



FutureGenerations GRADUATE SCHOOL

Empowering Communities to Shape Their Futures

Concentrations in Conservation and Peacebuilding

Recruiting Students
for the next
Conservation Class

Class Begins
September 2015.

www.future.edu

Master of Arts in
Applied Community Change

Academic Catalog

Future Generations Graduate School

“Empowering Communities
to Shape Their Futures”

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Nondiscrimination Policy

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

Institutional Policies/Disclaimer

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

Future Generations Graduate School, a 501(c)3 non-profit institution of higher education, is accredited by the Higher Learning Commission and a member of the North Central Association (www.ncahlc.org, ph: 800-621-7440).

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FutureGenerations GRADUATE SCHOOL

MISSION

Future Generations Graduate School teaches and enables a process for achieving equitable change that empowers communities to shape their futures.

VISION

Future Generations Graduate School will be recognized as an innovative educational leader in community change, attracting promising community change leaders to our programs and building a vibrant alumni body. As a global institution, the Graduate School will create regional research and education centers in countries where there is an active body.

HISTORY

Future Generations is the collective name for an international network of non-governmental organizations. The original charitable organization, Future Generations, was incorporated in 1992 in the State of Virginia. In 2003 the State of West Virginia Higher Education Policy Commission authorized Future Generations to grant a master's degree. In 2006 West Virginia officially chartered Future Generations Graduate School of Research and Applied Community Change as an independently incorporated institution of higher education. In January 2010 the Graduate School was accredited by the Higher Learning Commission of the North Central Association of Colleges and Universities.

These two United States based organizations are closely connected and cooperate with a growing number of Future Generations organizations in countries around the world. This catalog applies specifically to the operations of Future Generations Graduate School.

Community Empowerment and You



- Global peers
- Four one-month field residencies in four different countries
- Continue to work in community
- No need to relocate
- Online coursework
- Two-year applied practicum



When Communities Own Their Futures

This is a program for students who seek an additional degree to improve their communities and the larger environment. The Future Generations Master of Arts in Applied Community Change with concentrations in Conservation and Peacebuilding calls upon student creativity, knowledge, and interpersonal skills to develop workable strategies for change that fit the ecology, economy, and values of a particular locale. This education seeks to strengthen the knowledge and skills of students so that they may empower communities to shape their futures.

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 has a responsibility toward community, and throughout this academic program, students learn from their communities while applying new knowledge and skills to advance community solutions. Through site-specific development studies as well as through peer-to-peer learning with international classmates, 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.



“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 Graduate School has a global campus. Our students are based in communities worldwide, 38 countries to date; our faculty hail from many countries; and our learning sites have included such locations as India, Nepal, Peru, Kenya, Haiti, and the United States. This global campus with global peers and faculty allows each student to learn from their communities, each other, and from global best practices in such topics as community-based approaches to health, conservation, peacebuilding, empowerment, and local governance.

Students represent a wide diversity of professions, cultures, and backgrounds. Many are mid-career practitioners, some are new to their fields. Some students carry several academic degrees while others hold a Bachelor's degree. Many students in the peacebuilding concentration are from areas torn by war, ethnic conflict, poverty, and trauma wrought by ecological damage, natural disaster, and economic instability. The conservation concentration attracts students working toward the integration of community well-being and nature conservation in regions known for high biodiversity and facing ecological challenges.

This Graduate School seeks students who are committed to local empowerment, community success, and the potential to scale up existing successes.

The focus of this Master's program is community-based change. The pedagogy is community-based learning: students interact and learn online, convene in diverse countries for learning and field work, and apply their learning and conduct research to benefit real people and places.

This program strengthens core competencies in applied community change with more specialized competencies emphasized for the concentrations in conservation and peacebuilding. A central core competency is the ability to facilitate partnerships and inspire collective action among communities, governments, and organizations. This program also hones skills in information technology, data gathering, monitoring and evaluation, and critical analysis, allowing graduates to contribute to a global knowledge base of best practices.

This program distinguishes itself from campus-based or solely online graduate programs in several ways. Students:

Are based in their own communities

Participate in four field residencies (one month each term) to learn alongside peers and faculty from exemplary community programs

Develop a two-year practicum project based on research and applied fieldwork in their own communities

This process of shared learning builds a global network of alumni and communities with capacity to shape their futures.



“This Master’s program blends three modes of instruction to foster community-based learning.”



Community-Based Learning

This Master's program blends three modes of instruction to foster community-based learning. Nearly all courses have an online component complimented by fieldwork as part of a one-month residential each term. In addition, each term includes courses focused on the development of an applied practicum project. The three modes of learning are:

Interactive Online Learning

Before the start of each term, all course books, readings, and materials are provided. Faculty use Moodle - an open source learning platform - to introduce conceptual and theoretical coursework. Online course assignments often require students to reflect and build upon experiences of their daily, on-the-job work that applies to the particular culture, economy, and ecology of their own communities.

Field-based Residentials

Online coursework is complemented by a one-month field residential each term (total of four over two-years). In such sites as India, Nepal, Peru, Kenya, Haiti, and the U.S.A., students participate in class seminars, group projects, and case study analysis of exemplary community-based programs. Whether at Gandhi's Ashram in India, in Himalayan nature preserves, at the Adirondack State Park in upstate New York, in Peruvian community health centers, or in communities from Kenya working to prevent violence, students examine community-based initiatives that have scaled up to have regional level impact.

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. During the entire course of study, students apply their learning and research to clearly define community concerns and build partnerships for change. As part of the two-year practicum project, students write a community prospectus based on research that addresses a question of local priority and of benefit to the community.

Core Values

This Graduate School promotes respect for all life and the conditions for harmonious coexistence. It recognizes the dignity of every human being with particular interest in the well-being of families, children, and community. This program adopts a holistic and ecological approach to community change. It emphasizes equity, empowerment, and self-confidence, especially among marginalized members of the community. Future Generations Graduate School commits itself to ethical standards of community change, conservation, and peacebuilding. The Graduate School is also committed to freedom of expression and the pursuit of truth in teaching and learning.

Learning Objectives and Outcomes - Applied Community Change

(applies to both concentrations in peacebuilding and conservation)

1. Critical thinking

Graduates can analyze a problem and reach their own evidence-based conclusions.

- Perceive problem and assess how to frame the question
- Identify assumptions and bias
- Formulate independent conclusions

2. Knowledge of development issues

Graduates can demonstrate a theoretical and practical understanding of key development issues by analyzing the social, economic, political, and environmental implications.

- Demonstrate knowledge of applied principles in content areas of graduate degree, e.g. conservation and ecology, public health, management, leadership, and peacebuilding
- Apply understanding of human rights, gender, and class to development issues
- Relate local development to national and global forces of change

3. Community change facilitation and leadership

Graduates can demonstrate knowledge and skills necessary to be agents of change and empowerment in their communities.

- Demonstrate facilitation skills of active listening, consensus building, and promotion of respectful dialogue
- Identify and promote leadership
- Network to bring appropriate resources and expertise to bear on a problem

4. Program design and management

Graduates can independently design and implement sustainable development programs, using Seed-Scale and other development models.

- Conduct valid surveys and develop a work plan
- Manage program logistics, human resources, and financial records
- Apply principles of economics and resource allocation

5. Monitoring and evaluation

Graduates can develop quantitative and qualitative methods to monitor and evaluate a program and can adapt the program based on assessment results.

- Gather accurate baseline data used in setting up a monitoring and evaluation program
- Identify significant indicators of progress and implement monitoring/evaluation plan
- Update program based on evaluation data

6. Communications

Graduates can use written and oral communication to tell their story.

- Fund-raise for community projects
- Write effective reports and grant proposals
- Deliver effective oral presentations to diverse groups

7. Research and evidence-based decisions

Graduates can synthesize and analyze information learned through courses, books, the internet, and in the field, using it to meaningfully address community problems.

- Access internet based information, discerning what is most appropriate and factual
- Use salient evidence to support decision making
- Determine appropriate instruments for field-based research

LEARNING OBJECTIVES AND OUTCOMES

- SPECIFIC TO THE CONSERVATION CONCENTRATION

8. Community Conservation

Graduates can demonstrate a theoretical and practical understanding of community conservation.

- Demonstrate a core understanding of the diverse applications of community-based conservation strategies
- Understand the ecological, economic, and social benefits of community conservation approaches as compared to other models
- Understand the complex interrelationships of community conservation and the dynamics of gender, ethnicity, local capacities, and the state

9. Science and Technology

Graduates can understand and apply the basic principles of ecology and conservation biology and utilize available technologies to develop and implement integrated ecosystem-based conservation strategies.

- Demonstrate a core understanding of the principles of ecology, conservation biology, and integrated ecosystem-based approaches
- Demonstrate a core understanding of climate change mitigation and adaptation strategies as related to maintaining conservation outcomes
- Demonstrate competence in the basic understanding and use of a range of available technologies (GIS and GPS) to conduct a gap analysis and support conservation planning

▪ Policy and Planning

Graduates understand the international and national policy frameworks on which conservation practices are implemented and have knowledge of strategies for affecting national policies.

- Demonstrate knowledge of wildlife and international policies/legislation related to wildlife trade (CITES, U.S. ESA etc.)
- Demonstrate knowledge of climate change policies, financing mechanisms, and National Adaptation Programs of Action (NAPAs)
- Demonstrate knowledge of national, regional and international policies that might drive development and conservation trends
- Demonstrate knowledge of national policies and policy models that positively influence conservation

- **Integrated Natural Resources Management & Monitoring**
Graduates can compare and contrast various strategies of integrated and participatory natural resource management related to water, agriculture and agrobiodiversity, fisheries, and forests
 - Demonstrate knowledge of threats and solutions related to wildlife management and water management
 - Demonstrate knowledge of sustainable forestry and sustainable marine fisheries principles
 - Demonstrate knowledge of conflicts, scarcity, and natural resource management
 - Understand theories and solutions of common property management, issues of land tenure, and the tragedy of the commons
 - Demonstrate skills to facilitate the development of integrated land-use plans
 - Enable communities with skills to begin implementing their plans with local resources, avoiding dependency on large expenditures of outside resources

- **Sustainable Livelihoods and Incentives for Conservation**
Graduates can demonstrate a theoretical and practical understanding of how to incentivize nature conservation with sustainable livelihoods, income-generation opportunities, and social benefits linked to health, education, and local governance
 - Demonstrate an understanding of markets and principles of microeconomics
 - Demonstrate knowledge and skills in tourism planning and management, including various tourism enterprises
 - Demonstrate best practices used in resource-based micro-enterprises
 - Demonstrate knowledge of other social benefits and opportunities, including health, linked to conservation
 - Demonstrate an understanding of the role of agriculture and agrobiodiversity opportunities as related to nature conservation

LEARNING OBJECTIVES AND OUTCOMES

- SPECIFIC TO THE PEACEBUILDING CONCENTRATION

- Understand the causes of violent conflict, theories of conflict management, the role of conflict in development, and how various state and non-state actors contribute to the process of long-term peacebuilding
- Demonstrate an understanding of the stages and dynamics of conflict and understand the appropriate interventions and entry points for actors engaged at and from the community level
- Understand conflict analysis and how to apply it in various situations, including through conflict sensitive development
- Be able to mitigate conflict by applying skills in facilitation, mediation and negotiation, understanding when each is the appropriate tool
- Understand how inter-group community relations, engagement of state actors, and sustainable development contribute to peacebuilding

Curriculum

The Master's in Applied Community Change has two concentrations in peacebuilding and conservation. The credit hour distribution for core Applied Community Change courses common to both concentrations is as follows:

Conservation (36 credit hours)

1. Community Change (6 credit hours)
2. Environmental Conservation (10 credit hours)
3. Program Design and Management (4 credit hours)
4. Monitoring and Evaluation (5 credit hours)
5. Communications (3 credit hours)
6. Research (8 credit hours)

Peacebuilding (36 credit hours)

1. Community Change (8 credit hours)
2. Environmental Conservation (2 credit hours)
3. Peacebuilding (8 credit hours)
4. Program Design and Management (4 credit hours)
5. Monitoring and Evaluation (5 credit hours)
6. Communications (1 credit hour)
7. Research (8 credit hours)

Courses Offered By Subject Area

COMMUNICATIONS

- COM 501 Graduate Study Foundations
- COM 502 Facilitation and Presentation Skills for Practitioners
- COM 503 Social Media and Citizen Journalism

COMMUNITY CHANGE

- CC 501 Healthy People, Healthy Communities
- CC 503 Empowerment
- CC 601 Social Change and Peacebuilding
- CC 602 Introduction to Applied Community Change**
- CC 603 Going to Scale with Community Development**

ENVIRONMENTAL CONSERVATION

- EC 504 Technologies for Conservation Practitioners
- EC 507 Fundamentals of Ecosystem-based Conservation
- EC 508 Sustainable Livelihoods and Incentives for Conservation
- EC 509 Community-based Natural Resource Management
- EC 510 Global Conservation Trends and Policies
- EC 604 Sustainable Development**

MONITORING AND EVALUATION

- MAE 508 Synthesis and Integration
- MAE 509 Synthesis and Integration: Conservation
- MAE 510 Introductory Statistics

PEACEBUILDING

- PB 501 Introduction to Peacebuilding
- PB 502 Building Bridges through Inter-Group Dialogue
- PB 503 Natural Resources and Conflict
- PB 504 Engaging the Structural and Cultural Dimensions of Peacebuilding
- PB 505 Social Change and Conflict Transformation

PROGRAM DESIGN AND MANAGEMENT

- PDM 507 Applications of Nonprofit Management
- PDM 508 Project Management in Development Organizations
- PDM 604 Leadership and Organizational Dynamics**

RESEARCH

- RES 605 Practicum: Research Design and Methods**
- RES 606 Practicum: Monitoring and Evaluation**
- RES 607 Practicum: Applied Research I**
- RES 608 Practicum: Applied Research II**

*Core Courses in bold

Course Descriptions

COMMUNICATIONS

COM 501 Graduate Study Foundations (1 credit)

This one-credit course provides a critical foundation to the Master's program through orientation to the school's policies and procedures, introduction to the online platforms used, and a review of essential academic strategies and skills. Through this course, students will begin to adapt to the academic culture of a United States based graduate education program and will lay the groundwork for a supportive learning community which will carry through the two-year program.

COM 502 Facilitation and Presentation Skills for Practitioners (2 credits)

This applied and skills-based course gives students practice in facilitating inter-group dialogues, meetings, and workshops and in framing and presenting stories and evidence. Facilitation skills involve elements of mediation among dialogue with stakeholders, often with competing interests. Facilitation also requires skills in deep listening, effective synthesis, and the ability to strengthen partnerships and help communities shape a shared vision. Likewise, conservation practitioners need skills to be effective communicators, with the ability to identify and frame compelling position statements, utilizing stories, multimedia, and other evidence.

COM 503 Social Media and Citizen Journalism (2 credits)

Peacebuilders transform the future through their actions and inspire others through their stories. To enliven these stories and connect a wider audience to the practice and promise of peacebuilding, the Social Media and Citizen Journalism course introduces the tools to practice citizen journalism. Students will be exposed to diverse approaches to citizen journalism, including blogs, rss news feeds, social media sites like Twitter, podcasts, maps, videos, and smartphones. The primary focus and capstone assignment of this course will be the production of an audio story (podcast) that tells the story of peacebuilding efforts in each student's community.

COMMUNITY CHANGE

CC 501 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 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.

CC 503 Empowerment (2 credits)

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

CC 601 Social Change and Peacebuilding (2 credits)

In this course, students learn how to design and implement social movements for socio-economic development with a particular focus on using these movements to foster peacebuilding. This is a “how to do it” course—with emphasis on learning how to do social change in your community, drawing on global experience and examples.

CC 602 Introduction to Applied Community Change (2 credits)

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

CC 603 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.

ENVIRONMENTAL CONSERVATION

EC 504 Technologies for Conservation Practitioners (2 credits)

This applied, skills-based course provides foundational knowledge in how to identify and access available technologies for monitoring and evaluation and effective decision-making. Tools and technologies include an introduction to the use and applications of GIS mapping and GPS, online success mapping, and smartphone applications. This course also provides an introduction to current good practices for identifying and selecting key indicators for data collection and monitoring.

EC 507 Fundamentals of Ecosystem-based Conservation (2 credits)

This foundational course to the practice of community conservation ensures that students are well grounded in the principles of ecology and conservation biology. Students gain knowledge and skills to apply key principles of ecosystem-based conservation to promote integrated conservation strategies that maintain ecosystem services, protect biodiversity, and enhance the well-being of local communities. Examples to be explored are watershed-based approaches, migratory corridors for umbrella species, and approaches that link terrestrial with marine or freshwater habitats.

EC 508 Sustainable Livelihoods and Incentives for Conservation (2 credits)

Conservation outcomes are most sustainable when community members have clear incentives. Benefits may be concrete such as income from sustainable resource use and ecotourism, or they may be in the form of noneconomic cultural and social enhancements, such as improved health and local governance. The benefits to the community must be clear and of such value to offset the expected lifestyle changes often required to meet conservation goals. This course explores case examples, policies, strategies, and tools for incentivizing nature conservation.

EC 509 Community-based Natural Resource Management (2 credits)

CBNRM is both a conservation and rural community-led development strategy that gives local communities control over the utilization and benefits of natural resources. CBNRM is the practice of identifying natural assets and building local capacities for the governance and stewardship of resources to be managed for sustainability. CBNRM includes the knowledge and skills for shaping a shared vision, mobilizing three-way partnerships, capacity building of local institutions through comprehensive training, enterprise development, and monitoring of the natural resource base.

EC 604 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.

EC 510 Global Conservation Trends and Policies (2 credits)

This course introduces practitioners to international and national policies related to nature conservation, including policies of wildlife trade (CITES, the U.S. Endangered Species Act, and Marine Mammal Protection Act) as well as emerging global policy solutions for climate change mitigation and adaptation (REDD and other Payment for Ecosystem Service programs, NAPAs-National Adaption Programs of Action- for Climate Change). Students go in to more depth through a review and analysis of the policies and trends affecting conservation practices in their own communities and countries. This course also explores a detailed case history of national policies in Namibia to promote community conservation governance and funding mechanisms to incentivize local conservation efforts.

MONITORING AND EVALUATION**MAE 508 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.

MAE 509 Synthesis & Integration: Models and Strategies for Conservation (2 credits)

The traditional conservation approach is to establish a protected area. Typically, local people are relocated outside the park boundaries. An alternative response, utilizing the principles of community conservation, seeks to protect larger areas of land by encouraging local stewardship and integrating social, economic, and environmental priorities. Since community-based conservation was first advocated at the 1982 World National Parks Congress with the promotion of the biosphere reserves model, it has taken many shapes and forms. Debate has grown regarding “how to do it” and whether this approach has lasting value and impact. This capstone course enables practitioners to understand and compare and contrast models and strategies for protected area design and management.

MAE 510 Introductory Statistics (2 credits)

In this course, students will learn the theory and application of statistical methods to social and biological research. The course will teach basic statistical analysis techniques and the use of statistical functions commonly given in spreadsheets and open software statistics programs. These tools will include measures of central tendency, variation, confidence limits, linear regression and hypothesis testing. It will also include material on sampling methodologies and sampling field exercises.

PEACEBUILDING

PB 501 Introduction to Peacebuilding (2 credits)

Because social change is both an outcome and a source of conflict, the study of violent conflict and peace is integral to understanding the process of social change. This course will introduce students to the causes of violent conflict and how they are managed and resolved with an emphasis on reconciliation, management and prevention. It will address violence in all its forms: direct, structural, and cultural. It will introduce students to the basic concepts and lexicon of peacebuilding. In this course, students will be introduced to the curve of conflict which shows the basic phases of a conflict. They will look at the tasks associated with each phase: prevention, peace making and post conflict peacebuilding. Students will be introduced to the actors in conflict management and how their interests and work at times complement each other and at other times compete. Students will learn the methods of conflict analysis that they will use in other courses over the course of the program.

PB 502 Building Bridges through Inter-Group Dialogue (2 credits)

Many peacebuilding practitioners find themselves engaging parties within the community who have strained cross-group relationships. Students will learn to use inter-group dialogue as a tool to engage alienated groups in safe conversation with the goal of improving understanding, dismantling the perceptions of the “other,” and creating alliances that can help pave the way for greater intergroup cooperation and peaceful coexistence. The class will explore their multiple identities (nationality, race, ethnicity, caste, gender, religion, etc.) through the lens of power and privilege by sharing and reflecting on their own experiences in their personal and professional lives.

PB 503 Natural Resources and Conflict (2 credits)

Land and other natural resources, such as forests, water, minerals and oil, are often the visible manifestations of what people fight over. Although seldom the true cause of a conflict, which more often relates to tenure insecurity and multiple inequalities, natural resources end up being what is fought over. Students will gain an in-depth knowledge of natural resource and conflict relationships. They will study points of entry to natural resource conflict and learn to apply the over-arching “principles of engagement” to interventions related to natural resource disputes.

PB 504 Engaging Structural and Cultural Dimensions of Peacebuilding (2 credits)

Over the long term, peacebuilding requires practitioners to engage structures and belief systems that perpetuate violence of all kinds. Peacebuilders must address issues such as inequality, poverty, racism, social exclusion, and intolerance in order to engage powerful structures and actors in the market, state, and cultural realms. This course will teach students differences between advocacy, mediation, facilitation and negotiation, and the skills associated with each. Students will learn to analyze engagement opportunities and determine the proper intervention to apply to different situations.

PB 505 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.

PROGRAM DESIGN AND MANAGEMENT**PDM 507 Applications of Nonprofit Management (2 credits)**

This course covers the basics of managing a nongovernmental organization, with a focus on project management. Topics include project development and implementation, accounting, board and staff relations, fund-raising, and grant 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.

PDM 508 Project Management in Development Organizations (2 credits)

Students will learn and apply the discipline of Project Management to successfully meet the goals of development organizations. This course is fundamentally about how to get things done systematically with a focus on results. Each student will be given the tools to initiate, plan, execute, and complete projects, both big and small, incorporating the principles of Conflict Sensitivity in the process. Students will apply these tools to a project of their choosing in their own country or region, achieving a clear understanding of how these tools facilitate optimal outcomes.

PDM 604 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 empowering communities.

RESEARCH

RES 605 Term 1 Practicum: Research Design and Methods (2 credits)

Students learn about alternative methods of research: the advantages, disadvantages and philosophical reasons behind different research approaches. Special emphasis will be given to qualitative research methods and participatory and action research approaches. Students will characterize their communities and begin to identify critical questions of change and peacebuilding. The course culminates in the presentation of a purpose statement, which outlines the proposed topic for the practicum, research objectives, and a preliminary research question.

RES 606 Term 2 Practicum: Monitoring and Evaluation (2 credits)

Students will continue to learn research methods with emphasis on quantitative methods, and in particular on the identification, measurement, and use of key indicators. Students will also be exposed to methods for performing community assessments and for monitoring and evaluating programs. Students will continue to refine and develop their proposed research, review related literature and choose a research methodology. The student will select one or more research instruments and test them in the field. At the end of the course, the student will present a prospectus which will lay out their practicum process in detail, including the knowledge gained from testing the methodology. Each student will be assigned a faculty member who will advise on the practicum process during the final two terms.

RES 607 Term 3 Practicum: Applied Research I (2 credits)

Students work closely with community members and their assigned faculty advisor to carry out most of the fieldwork related to the practicum. Preliminary results and a progress report are to be presented by the end of this term.

RES 608 Term 4 Practicum: Applied Research II (2 credits)

Students build on the constructive critique of the previous term. They complete any remaining field work and data analysis and finish the writing process that began in the first term. This practicum paper will be expected to conform to very high levels of consistency, congruency, critical thought, and academic honesty. It will include a full presentation of the research question, its analysis, and associated results. It will include an exploration of how the lessons learned from the study and the results of the research can be adapted or scaled up by their own and other communities. This paper will be the basis of the student's presentation during Synthesis and Integration—a capstone course during the final residential.

Academic Calendar class of 2015

Peacebuilding Concentration Curriculum

TERM I DECEMBER 9 - APRIL 26, 2014

INDIA RESIDENTIAL: FEBRUARY 9 - MARCH 12

PB 501 Introduction to Peacebuilding
CC 601 Social Change and Peacebuilding
CC 501 Healthy People, Healthy Communities
COM 501 Graduate Study Foundations
RES 605 Practicum: Research Design and Methods

TERM II MAY 26 - OCTOBER 4, 2014

RWANDA RESIDENTIAL: JULY 14 - AUGUST 14

PB 502 Building Bridges through Inter-Group Dialogue
PB 504 Engaging Structural and Cultural Dimensions of Peacebuilding
PDM 508 Project Management in Development Organizations
MAE 510 Introductory Statistics
RES 606 Practicum: Monitoring and Evaluation

TERM III NOVEMBER 3, 2014 - MARCH 21, 2015

NEPAL RESIDENTIAL: JANUARY 5 - FEBRUARY 5, 2015

PB 503 Natural Resources and Conflict
CC 603 Going to Scale with Community Development
CC 503 Empowerment
RES 607 Practicum: Applied Research I

TERM IV APRIL 20 - SEPTEMBER 5, 2015

UNITED STATES RESIDENTIAL: AUGUST 3 - SEPTEMBER 5

PDM 604 Leadership and Organizational Dynamics
MAE 508 Synthesis & Integration
EC 604 Sustainable Development
RES 608 Practicum Applied Research II

Academic Calendar Class of 2014

Conservation Concentration Curriculum

TERM I JANUARY 7 – MAY 25, 2013

INDIA RESIDENTIAL: FEBRUARY 17 - MARCH 19

COM 501 Graduate Study Foundations
CC 503 Empowerment
CC 602 Introduction to Applied Community Change
EC 507 Fundamentals of Ecosystem-based Conservation
RES 605 Practicum: Research Design and Methods

TERM II JULY 1 – DECEMBER 6, 2013

NAMIBIA RESIDENTIAL: OCTOBER 21 - NOVEMBER 17

MAE 510 Introductory Statistics
EC 508 Sustainable Livelihoods and Incentives for Conservation
EC 510 Global Conservation Trends and Policies
RES 606 Practicum: Monitoring and Evaluation

TERM III JANUARY 6 - MAY 19, 2014

NEPAL RESIDENTIAL: MARCH 24 - APRIL 21

EC 509 Community-based Natural Resource Management
PDM 508 Project Management in Development Organizations
CC 603 Going to Scale with Community Development
RES 607 Practicum: Applied Research I

TERM IV JUNE 16 - NOVEMBER 1, 2014

UNITED STATES RESIDENTIAL: OCTOBER 6 - NOVEMBER 1

EC 504 Technologies for Conservation Practitioners
MAE 509 Synthesis & Integration: Models and Strategies for Conservation
PDM 604 Leadership and Organizational Dynamics
COM 502 Facilitation and Presentation Skills for Practitioners
RES 608 Practicum Applied Research II

Admissions Process and Criteria

Both an online and downloadable version of the application are available on the Future Generations Graduate School website at www.future.edu. The prospective student must fill out and submit the online application or download the application as a PDF and mail, fax, or scan and email it. The Admissions Committee examines a prospective student's completed application and makes a decision. The committee may ask for more information or call the prospective student before reaching a decision. Applicants are encouraged to apply early as the class fills rapidly.

The Admissions process is separate from the Financial Aid process, requiring only admitted students to complete a financial disclosure statement.

If the applicant is admitted, he/she will receive an acceptance letter along with a Financial Aid Form and a checklist entitled “Funding your Master’s Degree.” The form needs to be completed and returned to the Financial Aid Committee, which will then determine the amount of tuition discount and scholarship aid to award. The Committee will send a Financial Aid Award Letter to the applicant outlining the financial aid package and the student responsibility. Both the Dean and the applicant will need to sign and date this agreement. The checklist allows the student to partner with the Graduate School and take steps toward raising funds to complete the tuition balance. Future Generations Graduate School is also now authorized by the Department of Education, enabling U.S. students to apply for Federal Loans by submitting the FAFSA. (See Financial Information.)

Provisional Acceptance (Non-matriculating)

Future Generations Admissions Committee looks for candidates who are societal teachers of social change, moral agents, and change entrepreneurs. 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.

Transfer credit policy

The Graduate School does not typically accept transfer credits for the following reasons: 1) The curriculum is designed at this point without any elective courses - each course is needed for graduation; 2) Students go through the Master’s program as a cohort; 3) Each course has a field residential component. All the residentials are required, so students need to take the courses which are taught during the residentials. In the event, however, that a student has to withdraw and re-enroll, it may be advantageous to request to transfer credits taken elsewhere. These are handled on a case-by-case basis, evaluating acceptable substitutions for the courses stated in the curriculum.



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Summary of Application Requirements

Educational background and transcripts

Applicants are to have completed 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 a 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.

Transcripts must contain the institution's stamp or some other form of certification that clearly indicates authenticity. Transcripts must include the following information: the dates you attended the institution; the titles of the specific courses or subjects in which you enrolled; the number of hours of instruction involved in each course or subject; and the degree, diploma, or certificate awarded for completion of your studies. Transcripts may be attached to the online application or sent electronically, providing they still contain the required information.

Record of employment

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

Record of community involvement

Applicants must be engaged in relevant community-based change. The applicant must stay engaged throughout the length of the program. An applicant's community must also be actively supporting the student's program.

Personal statement of community commitment

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

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

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

Three letters of reference and contact information

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

These letters are to be from:

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

Language strengths and English proficiency

The Admissions Committee seeks to ensure language equity and learning for every member of the Master's program. Non-native speakers of English are to demonstrate a level of English language competency in one or more of the following ways, as deemed appropriate by the Admissions Committee:

1. Completion of degree or diploma program using English as the medium of instruction
2. Submission of Community Statement, other written work, and a phone interview
3. Completion of the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System). If it is not possible for a student to take the official test, arrangements can be made for an unofficially proctored test. The following scores are acceptable: TOEFL Paper- 510; TOEFL CBT – 180; TOEFL IBT – 64; IELTS – 5.0.

If an applicant's English is weak as demonstrated by the above standards, but he/she is otherwise a strong candidate for the MA program, the applicant may be admitted provisionally and asked to complete additional language training prior to or during their graduate studies. The student will then be re-assessed at the end of Term I.

Internet-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 have access to a laptop computer. These are essential components in students' field situations as well as during the residential-based studies of this Master's program.

Full financial disclosure

Once an applicant has been admitted, the Financial Aid process begins. The prospective student must fill out the Financial Aid Form completely and accurately, indicating personal and family resources as well as potential sponsoring organizations. Tuition discount and limited scholarships are available on the basis of merit and need. The Financial Aid Committee will send the student a letter indicating aid awarded and student responsibility. The checklist "Funding your Master's Degree" will be used by the graduate school and student to plan a strategy for funding the balance of the tuition payments and residential airfare.

Academic Policies



Graduation Requirements

Credits in each course are earned through both interactive online and site-based residential learning. Graduate students must:

1. Complete a Practicum project
2. Complete all core courses
3. Complete 36 credit hours of courses following the distribution requirement (at least half must be from Future Generations Graduate School)
4. Attend all four residenceals
5. Maintain a minimum GPA of 3.0
6. Make full payment of all tuition, fees, and other financial obligations

When these requirements are met, the degree is authorized by a vote of the Graduate School Board of Trustees. Students who have withdrawn from a previous semester may participate in graduation ceremonies, but will not receive their diploma until all requirements are met.

Residential attendance

The experiential learnings incorporated into all residential periods of instruction are essential features of this program. Students must attend all class 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. It is generally not possible to pass a course if the residential portion is missed.

Student conduct and satisfactory performance

Students are expected to keep up with online work before field residenceals. Two weeks before the residenceal, faculty and administration will assess the academic progress of each student. If the student is deemed significantly behind in classes and has not presented a reasonable explanation, the Graduate School administration reserves the right to withhold residenceal invitation from the student. Residenceal coursework builds upon the online coursework, so unprepared students not only jeopardize their own learning but also that of their classmates.

Students are expected to act in a mature and responsible manner during all field residenceals. 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. Students are responsible for their own baggage and are encouraged to pack lightly for each residential period. The Graduate School will not pay for extra baggage fees.

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

Satisfactory academic progress

To maintain satisfactory academic progress, the student's academic history at Future Generations Graduate School must show that he/she has maintained grades consistent with the graduation requirements of a minimum grade point average (GPA) of 3.0 for graduate degree candidates and may not accumulate more than two incomplete grades. Failure to maintain good academic status could result in probation, eventual automatic withdrawal, and discontinuation of institutional financial aid. U.S. recipients of Federal Title IV Financial Aid must also maintain a 3.0 GPA and 75% completion rate each term to remain eligible for aid.

Academic standards

In order to graduate, a student needs passing marks on 36 credit hours of course work. The 4.0 grading scale ranges from A (4.0) to F (0.0) as follows: A (4.0), A- (3.8), B+ (3.3), B (3.0), B- (2.8), C+ (2.3), C (2.0), C- (1.8), and F (0). A student must maintain a minimum grade point average of

3.0 (B). No course or practicum in which a grade below C- (1.8) is earned may apply toward the degree.

Incomplete work

A student must request an incomplete from the professor if he/she is behind in the class and needs more time. It is up to the professor to grant the incomplete or not and to set a completion date. If the student does not submit the work by this date, the professor will award a grade that reflects coursework completed up to that point. To be in good standing, students may carry no more than two Incomplete (I) marks at any time. In order to be granted an Incomplete, the student must have faced extenuating circumstances and be working steadily towards completion.

Withdrawals

Future Generations is conscious of the balancing act that many students face as they engage in studies, research, work and family commitments, and pressing current events. There are occasions when students may need to withdraw from the program. Students must explain these exigencies in writing to the Academic Council and request permission to withdraw. The Academic Council will also instruct when and how a student may rejoin a future Master's class for completing courses and terms from which a student has withdrawn. The Registrar is responsible for tracking a student's eventual completion of coursework. When a student rejoins a future class, he/she is not guaranteed the same level of financial aid as before. The Financial Aid committee must reevaluate in light of student need and current resources.

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/she need not repeat participation in the residential upon rejoining the program. But if withdrawal causes a student to miss all or part of the site-based residential, then he/she is responsible for traveling to that term's residential with a future Master's class.

Pass/Fail

At the beginning of each term, a student may choose Pass/Fail evaluation for one course. A grade of P will not affect a student's grade point average. A student may not take any of the core (required) courses Pass/Fail with the exception of Practicum: Applied Research I. This third term Practicum course may be taken Pass/Fail.

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 (3.0). 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 Academic Council. 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.

If a request is denied, a student may request reinstatement again after the lapse of one year. Upon reinstatement, the student's grade point average is the same as when the student was dismissed. A reinstated student will be dismissed if he or she fails to attain a grade point average for the next term of 3.0 or higher. A reinstated student will not be guaranteed the same level of Financial Aid.

Code of conduct

Students are expected to abide by the Future Generations Code of Conduct as presented in the *Student Information Guide*, distributed during the Term I residential. In addition, new students are given a Code of Conduct Agreement which they are expected to sign at the beginning of the program.

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 student's performance and growth.

Drug and Alcohol Policy

It is a violation of State and Federal law for any individual to illegally possess, use, sell, manufacture or transfer controlled substances or similar drugs or to illegally dispense or transfer prescribed medications, drugs, or drug paraphernalia*.

The Graduate School's drug policy:

- Future Generations Graduate School is committed to promoting and maintaining a work and academic environment that is free from illegal alcohol and drug use and abuse in accordance with all federal, state, and local laws. Students and employees are prohibited from reporting to school or work or working under the influence of alcohol or drugs.
- Employees may not consume, possess, distribute, or be under the influence of alcoholic beverages on Future Generations Graduate School property or while on Graduate School business.
- Students, employees and visitors are prohibited from dispensing, selling or supplying alcoholic beverages to a person under the legal drinking age as defined by law.
- Students, employees, and visitors are prohibited from possessing, consuming, manufacturing, dispensing, or being under the influence of illegal drugs or engaging in improper self-medication while on Future Generations Graduate School property or Graduate School business.
- Any member of the Future Generations Graduate School community who violates this policy is subject to both prosecution and punishment under federal, state, and local laws and to disciplinary proceedings by the Graduate School.
- Students who violate this policy are subject to disciplinary action in accordance with the provisions in the Student Code of Conduct and independent of any external legal action. Sanctions may include suspension or expulsion from the Graduate School. Additionally, students whose actions in relationship to possessing or providing controlled substances/drugs are deemed at risk to the Future Generations Graduate School community are subject to interim suspension pending policy in accordance with the provisions in the Student Code of Conduct.
- Individuals who are not members of the campus community who violate the Graduate School's drug policy and whose actions are not in compliance with the orderly operation of the Graduate School will be prosecuted in accordance with State and Federal law and will be required to leave campus upon request of a Graduate School official.

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

Crime Prevention Policy

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

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

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

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



Financial Information

The Future Generations Graduate School's administration offers students financial aid counseling and assistance to help them pursue their educational goals. We view the financing of your Master's degree as a partnership between students and the Graduate School.

We work with the Financial Aid Committee in examining the financial information you have disclosed and offering an appropriate financial aid package. Because this will not be enough to cover your full tuition and travel expenses, we will also work with you in seeking out other sources of funding such as grants and scholarships. You will receive a checklist entitled “Funding Your Master’s Degree” which will help you identify other funding sources. U.S. students, please see the section entitled “Federal Financial Aid” for information on applying for Title IV funds.

Refunds

- A student who withdraws prior to a departure for a residential will be refunded all fees paid for that term, minus in-country reservations which have already been paid for and the cost of returning the money.
- A student who withdraws after attending a residential will not receive a refund.
- A student who withdraws from a term and is readmitted at a later time is not guaranteed the same financial aid package.

Down payment

A \$500 deposit is required upon admission to this program. This deposit holds your place in the next class and is applied toward the cost of year one of the program.

Payment Options

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

- Checks and money orders should be made payable to Future Generations Graduate School and may be mailed directly to Future Generations Graduate School, 390 Road Less Traveled, Franklin, WV 26807
- You may submit your payment online using MasterCard or Visa. Go to www.future.edu, click on For Current Students > Tuition > Pay Online.
- You may pay by wire transfer. To receive this wiring information, please e-mail Michelle Simon, Financial Manager, at michelle@future.org.

Federal Financial Aid (For U.S. Students)

The Graduate School is authorized by the United States Department of Education to process Federal Loans. Thus, for U.S. students, we will be able to advise you in how to access Federal Title IV Aid. This will entail filling out the Free Application for Federal Student Aid (FAFSA) to see if you qualify for low-interest loans (Unsubsidized Federal Stafford loans, Federal Perkins loans, and Federal PLUS loans). For detailed information about the Financial Aid process for United States students, please refer to the Financial Aid Handbook by contacting Graduate School administration.

Return of Title IV Funds

This policy applies to students who complete 60% or less of the enrollment period for which they received Federal Title IV aid. A student who drops a class but still completes one or more classes does not qualify for the Return of Title IV Funds policy. The term “Title IV aid” in our case refers to the following financial aid programs: Unsubsidized Federal Stafford loans, Federal Perkins loans, and Federal PLUS (Parent) loans. Please note that graduate students are not eligible for grants or for subsidized loans.

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

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

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

Earned aid is not related in any way to institutional charges. In addition, the Graduate School’s refund policy and Return of Title IV Fund procedures are independent of one another. A student who withdraws from a course may be required to return unearned aid and still owe the Graduate School for the course. For more information on the Graduate School’s withdrawal and institutional charges’ policies, please consult the refund section of the catalog.

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

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

Policy on Guest Visits to Classes

Short visitations: We welcome visitors to sit in on our residential classes. Visitors need to clear their visitations with the Program Coordinator, who will notify faculty in advance of the visit. Class visits are limited to no more than two consecutive days, and visitors should be respectful of the class dynamics by being observers and not active participants in class activities. Visitors are expected to make their own arrangements for lodging and food during their visits.

Auditing: We welcome students who wish to audit classes during residentials and (in special circumstances) online instruction. Those auditing classes will receive an official audit on their transcript. Auditors must apply to the Program Coordinator in advance of a residential for permission to audit. Auditors are expected to attend all classes, remain engaged during the full period of the residential class, and do all the assigned class readings. Auditors will not have to turn in assignments and will not receive a grade. Those auditing a course will be responsible for their own lodging and food. Auditing a course cost \$500.

Enrichment: Future Generations reserves the right to invite staff, members of the Boards of Trustees, and special friends of the organization to attend residentials. These guests are welcome to participate in all class activities while they are at the residential. However, they are asked to respect the dynamics of the class by limiting their class participation and directing any questions about the class organization and function to faculty during time outside of class. Invited guests are to coordinate their visits through the Dean's office so that faculty and students know in advance of their arrival.

Faculty



Professors (Core)

DANIEL TAYLOR, PROFESSOR FOR EQUITY AND EMPOWERMENT, SOCIAL CHANGE

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

Ed.M., Educational Planning, Harvard University, 1969

B.A., Russian Literature, Johns Hopkins University, 1967

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

ROBERT L. FLEMING, PROFESSOR FOR EQUITY AND EMPOWERMENT, CONSERVATION

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

B.A., Albion College, 1959

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

MIKE RECHLIN, DEAN

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

M.S., Natural Resources, University of Michigan, 1973

B.S., Forestry, University of Michigan, 1968

A.A.S., Forestry, Paul Smith's College, 1966

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

FELIX BIVENS, ASSOCIATE DEAN

Ph.D., International Development Studies, Institute of Development Studies, 2011

M.S.C., Social Policy and Planning in Developing Countries, London School of Economics and Political Science, 2006

B.A., English Literature and Political Science, University of South, Sewanee Tennessee, 1999

Felix Bivens is the founder and director of Empyrean Research, a community-based research organization dedicated to enhancing the research and learning capacities of social-change organizations and to working with higher education institutions to build better community-university partnerships. His professional background is in rural community development, political organizing, service-learning in higher education, university teaching, community university partnerships, monitoring & evaluation, and participatory research and facilitation.

DANIEL ROBISON, ADJUNCT PROFESSOR IN AGRICULTURE, FOOD SECURITY, AND POPULATION STUDIES

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

B.S., Natural Resources Management (Soil and Water Conservation), Kansas State University, 1984

B.A., Interdisciplinary Physical Sciences, 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 knowledge of farming in rainforest ecosystems. Dr. Robison farms 25 hectares near Rurrenabaque, Bolivia.

EVERETT RESSLER, ADJUNCT PROFESSOR IN AGRICULTURE, FOOD SECURITY, AND POPULATION STUDIES

A.B.D., University of Delaware

M.S.E., James Madison University

B.S., Eastern Mennonite University

Everett Ressler brings a strong and diverse background working in countries across Asia, Africa and Latin America in the areas of international development, human response to crises, organizational effectiveness, and capacity building. His range of experience is rooted in practice but includes academic affiliations. For 14 years, Everett worked with UNICEF as the global head of the Preparedness and Early Warning Unit (Geneva), as Regional Emergency Advisor for Eastern and Southern Africa (Nairobi), and as Senior Advisor (Rwanda). Since 2008, he worked globally with the Konterra Group doing research and evaluations on organizational effectiveness in the development and humanitarian fields for UN agencies and civil society organizations.

KAREN EDWARDS, DIRECTOR OF ADMISSIONS AND ADJUNCT PROFESSOR IN NATURE CONSERVATION AND MANAGEMENT

Ph.D., Curriculum and Instruction, University of Albany, 2010

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

B.A., Mathematics, State University of New York, 1980

Karen Edwards is a full professor of mathematics at Paul Smith's College. She has worked in the education field for 33 years having served in many roles such as program coordinator and also leader of the division of Science, Environment and Mathematics areas. Recently, she developed a BS degree program in Integrative Studies and is its current program coordinator. She has also received the Chamberlain Teaching Excellence Award and Student Advising Awards. Her research interests are on teaching, learning and understanding why students often struggle with mathematics. Besides teaching for Future Generations, she also manages the Graduate School's Admission office.

Assistant Professors (Core)

CHRISTIE HAND, ASSOCIATE DEAN OF PROGRAMS AND STUDENT AFFAIRS

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

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

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

Christie's years living in Cameroon, France, and Austria and her work with international students in the Texas State Intensive English program bring a depth of experience to her roles as registrar and interactive online coordinator of the Master's program. She has also taught in the English department of a local community college and is involved with Literacy West Virginia, a non-profit organization promoting adult literacy. Christie teaches the Graduate Study Foundations course (COM 501) and coordinates student support services during residentials.

TRACI HICKSON, PROFESSOR, SOCIAL MEDIA AND CITIZEN JOURNALISM

M.A., Applied Community Change and Conservation, Future Generations Graduate School, 2005

B.A., Human Ecology, College of the Atlantic, 1998

Traci Hickson has nearly 15 years experience in communications for community development and conservation. Her background is in community-led radio, having volunteered with five community radio stations since 1993. She has worked with Future Generations and Future Generations Graduate School since 1999, where she has contributed significantly to organizational development, fundraising, and communications. Most recently, she co-founded www.earthday.fm, an online radio station that provides a global stage for musicians with an environmental message.

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 Mosley 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. Mosley 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.

TOM BOOTHE, ADJUNCT PROFESSOR IN NONPROFIT MANAGEMENT

M.S., Civil Engineering, University of Washington, 1980

B.S., Civil Engineering, University of Michigan, 1971

Tom retired from the Navy Civil Engineer Corps with the rank of Captain. In the Navy, Tom was responsible for managing construction, maintenance, and environmental work at bases worldwide. With 35 years of experience in facilities design, construction, and facilities management, Tom possesses a proven record of innovative engineering and management as well as excellent leadership and communications skills. Most of Tom's career has included managing projects, from proposal writing, to execution, to evaluation. His expertise and solid record of organizational improvement equips our master's students with the skills and knowledge necessary to manage projects to assure their successful conclusion.

Adjunct Faculty

JEFF HELSING, DEAN OF CURRICULUM, ACADEMY FOR INTERNATIONAL CONFLICT MANAGEMENT AND PEACEBUILDING UNITED STATES INSTITUTE OF PEACE

Ph.D., Political Science, Columbia University

B.A., History, Stanford University

Dr. Helsing is the Dean of Curriculum at the United States Institute of Peace (USIP), Academy for International Conflict Management and Peacebuilding, where he focuses on education in international relations, conflict resolution, human rights and peace studies. For the past five years, Jeff has worked with groups in Israel and the Palestinian Authority training educators, NGO workers, university students and young leaders in developing conflict resolution, nonviolence, human rights, and communication and facilitation skills. Jeff has twenty years of experience as an educator. He was an assistant professor of political science at the American University in Cairo and has taught at Georgetown University, George Washington University, Swarthmore College and the University of Pennsylvania. He has taught a broad range of international relations subjects, including conflict resolution, human rights, comparative foreign policies, American foreign policy and international relations theory.

JACQUELINE WILSON, SENIOR PROGRAM OFFICER, ACADEMY FOR INTERNATIONAL CONFLICT MANAGEMENT AND PEACEBUILDING UNITED STATES INSTITUTE OF PEACE

Ph.D., Candidate., Georgetown University

M.S., Strategic Intelligence with Middle East emphasis, Joint Military Intelligence College

M.A., Defense Administration, Northern Michigan University

Jacqueline Wilson is a senior program officer in the Institute's Academy for International Conflict Management and Peacebuilding. She focuses on programming in Sudan, Iraq, the Horn of Africa as well as intermittently in other countries such as Colombia, Niger, Yemen and Afghanistan. Wilson specializes in traditional mechanisms of conflict resolution and in applying conflict resolution skills and techniques to local problems. She led a cross-border grazing project between southern Kordofan and northern Bahr el Ghazal in Sudan and is writing about creating more sustainable peace agreements. She also focuses on electoral violence prevention. Wilson joined the Institute in 2004 following a 23-year active and reserve Air Force career, retiring at the rank of lieutenant colonel.

LAUREN VAN METRE, DEAN OF STUDENTS, ACADEMY FOR INTERNATIONAL CONFLICT MANAGEMENT AND PEACEBUILDING UNITED STATES INSTITUTE OF PEACE

Ph.D., Russian Studies, Johns Hopkins University School of Advance International Studies

M.A., Russian Studies, Georgetown University

B.A., Political Science, Davidson College

Dr. Van Metre is the Dean of Students and member of the faculty in the United States Institute of Peace's Academy for International Conflict Management and Peacebuilding. She teaches courses on leadership, stabilization, and peacebuilding. Lauren has also worked at the State Department, as Special Assistant to the Secretary of Defense, where she was director for Kosovo Peace Implementation. As Special Assistant to the Secretary of Defense for International Security Affairs, she helped to organize the first Defense Ministerial of the Americas and South Balkans Defense Ministerial, meetings designed to promote better civil-military relations in these regions and improve transparency in their defense relations. During Russia's transition, she worked in St. Petersburg, Russia, on a Carnegie Corporation grant to assist Russian military officers returning from East European bases transition to civilian life.

ALISON MILOFSKY, SENIOR PROGRAM OFFICER, ACADEMY FOR INTERNATIONAL CONFLICT MANAGEMENT AND PEACEBUILDING, UNITED STATES INSTITUTE OF PEACE

Ph.D., Education Policy, University of Maryland

B.A., McGill University

Alison Milofsky is a Senior Program Officer in the Education and Training Center at the United Institute of Peace and facilitates workshops for educators domestically and internationally to assist them in integrating peace education, particularly social justice principles, into their classrooms. Most recently she worked with educators from Southeast Asia, the Middle East, Central Asia, South Asia and South Africa. Before joining USIP, Milofsky was associate director of the Anti-Defamation League in Washington, DC and trained law enforcement personnel on hate crimes and extremism.

PAMELA KAYE, ADJUNCT PROFESSOR IN EMPOWERMENT

Ph.D., Educational Leadership, Vanderbilt University, 1991

M.S., Therapeutic Recreation, University of Missouri, Columbia, 1979

B.S., Outdoor Recreation, University of Missouri, Columbia, 1976

Pamela comes from a Sociology and Anthropology background. She brings a wealth of teaching experience with her from Introduction to Sociology to Global Perspectives on Women. While at Principia College, she was a leader in the college's curricular change process. She has been engaged in global women's issues and equity issues of indigenous people. She has worked in such countries as Tibet, India, China, Zambia, and Egypt.

TERI ALLENDORF, ADJUNCT FACULTY IN CONSERVATION

Ph.D., Conservation Biology, University of Minnesota, 1999

B.A., Anthropology, Northwestern University, 1991

A conservation biologist, Dr. Allendorf has been working on issues of local communities and protected areas since 1994. She has conducted extensive research on local communities' attitudes and perceptions of protected areas and how those can be used to manage protected areas more sustainably. She is a scientist in the Department of Forestry and Wildlife Ecology at the University of Wisconsin-Madison; a research associate with the Smithsonian Conservation Biology Institute; and an Honorary Fellow in the Nelson Institute for Environmental Studies and the Land Tenure Center at the UW. She has also been a member of USAID's Biodiversity Team and a Peace Corps Volunteer in Nepal. Her community work has led her to such places as Nepal, Myanmar, China, India, Uganda, Guyana, and Guatemala where she helped develop the capacity of local and national NGOs to design and implement biodiversity conservation projects in collaboration with local communities.

MICHAEL MCDONALD, ADJUNCT PROFESSOR IN HEALTH

Ph.D., Health Policy and Management, University of California, Berkeley, 1995

M.P.H., Planning and Policy, Health Education, University of California, Berkeley, 1983

B.A., An Interdisciplinary Study of Medicine: Honors Special Studies, University of California, San Diego, 1981

Dr. McDonald, as Chairman of the Global Resilience Initiatives is actively engaged in emergency and resilience operations in Haiti, Japan, the U.S. and in other areas around the world challenged by rapid global change and carrying capacity issues. Michael is director of the National Sustainable Security Infrastructure working group in the U.S. and is coordinator of the Race to Resilience public/private consortium, focusing on rapid deployment of resilience solutions. In these capacities, Michael coordinates the "Social Media and Governance in Times of Transition" Symposium, looking at the role of social networking in rapid cultural and institutional change. He also coordinates the Phase II Cholera Epidemic Management Initiative in Haiti.

KIM MCLENNAN, ADJUNCT PROFESSOR IN HEALTH

M.A., Applied Community Change with a Concentration in Conservation, 2011

B.S., Physical Therapy, University of California, 1987

Originally from San Francisco, California, Kim is a physical therapist and community-based health worker who has been serving in developing countries for twelve years. During her Future Generations Graduate School practicum work in Haiti, she worked with local rehabilitation practitioners and families to build community-led programs and reduce dependence on international relief programs. An ardent student of conflict resolution and mediation, she advocates for the full participation of women in all development planning and activities. Her affiliations with Whirlwind Wheelchair International, Prostheta.org, and Partners in Health in Haiti inspire and support her efforts.

ANGELA RAVEN-ROBERTS, ADJUNCT PROFESSOR

Ph.D., Anthropology, University of Minnesota

M.A., Social Anthropology, Oxford University

B.A., African History and Social Anthropology, London University

Angela Raven Roberts' career spans 30 years of work with NGOs, United Nations and academia in the Humanitarian Programmes for the then newly formed Feinstein International Famine Centre. At Tufts, she oversaw the design of one of the first Master's of Arts in Humanitarian Assistance (MAHA) degree in the USA, developed specialist courses on gender, culture and humanitarian assistance, and spearheaded several successful humanitarian initiatives with MIT, Harvard and other universities. In 2004, she rejoined UNICEF in Geneva as Regional Chief of Emergencies for Central and Eastern Europe and Commonwealth of Independent States. Between 2011 and 2012, she was Executive Director for the Humanitarian Accountability Partnership in Geneva.

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