

FutureGenerations

MASTER OF ARTS

APPLIED
COMMUNITY CHANGE
& CONSERVATION



C A T A L O G

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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.

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 may 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 Afghanistan, India, the United States, Peru, Nepal, and Tibet/China, our students from across the world examine best practices in community-based health, conservation, peacebuilding, and local governance.

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. Some are scientists and doctors. Others come from government agencies or faith-based bodies. 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 our two-year Master's program is community-based application. Our 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 community energy and partnerships among communities, governments, and non-governmental organizations is the core competency that students acquire. And 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 for four one-month residentials 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, followed by a graduation ceremony at the base of Qomolangma Mt. Everest.

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. Other articles are posted on the Future Generations website. Via an interactive website and Blackboard CourseSites®, our professors introduce conceptual and theoretical coursework. Since each student engages online lessons from his or her 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 in India, the United States, Peru, Nepal and Tibet/China. 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 organization, profession, or some other community-based group. Across all four terms, students apply their courses and research to clearly define community concerns and build partnerships for change. A Student Learning Plan (SLP) is written by each student and modified at the start of subsequent terms. Here students at the beginning of the program articulate their community's identity and characteristics, their role within community, pertinent research questions for the benefit of community, and any particular learning objective the student may have. The Future Generations Board of Mentors will assist and invite a mentor to critique and work alongside each student in his or her applied research. SLPs specify any additional work beyond classes that students may need to undertake.

VALUES AND STUDENT OUTCOMES

Certain underlying values inform program expectations for core competencies, concepts, 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 their harmonious co-existence. It recognizes the dignity of every human being. It gives priority to 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, especially among marginalized members of the community.

Core competencies

Students are to acquire a broad knowledge of “best practice” approaches to community change and conservation. Students will be able to:

1. observe and gain confidence in collaborating with communities
2. work as a catalyst for change
3. provide group facilitation and leadership
4. learn to assess community needs
5. draft community workplans
6. carry out population-based surveys
7. use quality improvement techniques
8. monitor and evaluate progress
9. write project proposals

Core concepts and principles

Working across sectors of community change, conservation, health, peacebuilding, and leadership, this program introduces nine basic concepts and principles:

1. current *ethical standards* of community change and conservation, including public health ethics
2. different approaches to *community change*, including the SEED-SCALE methodology and non-violent strategies for change
3. local and global application of *nature conservation and ecology*, including natural resources management and protection
4. *experiential learning* in successful community development programs
5. goals of *equity, empowerment, and social change* at the individual, household, and community levels
6. forces of geopolitical *economics* affecting communities

7. *food and water security* studies covering current production, availability, distribution, agrology, collective management decisions, alternative farming systems, and comparative agriculture systems
8. 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
9. *organizational management, group decision making, and leadership* as they apply to community change and organizational behavior

Core professional skills

1. *critical analysis*
2. *inter-cultural communicative competence*, including proficiency in a second language, whether English or another language relevant to the student's community work or Future Generations Country Program projects
3. *methods for working in community*, such as listening, facilitating, resource and leadership identification, empowerment, networking, training, and consensus building
4. skills in *nature conservation and environmental improvement*, such as discerning environmental resource stakeholders, environmental problems, expertise, negotiation potential, and ecological principles
5. applied *principles of resource allocation economics* for assessing sustainable economic development, household wealth and income, cost-effectiveness and the implications of regional and global economics on local community change and conservation
6. skills in *food and water security* measurements
7. *health, nutrition, demography, and sanitation* skills, including public health and primary care models, demographic and health surveys, and basic health knowledge.
8. skills in *program design, monitoring, and evaluation*, including participatory techniques, census taking, manual survey and information collection, computer-based survey analysis, grant proposals, program budgeting, and final assessment
9. the ability to present professionally before diverse audiences

Course Descriptions



Here 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 five interrelated 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 the core areas of subject matter concentration and instruction. Most of the courses in these categories include interactive online and site-based residential learning. 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; 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 colloquia, Nepal and Tibet, 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 Tibet, 2 credits)

Synthesis and Integration
(Online learning, 1 credit; residential, Nepal, 1 credit; presentation, Tibet, 1 credit)

COMMUNITY-BASED DEVELOPMENT

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). Four principles are explored in detail: (1) building on success; (2) forming a three-way partnership of communities (bottom up), officials (top down), and experts (outside in); (3) basing action on locally specific data; (4) and using community workplans to guide collective behavior. This course examines communities successfully applying techniques associated with the SEED-SCALE approach.

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.

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 CLAS 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.

GLOBALIZATION, LOCALIZATION AND SUSTAINABILITY

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.

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.

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.

COMMUNITY CHANGE SKILLS

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.

Inter-Cultural Communicative Competence

(up to 2 credits)

Across the four terms of this graduate program, a student may earn up to two credits for advancing two levels of language competency. Students are to use our online inter-cultural communicative competence curriculum (IC3). While non-native speakers of English are likely to use the IC3 platform to master English, those students coming from English-speaking cultures may study another language essential to Future Generations work or that of their own community, or they may study an alternative means of communication such as photography or GIS mapping.

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.

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.

MONITORING AND EVALUATING COMMUNITY CHANGE

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. Products from the course include the 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.

Empowerment

(2 credit)

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 EPI-INFO® evaluation techniques. They then adapt EPI-INFO to their particular research needs and community context.

APPLIED PRACTICUM WORK

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. Topics include community survey techniques, household surveys, selecting and training assessment teams, group mapping and modeling, and surveillance for equity.

Practicum: Prospectus Design

(2 credits)

In this second Practicum course, learning objectives are for students to develop competencies in an applied or professional setting, to explore the universal within the context of the particular through a case study analysis of specific community-based change processes, and to share and critique these efforts with other students. Each student is to: (1) analyze his or her personal and community history of community-based action; (2) identify a pertinent research question for change and conservation in his or her community; and (3) complete a prospectus for applied research in the community.

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.

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.

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. Themes of this course include transformative learnings, teachers as learners, learners as teachers, critical and creative inquiry, lifelong learning communities, qualitative and quantitative monitoring, ecological sustainability, and reflective practice.

Admissions Process and Criteria



Process

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 are also likely to interview you over the telephone or in person. We generally interview one or more members of the community where you intend to apply your learning and research. *In all instances, applicants must have an active base within a community. A student must be endorsed by this community to participate in this academic program.* 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.

Provisional acceptance

Future Generations admissions committee looks for candidates who are societal teachers of social change and leaders in nature conservation, moral agents, and change entrepreneurs. Many of these people will have come to demonstrate 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.

Health caveat

Applicants must take into consideration the physical requirements of the residential study portion of this program. Students trek and conduct field research at high altitudes in the Andes and Himalayas. They live in simple village conditions without indoor plumbing. There may be irregular access to electricity. We adapt to the existing diets of the communities we visit.

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:

1. The dates you attended the institution
2. The titles of the specific courses or subjects in which you were enrolled
3. The number of hours of instruction involved in each course or subject
4. The grade, mark, or other form of evaluation you received for each course or subject
5. 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. Applicants must have at least three years of successful and relevant professional experience in the field. 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. Refer back to this statement again and again as you proceed through this graduate program.

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 program of study to the applicant's role in community life. Importantly, this letter must also clarify the support of community for the applicant's course of study. At a minimum, a community is expected to permit an applicant's leave to participate in four month-long residential programs, to facilitate relevant community-based research, and to

welcome critical analysis of a community's well-being and future. Additionally, if a community is able to support some or all of an applicant's costs in pursuing graduate studies, this letter of reference should offer this confirmation.

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 minimum score of 575 on the paper-based test or 90 on the Internet-based test is required from the TOEFL, or a band of 6.5 on the IELTS. Forward an official 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.

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. For IELTS information go to www.ielts.org or ielts@ucles.org.uk.

Students whose academic and community-based work requires enhanced English-language competency are to complete two levels of inter-cultural communicative competence (IC3) materials prior to or during their four terms of Master's program studies. Completion of this work is evaluated by Future Generations tutors.

Those students coming from English-speaking cultures or degree programs are also to study another language during this graduate program. This may be a language essential to the work of Future Generations or the community in which a Master's candidate works. Besides traditional language studies, this requirement may be fulfilled with one's study of another medium of communication such as photography or GIS mapping.

A student must submit a transcript or affidavit for this language or alternative communication coursework. As determined by the Registrar, this must be the approximate equivalent of coursework expended by classmates honing their English language competency.

The admissions committee will consider conditional admits 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 the IC3 online platform or similar English language program.

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. A laptop is essential in 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 information about personal, family, community, sponsoring organization, and other outside sources that could contribute to the costs of your graduate education.

To apply, contact Admissions

email>admissions@future.org
Future Generations M.A. Program
HC 73 Box 100
North Mountain
Franklin, WV 26807 USA

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. For students enrolled in the 2007-2009 program of study, the four terms are:

Term I: From the beginning of the program including the first residential instruction in India (September 2007 through February 2008) for nine (9) credits

Term II: From the end of Term I including the second residential instruction in the United States (March 2008 through August 2008) for nine (9) credits

Term III: From the end of Term II including the third residential instruction in Peru (September 2008 through February 2009) for nine (9) credits

Term IV: From the end of Term III to the end of the fourth and final residential instruction in Nepal and Tibet/China (March 2009 through October 2009) for ten (10) credits

In addition, students may earn up to 2 language credits over four terms. 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 residential periods of instruction. 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. At the first residential in India, each student is given a Future Generations duffel bag. Its size limitation suits the students' extensive travel by small vans and buses. In Nepal, Sherpas are engaged as porters. Hence, it is essential that students abide by this requirement.

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 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. *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 residential periods of study. Students must complete practicum research, assignments, and writing promptly in order to participate in the following term.

Satisfactory academic progress

A student is satisfactorily progressing if he or she successfully completes the required nine (9) credit hours of coursework by the end of Term I, the required eighteen (18) credits by the end of Term II, the required twenty-seven (27) credits by the end of Term III, and the required thirty-seven (37) credits by the end of Term IV. A student may earn up to two (2) additional credits of language studies over the course of four terms. Hence a student may earn as many as 39 credit hours, though only 37 hours of passing coursework are required for degree completion.

Academic standards

In order to graduate, a student needs passing marks on 37 credit hours of coursework. 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 Incomplete (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 from one or more terms of study.

Students may not substitute coursework on other campuses for that from which they have withdrawn in the Future Generations Master's degree program. The Academic Council will 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 program when this student rejoins a future Master's class. But if withdrawal causes a student to miss all or part of the site-based residential studies of a term, then he or she is responsible for traveling to that term's residential program with a future Master's class.

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 student 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.

Upon reinstatement in a future term, a student must pay full fees for courses that complete work from which one has earlier withdrawn.

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 Director of Academic Programs. 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. 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 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.

Mentorship program

The Master's program stresses that each candidate is to apply coursework, residential learning, and research in his or her community. The specific learning needs and community context of each student require that he or she have someone who is knowledgeable about their particular situation. The general Master's instruction is thus adapted to the exigencies of each student's community through two Future Generations personnel.

Initially, one or two faculty members instructing in the Practicum courses coordinate all Practicum planning with all Master's students. Through this instruction, a student clearly describes his or her community, identifies a pertinent research question for his or her community, develops a prospectus for community-based research, then conducts two iterations of applied research, and finally reports results and analysis for change and conservation to Master's colleagues and community members.

Furthermore, each student receives advice and guidance from the institution's Board of Mentors. These persons are scholar-practitioners who know personally and professionally the field in which the Master's students are immersed. The advisors are asked to bridge the learning objectives of the Master's program, the research prospectus of our students, and the realities of what is possible in the extent of students communities.

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 at the graduation ceremony held at the end of the Term IV site-based residential program. Successful completion of degree requirements includes:

1. Passing marks for 37 credit 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. Completion of language study per one's Student Learning Plan
5. Submission of all course and residential evaluation forms
6. 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 walk through graduation with one's class of Master's students before having met all of the above graduation requirements. In order to walk through graduation, a student must have completed successfully three of four terms of study.

Nondiscrimination policy

Future Generations admits students of any race, gender, sexual orientation, 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. Changes necessary to carry out the purposes and objectives of the program will be made with the approval of the Academic Council. Students enrolled in or under active application will be given notification of such changes. Any changes will be made with the approval of the Academic Council.

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 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. Bob 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.

Henry Perry, Carl Taylor Professor for Equity and Empowerment, Health
Ph.D., Sociology and Anthropology (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. Dr. Perry 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 administrative personnel with faculty responsibilities

Jim Hollowood, Comptroller and Administrative Officer

Ed.D., Administration, Planning and Social Policy,

Harvard University, 1979

B.S., University of Pittsburgh, 1969

Jim Hollowood has provided financial and operations management in a dozen countries for educational, social service, and real estate development programs. He has served as a trustee on several educational and civic boards. Dr. Hollowood is the financial comptroller and chief administrative officer of Future Generations.

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.

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

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

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. Karen is pursuing a doctorate in curriculum and instruction from the University of Albany.

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.

Dorothy Wills Knapp, Adjunct Professor in Nonprofit Management

M.A., Politics and Soviet Studies, Princeton University, 1972

B.A., Wellesley College, 1967

Dorothy Knapp has worked in educational and nonprofit administration and management since graduate school. As an employee of the American Council of Learned Societies, she worked on Soviet and East European advanced academic research exchanges, first as a researcher, later moving into program development, fundraising, and public affairs. She then joined Carnegie Corporation of New York as its corporate secretary with a special focus on its international grantmaking. In 2000 she returned to campus in the development office of College of the Atlantic in Bar Harbor, Maine. In 2004 she joined Future Generations as its deputy director for Afghanistan. She returned to the U.S. in 2006 to oversee the operations of Future Generations four country programs. She is currently an independent consultant residing in Maine.

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. With her husband, Daniel Robison, she farms 25 hectares 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.

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, Daniel farms 25 ha near Rurrenabaque, Bolivia.

Lisa Schirch, Adjunct Professor in Social Movements and Peacebuilding

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

M.S., Conflict Analysis and 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.

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 the UNICEF Representative in China from 1984 to 1987. He has numerous honorary doctorates and professorships and has published six books and nearly two hundred articles.

George Taylor, Adjunct Professor in Nonprofit Management

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, forestry management, and social change in Asia, Latin America, and Africa under the auspices of the United States Agency for International Development. Mr. Taylor provided program conceptualization, design and evaluation, guidance and technical support, and networking to USAID and other 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.

Country Program 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. 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 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.

Homayra Etemadi, Country Program Director, Afghanistan

M.A., Girton College, University of Cambridge

B.A., Girton College, University of Cambridge

Homayra Etemadi is an experienced international development and humanitarian assistance manager with a wide range of experience working with donors, project staff and beneficiaries on socio-economic programs. Ms. Etemadi has worked as a senior private sector relations officer for the International Federation of Red Cross and Red Crescent Societies and Chief Executive Officer of the Foundation for the International Federation of Red Cross and Red Crescent Societies.

Frances Fremont-Smith, Country Program Director, China

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. She also teaches Pedagogy of Place for the students' residential in Tibet.

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

Brian Bland, Registrar and Interactive Online Learning Coordinator
 B.S., Alderson-Broaddus College, 1990

Brian Bland's experience in interactive online learning includes maintaining the Master's program website and administering Blackboard for the institution. He is completing his Master's in education.

Elizabeth Holdeman, Language Advisor and Tutor
 M.A., Curriculum and Instruction, English as a Second
 Language, University of Colorado at Denver, 1990
 B.A., Colorado State University, 1981

Elizabeth Holdeman combines the fine arts, English language, curriculum design, and inter-cultural studies to provide Future Generations students with innovative web-based language learning and tutoring. She has worked extensively in Greece, China, Vietnam, and U.S. public schools. She sits on a mental health board in Virginia and formerly directed a Peace Arts Center in Ohio.

Judith Hollowood, Director of Admissions
 M.B.A., Simmons College School of Management, 1982
 M.A., Tufts University, 1980
 M.S.L.S., Rutgers University, 1970
 B.A., Harvard University, 1969

Before coming to Future Generations as Director of Admissions, Judith Hollowood developed and tested financial planning applications. Prior to her business career, she was an academic librarian.

Governance

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

Board of Trustees (Non-profit organization)

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 Jim Hollowood, Comptroller and Administrative Officer
 Judith Hollowood, Director of Admissions
 Dorothy Knapp, Director of Program Operations
 Mike Rechlin, Self Study and Accreditation Coordinator
 Daniel Taylor, President
 Dan Wessner, Director of Academic Programs

Support staff

Elizabeth Holdeman, Language Instruction Associate
 Carol Mick, Financial Manager
 Julia Posteraro, Development Associate
 Michelle Simon, Accounting Assistant
 Becky Vaus, Executive Assistant

Financial Information, Terms and Conditions

Program fees

Program fees are \$17,500 per year for students entering the program September 2007 and completing the program October 2009. 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

The program fee does not cover the following:

1. costs of airfare, passports, visas, and/or other travel documents
immunizations
2. health and accident insurance
3. photography or film equipment
4. clothing, laundry, postage, gifts, and other personal items
5. telephone and internet communications
6. transportation to or from airports of departure in the student's
home country
7. cost of hotel or other accomodation and food in one's transit to or from
the four residential study sites

A deposit of \$2,500 is required upon admission to this program. This deposit must be paid in full no later than July 1, 2007. This deposit holds your place in the next class, which begins September 9, 2007, and is applied toward the cost of year one of the program. All program fees and due dates are as follows:

Description	Due Date	Amount
Deposit for year one	July 1, 2007	\$ 2,500
Balance for 1st half of year one	August 15, 2007	6,250
Balance for 2nd half of year one	February 15, 2008	8,750
Deposit for year two	July 1, 2008	2,500
Balance of 1st half of year two	August 15, 2008	6,250
Balance for 2nd half of year two	February 15, 2009	8,750

Payment options

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

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

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

Third, you may pay by credit online using the Future Generations homepage. Go to www.future.org. Follow the left hand side toggles all the way down to the bottom. Click on DONATE NOW. Complete this form with your personal and credit information, indicating the amount that you are paying. For the “other program support” toggle, scroll down to Master’s degree tuition fees. Click on that entry.

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

Financial aid

A limited amount of scholarship support and financial aid is available on the basis of student merit and need. Correspondence concerning such financial assistance necessarily follows a completed application. For students receiving scholarship support, the above fee description, due date, and amount owing are modified to reflect resources (scholarship or otherwise) that are to cover each payment.

Any applicant for scholarship support or financial aid must provide a full Financial Disclosure of personal, family, supporting community and/or organization, and outside scholarship/grant resources.

Successful applicants to the Master's program will receive a separate Financial Aid Worksheet and Agreement. Both the applicant and Future Generations 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 and high-altitude work in Tibet/China. Students who are concerned about their potential performance (for whatever reason) should discuss this concern with the Director of Academic Programs 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 issuance of an I-20 Visiting Scholar visa for entrance into the United States. Prior to enrollment in this Master's program, students must submit a Health Waiver, Medical History Form, and Permission to Allow Treatment 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. Reimbursement of such advances will be made promptly to the United States office of Future Generations.

Calendar 2007-2009

Term I – 9 September 2007 – 15 February 2008

India residential dates: 1 November – 1 December

Pedagogy of Place: Home and India	1
Introduction to Community Change and Conservation	2
Sustainable Development	2
Healthy People, Healthy Communities	2
Practicum: Research Design and Methods	2
	<hr/>
	9
[SLP and discernment of language needs – up to 2 credits]	(2)

Term II – 10 March 2008 – 22 August 2008

United States residential dates: 24 April – 30 May

Pedagogy of Place: United States	1
Nature Conservation and Management	2
Leadership and Organizational Dynamics	2
Social Change and Conflict Transformation	2
Practicum: Prospectus Design	2
	<hr/>
	9
[Refined SLP]	

Term III – 13 September 2008 – 28 February 2009

Peru residential dates: 14 November – 13 December

Pedagogy of Place: Peru	1
Going to Scale with Community Development	2
Food and Water Security	2
Empowerment	2
Practicum: Applied Research I	2
	<hr/>
	9
[First iteration of research]	

Term IV – 23 March 2009 – 14 October 2009

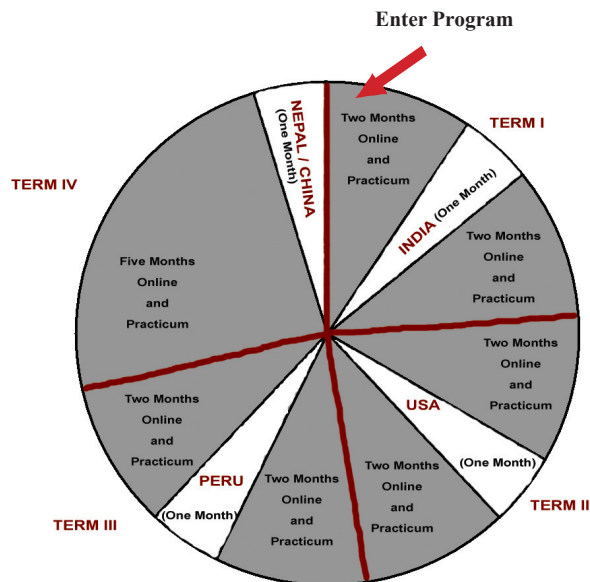
Nepal/Tibet Residential and Graduation: 14 September – 14 October

Pedagogy of Place: Nepal and Tibet	1
Human Ecology	2
Applications of Nonprofit Management	2
Practicum: Applied Research II	2
Synthesis and Integration	3
	<hr/>
	10

[Second iteration of research and graduation at in Tibet/China]

Summary

Residential instruction – 16 credit hours	credit hours
November 2007 – India	4
April 2008 – United States	4
November 2008 – Peru	4
September 2009 – Nepal/Tibet	<u>4</u>
	16
Interactive online learning – 13 credit hours	
Term I – 2007-2008	3
Term II – 2008	3
Term III – 2008-2009	3
Term IV – 2009	<u>4</u>
	13
Practicum work – 8 credit hours	
Term I – 2007-2008	2
Term II – 2008	2
Term III – 2008-2009	2
Term IV – 2009	<u>2</u>
	8
Language proficiency – up to 2 credit hours	(2)
Total credit hours	37 – 39



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