
FutureGenerations

MASTER OF ARTS

APPLIED
COMMUNITY CHANGE
and
CONSERVATION

C A T A L O G

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FutureGenerations

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, we provide training and higher education through on-site and distance learning. 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.

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An Invitation

Future Generations invites you to enroll in a new master's degree. You will learn how to teach communities to find local answers that fit their ecology, economy, culture, and values and to realize local change that is sustainable and improves the lives of everyone involved.

Accelerating environmental change, escalating economic instability, the growing gap between the rich and the poor, proliferating new diseases, depletion of water supplies, and terrorism are some of the global forces that are making community lives increasingly precarious. But communities can develop the capacity to respond much more effectively to these forces.

We really do live in an era of hope. New knowledge, sophisticated technology, access to information, entry of women into full societal partnership—these and many more features make the modern age full of potential. It is this potential the new master's degree at Future Generations brings to communities around the world. You are invited to learn how it is possible for your community to join this transition.

Change can begin with conservation, economic advancement, health, education, shelter, or transport. Indeed, we need to establish a change process that affects *all of these*. Communities have the potential to create just and lasting futures by finding answers that fit their local situation and reality. Rather than separating conservation work from development, or health from education, community-wide coordination must occur. This master's training shows communities how this can be set in motion.

Rigorous scholarship drives the Future Generations master's degree. In joining the program you will learn what is working around the world. You will visit projects using current best practice and learn practical lessons that you can take back to your community. As you learn the theory and apply it back home, you will be closely supervised by the world-class faculty of Future Generations.

Being part of this endeavor is very exciting for me. I invite you to join the program and share in that excitement.

Cordially,



Hon. Flora MacDonald
Chairperson, Board of Trustees, Future Generations
Former Canadian Foreign Minister
Past Chairperson, International Development Research Centre

President's Message

to students wanting to create community-based change

A number of innovations were brought together in designing this master's degree.

Instruction teaches current “best practice” in how to help communities. Drawing on evidence from across the last century, utilizing teaching sites in four countries, blending multiple modes of learning, and allowing students to work as they learn, this new degree gives the best of what is known from around the world about how to lead communities.

Instruction is specifically designed to:

- Allow work to expand to larger scale—to reach more communities;
- Make data-based decisions—avoiding subjective opinion-led action;
- Address both financial and environmental sustainability—progress started will more likely continue;
- Teach practitioners without taking them away from work; indeed it brings new knowledge and many supportive connections to your work; and
- Build capacity at the grassroots level as well as the project-manager level.

Instruction for the first class begins September 2003. Note the powerful format that combines multiple modes of instruction: formal lectures, reading and writing, field visits, distance learning, and practice.

This program demands a lot from you. You must help produce real change in your community. Grades will be given both on how persuasively you talk and write and, even more so, on how effectively you make real and lasting change among a specific community and in the natural environment.

Your future colleagues are applying from around the world. Future Generations looks forward to working with you if you want to embark upon this powerful learning opportunity.

With high expectations,



Daniel Taylor
President, Future Generations
March 1, 2003

When Communities Own Their Futures

(the Future Generations Approach)

Our process for equitable and sustainable community change is based on decades of scholarship. In the early 1990s, Future Generations led two international task forces, one with UNICEF and the other with The Rockefeller Foundation. These teams researched and documented what has worked in the field of development over the last one hundred years, focusing specifically on how to take community-based pilot projects to regional scale and how to sustain such momentum.

From this research and years of parallel field observations, Future Generations identified key principles and steps that are needed for development to occur and articulated a common process for community-based change. This process, known as SEED-SCALE, was publicly presented at the 1995 United Nations Social Summit in Copenhagen. It was further refined through three large and continuing field trials in India, China, and Peru, and is now being applied in a fourth trial in Afghanistan's central highlands. In addition, other affiliated communities are applying this approach worldwide.

SEED-SCALE is characterized by three principles. First, every project seeks to create a three-way partnership, bringing together top-down support from government and outside-in assistance and expertise to strengthen bottom-up action by communities. Second, every community collects data about its local conditions. Data provides an objective platform from which to make community decisions. Third, communities use this data and participatory decision making to frame an annual work plan that assigns tasks and changes community behavior.

To achieve these three principles, communities are taught to engage in an annual cycle of seven steps:

1. Create and recreate annually a local coordinating committee
2. Identify past community successes
3. Visit other communities to learn from their successes
4. Conduct a self-evaluation using 'key indicators'
5. Set priorities and create a work plan
6. Act on at least one achievable, agreed-upon priority
7. Monitor and make mid-course corrections

It takes experience, practice, and time for communities to fully establish a functioning seven-step cycle. Thus, much of Future Generations' work is training and helping communities start this process. To begin, communities identify and take action on a tangible and doable project, such as literacy or primary health

training. This starting point quickly builds success around which communities can rally. Once successes are evident, communities are confident and enthused to move forward with the seven-step process.

The outcome that distinguishes the Future Generations approach is a practical work plan that:

- is simple to understand and follow,
- coordinates and prioritizes action in health, education, environment, etc.,
- is affordable so ongoing costs can be carried by communities,
- conserves and restores natural resources,
- meets the needs of the marginalized, including women and children, and
- gets communities to work together, thus strengthening local governance and building decision-making capacity.

To monitor success, communities self-evaluate their projects. Too frequently evaluation considers only the imperative for proper fiscal reporting to account for how funds were spent and whether the quantifiable outcomes were achieved. Such monitoring is not an accurate measure of project success. As an alternative, Future Generations teaches communities to base evaluation on six criteria:

1. Collaboration: are community members working collectively for their mutual benefit?
2. Equity: is the project reducing the gap between rich and poor?
3. Sustainability: is the project having long-term and lasting benefits, ecologically, economically, and culturally?
4. Interdependence: is the project building the capacity of each partner as opposed to building dependency?
5. Holism: will all community needs, in time, be addressed, and not just the priorities of one group or in one development sector?
6. Iteration: is one trial leading to another so that living conditions for all improve with each cycle?

In addition to helping communities develop using the above principles, steps and evaluation criteria, the Future Generations process takes development to the extension phase. An almost universal problem has been how to take local successes to regional scale. Future Generations has identified a systematic process to meet this need with local flexibility. Throughout our project areas, local successes are becoming regional demonstration sites that are rapidly training more communities.

As communities apply this process worldwide, their experience informs others. Each community within this growing network becomes a learning and demonstration site that not only provides evidence of a doable, affordable, and comprehensive process, but also adds to our knowledge of how this process works.

Master of Arts Degree Program

The Master of Arts in Applied Community Change and Conservation is an intensive two-year course of study designed primarily for students wishing to develop skills in facilitating, teaching, and leading equitable and sustainable community-based change. The program emphasizes a solid foundation in community development theory and practice, experiential learning in communities using best practices, supervised on-the-job applications, and participation in a global learning community.

The innovative curriculum builds upon an expanding network of applied scholarship in community development. Each new group of students will both learn from past experience and applications and contribute to an evolving community development knowledge base with their own case studies and research. As a student, you will discover a common language and successful methodology to achieve environmentally and financially sustainable community-based change. You will learn through hands-on lessons and applications. You will combine scholarship with best practice.

This unique educational opportunity is for community development practitioners who want to learn by doing. Learning to lead community change is “action learning”—teaching the process requires practicing it. Students will accomplish this in three interrelated ways:

- 1. Site-based instruction** in India, the United States, Peru, and Tibet, China, where best practices are creating innovative community futures (two months per year)
- 2. Distance learning** that informs and prepares students on a continuing basis, provides a means for students to stay engaged and challenged, and keeps students informed and in touch with faculty and one another (ten months per year)
- 3. On-the-job practicums** where community-based change is applied and evaluated under the guidance and support of faculty (ten months per year)

Two countries will function as classrooms each year, with four to five weeks spent at field sites in each country. During the first year, which begins in September, you will spend the month of November at community sites in India and the month of June at sites in the United States. During the second year, you will spend February in Peru and finish the program with the month of August spent in Tibet, China. The chronological sequence of these sites and the changing topics of emphasis in each of them reflect the natural progression of the curriculum—from the principles of community-based change to the dynamics of going to scale.

The remaining ten months of each year will be spent working in your home community. During these periods, which will range from two to seven months in length, students will be responsible for distance learning courses and on-the-job practicums.

Formally structured distance learning courses will provide background information and exercises as well as prepare you for the more intensive periods of site-based instruction. These courses and the material they cover are integrally connected to the face-to-face classroom sessions at the field sites.

On-the-job applications in your home community will be guided through four practicums. The first practicum occurs prior to the initial site-based meeting in India and the following three take place in the periods that separate the three remaining periods of field instruction. These practicums follow a logical progression of applications that complement the distance and site-based learning: an introduction to each student's place and learning history; getting started with community-based action; providing quality through community-based research; and going to scale. Completion of the practicums is marked at a final colloquium structured around student presentations of their case study analyses.

Continued participation in subsequent site-based field instruction will be predicated on satisfactory performance in and completion of the intervening distance learning courses and practicums. These community applications and course components—for which you earn credits just as you do for site-based ones—are prerequisites for the site-based instruction that follows them.

The teaching style used in this program reflects a new type of education – one that takes advantage of modern experience-based learning, a participatory learning community, the latest information technologies, and site-based classroom and hands-on work combined with critical and creative inquiry.

- Classroom sessions give students the opportunity to learn from and interact with faculty and one another.
- Site-based instruction allows students to experience best practices first-hand and to meet and learn from successful practitioners around the world.
- Distance learning provides structured lessons and content during the bulk of the time when students are working in their home communities and creates an ongoing virtual learning community for students, faculty, and resource persons.
- Courses typically include both site-based and distance learning components, providing opportunities for new forms of educational consistency and depth.
- On-the-job practicums require students to apply and evaluate community-based development under the guidance and support of faculty.
- A global peer cohort of practitioners establishes a participatory teaching-learning environment that will endure past the formal “end” of the program.

- Classes remain small, so learning is personalized; space is limited to thirty students per year.

Communities need access to the best of present world knowledge and the ability to mobilize around that knowledge. In a world where changes are increasingly driven by distant, hard-to-deal-with forces, responses will be most effective if they are a community-specific mosaic of innovations from around the world that are adapted to local ecology, economy, culture, and values. Each community must master the process to identify which disciplines and knowledge are most effective now and learn how to move in those realms. Community change means bringing together many disciplines; it is a process, hence instruction in this program is on process.

The objective of this master's program is to provide community development practitioners and professionals with the ability to help communities build local capacity as they seek to respond proactively to the growing challenges of global change: economic, environmental, cultural, and equity. The aim is to train and develop facilitators, teachers, and leaders who can help communities that want to take ownership of their futures.

Admission Criteria and Requirements

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

Undergraduate Degree

Applicants must have completed the equivalent of a bachelor's degree, preferably—but not necessarily—in a related discipline, from an approved college or university. 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 also 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, copies of the original documents that have been certified by the issuing institution or notarized 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 subject or course
- The degree, diploma, or certificate awarded for completion of your studies

One letter of recommendation from a faculty member familiar with the student's academic work and preparation is required.

English Proficiency

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 500 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 (except Quebec), Australia, or New Zealand are exempt from this 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.

Field/Professional Experience

Students are expected to already be community development practitioners when they apply to the program. An applicant's field experience, specifically community-based experience, is a key requirement for admission. Applicants must have at least three years of successful and relevant professional experience in the field at the community level. It is recognized that this experience may take a variety of forms. The preference is some type of "mud-on-your-boots" involvement with or in community-based change.

One letter of recommendation providing evidence of this experience is required.

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 or for a given community or with and for a nongovernmental or governmental organization wherein the applicant is working directly with communities. Participation in the program will be ended should this relationship be terminated and an acceptable replacement not found.

One letter of recommendation providing evidence of this relationship and its planned continuation throughout the program of study is required.

Internet and Email Access

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

Personal Statement

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

Think about your reasons for applying to our program and why this is a good time for you to pursue graduate studies. Consider your plans for the future. What do you hope to accomplish? What will constitute success ten years from now? 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?

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.

Letters of Recommendation

Each applicant should arrange for the three letters of recommendation noted above to be sent directly to Future Generations. In summary, they 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.

Note: The above criteria were developed to guide the admissions committee in its decisions about which applicants should be accepted into the program. If one or more of these criteria are not met, the application may still be considered. The 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.

Application Forms

An application form and related checklist of requirements are available at the Future Generations web site (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 2003-2005 master's degree program is June 15, 2003. 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.

Course Descriptions

Listed below is an introductory 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 six interrelated categories of courses are:

- Community-based Development
- Globalization, Localization and Sustainability
- Change Skills and Empowerment
- Understanding and Monitoring Community Change
- Practicums
- Colloquiums

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 Development: SEED-SCALE (Distance learning, 1 credit; residential instruction, India, 2 credits)	3
Nature Conservation and Community Development (Distance learning, 1 credit; residential instruction, U.S., 2 credits)	3
Going to Scale with Community Development (Distance learning, 1 credit; residential instruction, Peru, 1 credit)	2

Globalization, Localization and Sustainability

Sustainable Development: Theory and Practice (Distance learning, 1 credit; residential instruction, India, 1 credit)	2
Economics for Decision Makers (Distance learning, 1 credit; residential instruction, U.S., 1 credit)	2
Agriculture, Food and People (Distance learning, 1 credit; residential instruction, Peru, 1 credit)	2
Ecological Design (Distance learning, 1 credit)	1

Change Skills and Empowerment Credit Hours

Healthy People and Healthy Communities (Residential instruction, India, 2 credits)	2
Leadership, Group Decision Making and Organizational Behavior (Distance learning, 1 credit; residential instruction, U.S., 1 credit)	2
Change Models and Social Movements (Distance learning, 1 credit; residential instruction, Peru, 1 credit)	2
Case Studies in Empowerment—Gender, Ethnicity and Wealth I (Distance learning, 1 credit)	

Understanding and Monitoring Community Change

Data-based Decision Making (Distance learning, 1 credit; residential instruction, U.S., 1 credit)	2
Research Design and Methods (Distance learning, 1 credit; residential instruction, Peru, 1 credit)	2
Information Technologies (Distance learning, 1 credit)	1

Practicums

Introduction: The Pedagogy of Place (Home community introduction, synthesis in India)	1
Getting Started: Community-based Action (Home community learning contract and work plan, report in U.S.)	3
Providing Quality: Iteration and Change (Home community research question and progress report, follow-up in Peru)	4
Going to Scale: Adaptive Learning and Expansion (Home community case study completion, final presentation in China)	3

Colloquiums

Financial Planning and Development Accounting (Residential instruction, China, 1 credit)	1
Synthesis and Integration: Systems of Problem Solving (Residential instruction, China, 3 credits)	3

Course Descriptions:

COMMUNITY-BASED DEVELOPMENT

Introduction to Community Development: SEED-SCALE

(3 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.

Nature Conservation and Community Development

(3 credits)

This course explores, in detail, how to “do” community development. The emphases are community-based conservation and equitable and sustainable development. Topics include: the annual cycle and work plan development; determining and developing a local data base; building local capacity; criteria for monitoring progress; organizational paperwork and maintenance; 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.

Course Descriptions:

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 focuses on fundamental macro- and micro-economic topics and their applications to community decision making as well as related global and community levels of economic analysis and decision making. Topics will include international trade and finance, capital and labor markets, measuring economic growth, the nature of markets and their associated strengths and weaknesses, community economics, alternative enterprise structures, basic principles of ecological economics, property rights and public goods, and alternative decision-making rules and institutions.

Agriculture, Food and People

(2 credits)

The course examines the interrelationships between agricultural systems, food production and security, 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 sovereignty, and alternative approaches to agriculture.

Ecological Design

(1 credit)

An introduction to the evolving applied framework of ecological design or “any form of design that minimizes environmentally destructive impacts by integrating itself 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.

Course Descriptions:

CHANGE SKILLS AND EMPOWERMENT

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.

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.

Change Models and Social Movements

(2 credits)

The analysis of social problems is used as a context for the identification of alternative strategies for responding to and addressing these problems. Paradigms and change models and their implications for theory, practice, and policy are outlined. Additional topics include: adaptive learning, extension, and collaboration; building capacity, choosing a direction, and taking action; civil society and its relationship with the state; social accountability in organizations; social action skills; advocacy roles; grassroots efforts; communities of practice, the living organization, and organizational learning; and the use of partnerships, alliances, networks, coalitions, and related approaches.

Course Descriptions:

CHANGE SKILLS AND EMPOWERMENT *continued*

Case Studies in Empowerment—Gender, Ethnicity and Wealth

(1 credit)

This course takes one (or more) key issues related to empowerment and community development and explores it (or them) in depth through related case studies and readings. The three thematic areas of emphasis are gender issues, ethnicity, and wealth and equity.

UNDERSTANDING AND MONITORING COMMUNITY CHANGE

Data-based Decision Making

(2 credits)

A focused exploration of the theme that people can and should be able to analyze their own reality. 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.

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.

Course Descriptions:

CHANGE SKILLS AND EMPOWERMENT continued

Information Technologies

(1 credit)

A “best practices” exploration of specific technical and organizational issues and research related to using information and communication technology to support community-based development. Areas of interest include simplified data systems, the visual presentation of data, web conferencing, using the internet to access secondary data, developing regional and national information and management systems with local components, finding and using GIS data, and basic software and hardware needs, constraints, and applications.

PRACTICUMS

Introduction: 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 sustainable education will complement this effort in order to clearly link education and learning with progress toward a more sustainable future.

Getting Started: Community-based Action

(3 credits)

The three remaining 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

Course Descriptions:

PRACTICUMS continued

and share a structured initial analysis of their own and their community's history of community-based action.

Providing Quality: Iteration and Change

(4 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

(3 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.

COLLOQUIUMS

Financial Planning and Development Accounting

(1 credit)

This course is designed to support basic work plan creation, community-sensitive budgeting, and financial monitoring systems. It combines structured full-group instruction, student-led sessions on best practices for managing financial

Course Descriptions:

COLLOQUIUMS continued

resources, and small group and individualized sessions that reflect needed skills and competencies for professional practice. It builds on a variety of previous courses as well as practical experience and represents final preparation in the analytical and decision-making skills necessary to provide leadership within an organization.

Synthesis and Integration: Systems of Problem Solving

(3 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 the sustainability transition—social, economic, environmental, equity.

General 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 at the end of each of the four site-based periods of instruction. For students enrolled in the 2003-2005 program of study, the four terms are:

Term 1: From the beginning of the program through the end of the first site-based instruction period in India (approximately September 2003 through November 2003) for eight (8) credits

Term 2: From the end of Term 1 to the end of the second site-based period of instruction in the United States (approximately December 2003 through June 2004) for twelve (12) credits

Term 3: From the end of Term 2 to the end of the third site-based period of instruction in Peru (approximately July 2004 through February 2005) for twelve (12) credits

Term 4: From the end of Term 3 to the end of the fourth and final site-based period of instruction in China (approximately March 2005 through August 2005) for ten (10) credits

Attendance

The experiential learning incorporated into all site-based periods of instruction makes it imperative that students maintain a perfect or nearly perfect record of attendance. Students are expected to attend all sessions during the four site-based periods of instruction.

Satisfactory Academic Progress

A student who is making satisfactory progress will have successfully completed the required eight (8) credits of course work by the end of Term 1, the required twenty (20) credits of course work by the end of Term 2, the required thirty-two (32) credits of course work by the end of Term 3, and the required forty-two (42) credits of course work by the end of Term 4. A student will be placed on academic probation if one or more incomplete or no credit marks are received in any term, or if a pattern of incompletes is evident in the student's record. Probationary status beyond one term will result in automatic dismissal.

Distance learning courses and practicums precede each of the four site-based periods of instruction. They are integral parts of the overall academic program. Interim grade and progress reports for each distance learning course and practicum will be submitted by faculty for all students two months prior to the site-based

periods of instruction in Terms 2, 3, and 4. A student will be placed on academic probation if he or she receives one or more incomplete or no credit marks on this interim report or if the interim grade point average is below C (2.0). Probationary status beyond one term will result in automatic dismissal.

In the event that a student has been dismissed from the program and wishes to be reinstated in the future, the student must write a letter of request to the Director of Academic Programs. The Administrative Council will review requests on an individual basis. Individual circumstances and specific requirements will be considered.

Academic Standards

Students are expected to maintain a cumulative grade point average of 2.0 or higher on a 4.0 scale. No course or practicum in which a grade below C (2.0) is earned may apply toward the degree. If a student's cumulative grade point average falls below 2.0, he or she will be placed on academic probation. Probationary status beyond one term will result in dismissal from the program.

A student dismissed from the program may write a letter of request to the Director of Academic Programs for reinstatement. The Administrative Council will review requests on an individual basis. Individual circumstances and specific requirements will be considered. If the 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 either a grade point average for the next term of 2.4 or higher or a cumulative grade point average of 2.0 or above by the end of the first term that the student returns.

Code of Conduct

Students are expected to abide by the Future Generations code of conduct as presented in the Student Handbook. Handbooks are distributed in conjunction with the introductory practicum during the beginning of the program in Term 1.

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. Students will be assigned to faculty advisors during the first site-based period of instruction. 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. Interim grade and progress reports for each distance learning course and practicum will be submitted by faculty for all students two months prior to the site-based periods of instruction in Terms 2, 3, and 4. 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

FACULTY

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. He is President of Future Generations and had prior positions with Johns Hopkins University, Woodlands Mountain Institute, and the United States Agency for International Development. His doctorate is from Harvard University; he is the author of three books and more than thirty articles.

Jerry Hembd, Director of Academic Programs

Ph. D. Applied Economics, Stanford University, 1984

M.A. Stanford University, 1981

M.S. University of Kentucky, 1979

B.S. Iowa State University, 1972

Jerry joined Future Generations in June 2002 in the new position of Director of Academic Programs. He has been providing leadership for the development, authorization, and initiation of the master's degree program. Prior to joining Future Generations, Jerry held faculty positions at the University of Wisconsin-Eau Claire, Connecticut College, the International Honors Program (affiliated with Boston University), the National Economics University of Viet Nam, Iowa State University, and the University of Wisconsin-Superior. Jerry has extensive experience in outreach education, study abroad programs, university administration, traditional classroom instruction, and community development practice. He has worked directly with scores of communities to support their efforts to build local decision-making capacity. Jerry is an active member of the Community Development Society and past editor of its refereed *Journal of the Community Development Society*.

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—with an abiding concern to promoting equity and bringing better health to the disadvantaged. Beginning with helping in clinical care in the jungles of India as a young child, he has worked in more than seventy countries and chaired numerous international expert groups. From 1961 to 1984 he 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.

Henry Perry, Carl Taylor Professor for Equity and Empowerment

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 joined Future Generations in January 2004 in the newly endowed position of Carl Taylor Professor for Equity and Empowerment. He will teaching in the master's program as well as providing technical support to field programs. Prior to joining Future Generations, Henry served as: Director General and CEO of the Hôpital Albert Schweitzer in Haiti; technical advisor for maternal and child health in Bangladesh with ICDDR,B: Center for Health and Population Research and the BASICS Project (Basic Support for Institutionalizing Child Survival); and founder of Curamericas (formerly Andean Rural Health Care) and director of its activities in Bolivia. Curamericas is now working with communities in six countries in the western hemisphere to improve basic health services. Henry has a longstanding involvement in field work, field research, 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. In addition to his position at Future Generations, Henry is 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.

Claudine Weatherford, Distance Learning Coordinator

- Ph.D. American Civilization, George Washington University, 1985
- M.A. History Museum Studies, Cooperstown Graduate Program, State University of New York, 1978
- M.A. Anthropology, Washington State University, 1971
- B.A. Anthropology, University of Wisconsin, Madison, 1967

Claudine has twenty-five years of experience planning, developing, delivering, evaluating, and managing face-to-face and technology-enabled training, education, and development programs. Before joining Future Generations in July 2003, she served as a distance learning consultant to colleges and universities, government agencies, and businesses. She worked as an Education and Training Specialist in the Court Education Division at the Federal Judicial Center, as assistant dean for Undergraduate Programs at the University of Maryland University College, and as an archaeologist in the United States, Turkey, Spain, Greece and Italy. She has taught online courses in organizational learning, knowledge management, and virtual management for the University of Maryland University College and Mary Washington College.

Research Methods and Design Faculty

Adjunct appointments for this position are anticipated for the first year of the program and a permanent, full-time appointment is expected at the beginning of the 2004 program year.

COUNTRY DIRECTORS**Omak Apang, Vice President, India Programs**

- M.B.A. UNDP Special Program, Slovenia, 1996
- B.A. Delhi University, India, 1992

Omak has been Vice President for India Programs since 2000. He founded Future Generations Arunachal, an NGO dedicated to community-based conservation and equitable and sustainable development in Arunachal Pradesh, in 1996 and served as its Chairman until 1998. Omak was appointed, at age 27, as Minister of State for Tourism in the Government of India in 1998 and served in this capacity for two years. He has been using Siang Tea Industries, a successful tea estate he established in Arunachal Pradesh in 1989, as a training base for farmers and source of seedlings since 1998. Since becoming Vice President for India Programs, Omak has led the expansion of community-based training to the new state of Uttaranachal as well as the rapid expansion of training efforts and movement to the development of regional training centers in Arunachal Pradesh.

Chun-Wuei Su Chien, Vice President, China Programs

M.A. Psychology, Tulane University, 1962

B.A. Taiwan University, 1960

Chun-Wuei has been the Vice President in charge of China Programs for Future Generations since the organization was founded in 1992. Her responsibilities are to formulate long-term strategy and basic institutional relationships with China and to prepare and monitor the use of resources for all China projects. The China Program is the largest of all Future Generations country programs. Chun-Wuei has traveled extensively to China and Tibet since 1980. This enables her to maintain contacts and negotiate with government agencies as well as involves her in close relationships with local communities as they develop appropriate conservation and development projects. She focuses on the identification of needs in Tibet and coordinates the many Future Generations programs that respond to them.

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

Laura Altobelli began working full-time for Future Generations in January 2003 as Country Director for Peru. She has been providing direction to the Peru team for the continued development of the country program, initiating field activities, creating links with other local institutions, and beginning work on fundraising. Laura is a public health professional specialized in international maternal child health and nutrition, with graduate degrees and postdoctoral fellowship training at the Johns Hopkins University School of Hygiene and Public Health. She is a professor in the School of Public Health and Administration of the Peruvian Cayetano Heredia University in Lima. She has worked for many years in Latin American community health programs, beginning as a Peace Corps volunteer in the 1970s. Laura has continued this work as a researcher, evaluator, and project consultant on community health and nutrition programs for a variety of international cooperation agencies and NGOs.

Governance Structure

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. Tom Cardamone
Dr. Christopher Cluett
Mr. Peter Ide, *Treasurer*
Dr. Elizabeth Parr-Johnston
Hon. Flora MacDonald, *Chairperson*
Mr. Michael Stranahan
Dr. Daniel Taylor

Administrative Staff

Dr. Daniel Taylor, *President*
Dr. Jerry Hembd, *Director of Academic Programs*

Support Staff

Brian Bland, *Research Associate*
Traci Hickson, *Communications Director*
Carol Mick, *Financial Manager*

Financial Information, Terms and Conditions

PROGRAM FEES

Program fees are \$16,500 per year for students entering the program September 2003 and completing the program August 2005. 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.

Program fees cover the following:

- tuition for site-based, distance learning, and practicum courses
- books and handouts
- room and board during the site-based periods of instruction
- airfare to and from the locations of site-based instruction, these flights originating at the international airport nearest to the student's home (or the nearest major airport in cases where only domestic travel is required)
- program-related travel during the site-based periods of instruction

To ensure the best possible airfares as well as orderly arrival at each location, it is required that all program travel arrangements be made by Future Generations. The right is reserved to modify the program during site-based periods of instruction without prior notice.

The program fee does not cover the following:

- costs of passports, visas, 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, \$7,500, is due by September 1, 2003. The second half of the balance for year one, the remaining \$7,500, is due by April 1, 2004.

A deposit of \$1,500 for year two of the program is required by July 15, 2004, 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, \$7,500, is due by December 1, 2004. The second half of the balance for year two, the remaining \$7,500, is due by June 1, 2005.

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 will provide information on possible insurance carriers, if requested, and will help facilitate group coverage possibilities if

sufficient interest warrants.

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. Fees will not be refunded.

DOCUMENTS AND BAGGAGE

All passports and necessary visas must be obtained by the student prior to the beginning of each site-based period of instruction. If travel documents, including airline tickets provided by Future Generations, 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.

Instructional Calendar

2003 – 2005

The following calendar is applicable to students admitted to instruction beginning September 2003 who maintain their academic standing throughout the program and graduate, as scheduled, at the end of the two-year program. This calendar uses months as reference points. Specific dates for program elements and the four site-based or residential periods of instruction, will be determined well in advance and communicated to students.

September – October 2003	Credit Hours
Distance Learning	
• <i>Introduction to Community Development: SEED-SCALE 1</i>	
• <i>Sustainable Development: Theory and Practice</i>	1
Practicum	
• <i>Introduction: The Pedagogy of Place</i>	1
 November 2003	
Residential Instruction – India	
• <i>Introduction to Community Development: SEED-SCALE 2</i>	
• <i>Sustainable Development: Theory and Practice</i>	1
• <i>Healthy People and Healthy Communities</i>	2
 December 2003– May 2004	
Distance Learning	
• <i>Nature Conservation and Community Development</i>	1
• <i>Economics for Decision Makers</i>	1
• <i>Leadership, Group Decision Making and Organizational Behavior</i>	1
• <i>Data-based Decision Making</i>	1
Practicum	
• <i>Getting Started: Community-based Action</i>	3
 June 2004	
Residential Instruction – United States	
• <i>Nature Conservation and Community Development</i>	2
• <i>Economics for Decision Makers</i>	1
• <i>Leadership, Group Decision Making and Organizational Behavior</i>	1
• <i>Data-based Decision Making</i>	1

	Credit Hours
July 2004 – January 2005	
Distance Learning	
• <i>Going to Scale with Community Development</i>	1
• <i>Agriculture, Food and People</i>	1
• <i>Change Models and Social Movements</i>	1
• <i>Research Design and Methods</i>	1
Practicum	
• <i>Providing Quality: Iteration and Change</i>	4
February 2005	
Residential Instruction – Peru	
• <i>Going to Scale with Community Development</i>	1
• <i>Agriculture, Food and People</i>	1
• <i>Change Models and Social Movements</i>	1
• <i>Research Design and Methods</i>	1
March – July 2005	
Distance Learning	
• <i>Ecological Design</i>	1
• <i>Case Studies in Empowerment</i>	1
• <i>Information Technologies</i>	1
Practicum	
• <i>Going to Scale: Adaptive Learning and Expansion</i>	3
August 2005	
Residential Instruction: Colloquiums – China	
• <i>Financial Planning and Development Accounting</i>	1
• <i>Synthesis and Integration: Systems of Problem Solving</i>	3

Program Distribution

Residential Instruction – 18 credit hours

• India	5
• United States	5
• Peru	4
• China	4

Distance Learning – 13 credit hours

• September – October 2003	2
• December 2003 – May 2004	4
• July 2004 – January 2005	4
• March 2005 – July 2005	3

Practicums – 11 credit hours

• September – October 2003	1
• December 2003 – May 2004	3
• July 2004 – January 2005	4
• March 2005 – July 2005	3

Total Credit Hours 42

An Overview

of all the components in the instructional calendar

Term 1

September – October 2003	credit hours	November 2003	credit hours
Distance Learning		Residential Instruction – India	
Introduction to Community Development: SEED-SCALE	1	Introduction to Community Development: SEED-SCALE	2
Sustainable Development: Theory and Practice	1	Sustainable Development: Theory and Practice	1
Practicum		Healthy People and Healthy Communities	
Introduction: The Pedagogy of Place	1		2

Term 2

December 2003– May 2004	credit hours	June 2004	credit hours
Distance Learning		Residential Instruction – United States	
Nature Conservation and Community Development	1	Nature Conservation and Community Development	2
Economics for Decision Makers	1	Economics for Decision Makers	1
Leadership, Group Decision Making and Organizational Behavior	1	Leadership, Group Decision Making and Organizational Behavior	1
Data-based Decision Making	1	Data-based Decision Making	1
Practicum			
Getting Started: Community-based Action	3		

Term 3

July 2004 – January 2005	credit hours	February 2005	credit hours
Distance Learning		Residential Instruction – Peru	
Going to Scale with Community Development	1	Going to Scale with Community Development	1
Agriculture, Food and People	1	Agriculture, Food and People	1
Change Models and Social Movements	1	Change Models and Social Movements	1
Research Design and Methods	1	Research Design and Methods	1
Practicum			
Providing Quality: Iteration and Change	4		

Term 4

March – July 2005	credit hours	August 2005	credit hours
Distance Learning		Residential Instruction: Colloquiums – China	
Ecological Design	1	Financial Planning and Development Accounting	1
Case Studies in Empowerment	1	Synthesis and Integration: Systems of Problem Solving	3
Information Technologies	1		
Practicum			
Going to Scale: Adaptive Learning and Expansion	3		

Contact

FutureGenerations Master's Program

HC 73 Box 100
North Mountain
Franklin, WV 26807 U S A

phone: (304) 358-2000
fax: (304) 358-3008

web site > www.future.org
email > masters@future.org

Notes:

