4
Language proficiency – 2 to 4 credit hours	
March 2006	1
May – June 2006	1
September – December 2006	(1)
March – June 2007	(1)
Total credit hours	45 – 47
Passing grades required for 42 credit hours	

Contact Information

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Notes: