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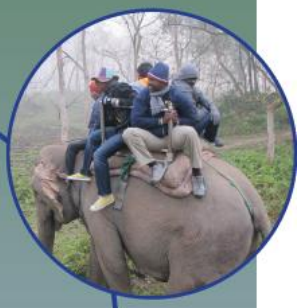

Academic Catalog

Class of 2017

Master of Arts in Applied Community Change

FutureGenerations
Graduate School

FutureGenerations GRADUATE SCHOOL

Empowering Communities to Shape their Futures

Contact

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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 is a member of the North Central Association of Colleges and Schools.

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GENERAL INFORMATION

GOVERNANCE

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

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Ben Lozare	Professor
Henry Mosley	Professor
Eric Pappas	Professor
Mike Rechlin	Professor

MISSION

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

VISION

Future Generations was established in 1992 with the belief that community-based change was a proven alternative path to the then norms of international development. The global family of Future Generations organizations seeks a global shift in practice that promotes partnerships between communities, governments, and organizations to achieve community change and conservation, and action that builds from successes in every community, guided by evidence, with a focus on changing behaviors as the outcome *so as to achieve just and lasting futures* for these communities. The organization will promote a vision of "100 nodes of change" or demonstrations that are evolving more effective practices that fit local ecology, culture, and economy—to grow a better world for present generations and generations yet to come.

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, sustainable livelihoods, conservation, and peacebuilding. The Graduate School is also committed to freedom of expression and the pursuit of truth in teaching and learning.

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 Commonwealth of Virginia.

In 2003, the West Virginia Higher Education Policy Commission gave approval for Future Generations to offer a Master's in Applied Community Change and Conservation on the condition that the organization would begin the process to seek accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools. The first Master's class began in 2003. In 2006, Future Generations took action to create Future Generations Graduate School as a separate legal organization to run the academic programs. IRS recognition for Future Generations Graduate School of Research and Applied Studies in Community Change (EIN 20-4093450) was granted in 2006. In 2010, the Higher Learning Commission of the North Central Association of Colleges and Schools granted the Graduate School full accreditation. Since its creation, the Graduate School has graduated seven classes with 64 students from 25 countries.

DEGREE PROGRAM OVERVIEW

This is a program of higher education for students who seek additional knowledge, skills, and competencies to improve their communities and the larger environment. The Future Generations Master of Arts in Applied Community Change calls upon student creativity, knowledge, leadership, and interpersonal skills to develop workable strategies for change that fit the ecology, economy, and culture of a particular locale.

The most important reality is the vantage point of each community. Here "community" is taken to mean a group that shares something in common (values, resources, interests, and risks) and has the potential for acting together. The program mainly focuses on communities of place such as villages and neighborhoods, although identity–based communities such as ethnic communities, unions, and some virtual communities could eventually be targeted. Each student in this graduate program accepts a responsibility toward a community, and, throughout this academic program, students learn from their communities while applying new knowledge and skills to advance community solutions.

Through coursework by high quality, experienced faculty, site-specific studies and experiences, and peer-to-peer learning with international classmates, students observe, research, and test ways for releasing the transformative energy that exists in every community to facilitate a more equitable and sustainable future.

Early in their programs, and with faculty guidance, students prepare their individualized "learning plans." The diversity of courses offered allows students to expand their knowledge and competencies in a variety of fields of study within the broad area of applied community change. Initially all students were required to pass all courses leading to a degree in Community Change and Conservation. As a second concentration, Community Change and Peacebuilding was approved by the Higher Learning Commission and has been available since 2012. Since then, and as a result of students' and employers' demands, the Graduate School has been exploring additional opportunities for students to expand their educational options in other areas related to community change, including but not limited to, sustainable livelihoods, food and water security, community health, education, and entrepreneurship and innovation. For the first time, the Class of 2017 will have the liberty to take a number of elective courses to better tailor their educational opportunities.

Future Generations Graduate School has a global campus. Our students are based in communities worldwide with student involvement from 38 countries to date. Our faculty hail from many countries; and our learning sites have included locations in India, Nepal, Tibet, Peru, Kenya, Haiti, Rwanda, Namibia, and the United States. This global campus with global peers and faculty allow students to learn from their communities, from each other, and from global best practices.

A central core competency is the ability to facilitate partnerships and inspire collective action among communities, governments, and organizations. The program also hones intellectual skills, such as critical thinking, analytical inquiry, reflective practice, use of information resources, and engaging diverse perspectives for improving livelihoods. In parallel, students strengthen their skills in information technology, communications, access to knowledge and educational resources, project management, and monitoring and evaluation.

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. Some students are from areas torn by poverty, ecological degradation, economic instability, and ethnic conflicts. The program attracts students working toward the integration of community well-being and nature conservation, commonly in regions facing social and ecological challenges.

The Graduate School seeks students who are committed to local empowerment, community success, and the potential to scale up existing achievements. The pedagogy combines different learning streams to adapt to different learning styles: coursework led by experienced professors and their faculty teams, integration of theory and practice in "field laboratory" projects, students interacting and learning online, convening in Residential sessions in diverse countries for experiential learning and field work, conducting research and applying lessons learned to benefit real people and places, and a final Practicum.

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

- Are based in their own communities without abandoning current jobs
- Participate in Residentials to learn alongside peers and faculty from exemplary community programs
- Develop a Practicum project based on research and applied fieldwork in their own communities

This process of shared learning, supported by an experienced and diverse faculty body and a strong technology platform, builds a global network of alumni and communities with the capacity to shape their futures.

Regional Focus

For the next class, which will start in January 2016, the program will focus on three regions:

- Himalaya (Northern India and Nepal)
- Appalachia (the United States with a focus on West Virginia)
- Eastern Africa (Kenya, Uganda, and Ethiopia)

Recruitment of students will concentrate in these three regions with classes of 15 to 20 students in each region. Applicants from other regions could be considered under special circumstances but, to be admitted, they will need to justify their interest in joining one of these regional groups, and will be required to join its regional Residentials.

Learning Modes & Course Structure

This Master's degree program blends different modes of instruction to adapt to the student's learning styles and to foster community-based learning. All courses have face-to-face and online components complemented by fieldwork in communities. In addition, all courses contribute with knowledge and skills to the development of an applied Practicum project.

Online Learning

Before the start of each term, all course books, readings, and other educational resources are provided. Faculty use the program's technology platform to introduce conceptual and theoretical coursework. They also guide students to identify and use valuable free online resources on the web. Online course assignments

require students to reflect and build upon their personal and community experiences, exchange ideas with peers, investigate how problems and opportunities have been addressed elsewhere, and adapt these lessons to the particular culture, economy, and ecology of their own communities.

Residential Experience

This unique component of the program's pedagogy complements online coursework. Students, professors, and local instructors participate in up to four Residentials. Two of them are 3-week international Residentials where students congregate from all over the world to one place and interact. The first international Residential includes an orientation session to help students get familiar with the program's unique pedagogy. In addition, there are two regional Residentials in countries in the student's region. In these Residentials, students participate in lectures, class seminars, group projects, and case study analysis of exemplary community-based programs. Whether at Gandhi's Ashram in India, in Himalayan nature preserves, in the self-reliant mountains of West Virginia, or in rural communities in Kenya working to improve family agriculture and health, students examine community-based initiatives that have scaled up to have regional level impact.

Labs

Every aspect of this program speaks to the assets, energy, and questions of communities. The focus is to apply learning in real life. The Labs offer students the possibility to complement and provide additional opportunities for experiential learning and to apply theoretical knowledge acquired from coursework in their home communities. They promote engagement with the communities and are carefully planned by the students under the guidelines of their professors and local instructors. Together, they identify relevant learning objectives and activities in support to the student's learning plan.

Integration of Learning in an Applied Practicum

Students are to conduct an applied project in their community distributed over the four terms as a process of critical thought. The aim is for students to identify a problem or opportunity of particular interest in their community and to apply, in depth, selected tools to engage in their community resulting in evidence-based analysis. The Practicum can take very different forms depending on the student and the community. It may be a process of applied research, or the proposal and implementation of a community project, or the participatory proposal of a long- term community project or plan. Students may choose any option but are required to gain approval from their faculty advisor before starting. For the proposal and project Practicum options, students are supported and guided by faculty and instructors, along with any assistance offered by community agents and peers.

Ideally, the Practicum topic the student has chosen in Term I will influence the choice of Labs each term so that the individual Labs can contribute to the overall Practicum thought process. The Practicum, however, cannot be simply be a compilation of work done in Courses and Labs – it must be an independent project that demonstrates in-depth knowledge and skills acquired across the curriculum. The ePortfolio will also be used strategically to help students complete the Practicum over the course of the four terms.

LEARNING OUTCOMES

The courses offered by the program as well as the prospects for experiential learning at Residential sessions, supervised independent work, interactions with peers and communities, and other learning activities,

provide abundant opportunities for students to build a set of competencies that are essential for all graduates. The Learning Outcomes below represent what students should know and be able to do once they earn their degrees.

Critical Thinking & Other Intellectual Skills

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

- Define a problem and analyze relevant questions
- Engage diverse perspectives, identify assumptions and bias, and formulate independent conclusions
- Integrate learning from multiple fields of study, and explore related concepts and questions
- Apply the underlying principles of systems thinking to practical problems

Community Change

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

- Demonstrate an understanding of the factors that affect the process of community change
- Master SEED-SCALE as a comprehensive framework for promoting and implementing change at the community level and extending to a regional scale
- Use facilitation skills, consensus building, and the promotion of respectful dialogue
- Employ networking skills to build partnerships and bring appropriate resources and expertise to bear on a problem

Knowledge of Development Issues

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

- Apply the principle theories and contributors in major content areas of the graduate degree, e.g. sustainable livelihoods, management and conservation of natural resources, project management, leadership, conflict resolution, and peacebuilding
- Apply an understanding of human rights, gender, poverty and class to social change issues
- Relate community and local development to national and global forces of change

Program Design & Management

Graduates can independently, and in teams, design and implement sustainable community development programs, using SEED-SCALE and other social change models.

- Demonstrate sensitivity in program design to cultural, religious, and political values
- Identify issues that are relevant to the community, and frame them in feasible projects and programs
- Utilize a variety of evidence bases, and develop collaborative work plans with partner groups
- Manage program logistics, human resources, and financial records
- Design and implement a fundraising strategy
- Apply principles of economics and resource allocation, drawing on both internal and external community resources

Monitoring & Evaluation

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

- Apply appropriate criteria to evaluate social change: equity, inclusiveness, sustainability, holism, and interdependence
- Design evaluation programs that employ both formative and summative assessment methods
- Identify indicators of progress, and implement monitoring and evaluation plans
- Update and redesign programs based on evaluation data

Applied Skills of Scholarship

Graduates use written and oral communications to tell community-relevant stories and explain complex situations, helping them act as facilitators of change processes at the community level.

- Practice intercultural skills bridging political, religious, and cultural differences
- Deliver effective presentations to general and specialized audiences
- Articulate and defend the significance of community projects
- Write effective reports, from meeting minutes to grant proposals

Research & Evidence-Based Decision-Making

Graduates research, synthesize, and analyze information learned through courses, books, the internet, and field experiences, and apply it to community problems.

- Use information resources to judge the quality and relevance of research findings
- Access internet-based information, discerning what is most appropriate and factual; use salient evidence to support decision making
- Use appropriate research and assessment instruments and methods for field-based work in communities
- Design and complete an original creative work (the Practicum), integrating knowledge and competencies acquired from experiences, interactions with peers and the community, and lessons from coursework
- Understand research ethics, plagiarism, paraphrasing, "common knowledge," quoting, primary and secondary sources, and citations

Science & Technology

Graduates understand and apply the basic principles of ecology and other scientific disciplines, and utilize available methodologies and technologies to develop and implement integrated ecosystem-based development and conservation strategies in communities.

- Employ scientific methods of inquiry and their relevance to proper applications
- Employ logical and statistical methods to address community development issues
- Use a range of available methods (such as participatory research and planning, scenario building, etc.) and technologies (such as mapping, crowdsourcing, website construction, and open source software platforms) to support field work in the community

ADMISSIONS PROCESS & CRITERIA

ADMISSIONS & FINANCIAL AID

Admissions Process

The prospective student must fill out and submit the online application or download the application as a PDF and submit a scanned version by mail, fax, or email. 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. Once the application is completed, a personal interview will be conducted by phone or Skype.

Admissions Requirements

RECORD OF COMMUNITY ENGAGEMENT

The Record of Community Engagement gives the opportunity to briefly describe initiatives of community or civic engagement outside of the applicant's job. Primarily, these should relate to past or current initiatives that supplement the applicant's professional experience. Applicants are encouraged to provide summaries of previous community engagement activities in the spaces below. The applicant must list at least three examples of prior community engagement and is encouraged to list as many as apply.

RECORD OF EMPLOYMENT (5 YEARS OF PROFESSIONAL EXPERIENCE)

Applicants must be already engaged in some significant form of community-based work (either volunteered or paid). 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. Future Generations Graduate School reserves the right to contact previous employers or volunteer supervisors in order to validate the accuracy and quality of professional experience.

EDUCATIONAL BACKGROUND & 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 the student attended the institution; the titles of the specific courses or subjects in which the student enrolled; the number of hours of instruction involved in each course or subject; and the degree, diploma, or certificate awarded for completion of the studies. Transcripts must be attached to the online application, providing they still contain the required information. Future Generations Graduate School reserves the right to contact the institution to validate the authenticity of the information provided on the transcript.

PERSONAL STATEMENT OF COMMUNITY COMMITMENT

It is expected that applicants be engaged in some significant form of community-based work (either volunteered or paid). The Personal Statement of Community Commitment should highlight how the student will use an M.A. in Applied Community Change to improve his or her ability to help a community. This statement serves as a letter of professional introduction.

"Community" refers to the setting where the applicant will apply learning while enrolled in the Graduate School. Examples are towns, neighborhoods, NGOs, or businesses. The Statement of Community Commitment should clearly articulate personal goals and objectives. While the Record of Community Engagement provided evidence of an applicant's past to present community activities, the Statement of Community Commitment should focus on relating present activities or employment to future goals.

If admitted, applicants must remain engaged with their community throughout the length of the program. Should applicants/students stop being engaged with their community during enrollment, they will need to file a written appeal with a solution to complete their course of study with proper justification. If the proposed solution is not submitted to or accepted by the Graduate School in a timely fashion, students will be put on Academic Probation until a suitable alternative community has been engaged. An applicant's community must actively support the student's enrollment (see letters of recommendation).

MINIMUM OF TWO LETTERS OF REFERENCE & CONTACT INFORMATION

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

- A current community supervisor or employer 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 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/employer might offer.
- A community leader or professional mentor 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. This individual can have a formal or informal relationship with the applicant, but must speak to the applicant's track record and proven abilities in regard to impact.
- (OPTIONAL) A faculty member directly familiar with the applicant's academic work and preparation from the highest-level educational institution he or she attended. (Must be from a bachelor's program or higher.)

LANGUAGE STRENGTHS & 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 two or more of the following ways, as deemed appropriate by the Admissions Committee:

- Completion of degree or diploma program using English as the medium of instruction—reflected within their transcript (if applicable).
- Submission of a Community Statement, other written work required in the application (mandatory).

- Completion of the Regional Interview in person, video conference, or telephone. If deemed necessary, the Interview will include a short proctored exam to assess verbal and written English competency (mandatory).
- TOEFL scores, if available, will be reviewed but not required. Applicants unable to submit TOEFL scores may be required to complete the English examination at the end of their Regional Interview.

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.

REGIONAL INTERVIEW

Each applicant must complete an interview for admissions either in person, videoconference, or by telephone. Applicants are encouraged to arrange interviews in person. Arrangements for phone interviews will only be considered if they can provide proper justification as to why an in-person or video conference is not possible.

The Admissions Committee will not review applications until the Regional Interview has been completed. It is the applicants' responsibility to make sure that they complete the interview with the appropriate personnel for their region in the Graduate School. Interviews will be completed and prioritized based on the time the request is received.

Financial Aid Process

Once an applicant has been admitted, the Financial Aid process begins. The Financial Aid process is separate from the Admissions 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. 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 Chair of the Financial Aid Committee and the applicant will need to sign and date this agreement.

The student may also be asked to complete a checklist entitled "Funding Your Master's Degree," available www.future.edu. The checklist helps the student to partner with the Graduate School and take steps toward raising funds to complete the tuition balance. It also enables the Graduate School to see what efforts the student has undertaken in fundraising.

FEDERAL FINANCIAL AID (FOR U.S. STUDENTS ONLY)

Future Generations Graduate School is authorized by the Department of Education, enabling U.S. students to apply for Federal Loans, and we adhere to the federal student aid guidelines. Thus, for U.S. students, the School will be able to advise them in how to access Federal Title IV Aid. This will entail filling out the Free Application for Federal Student Aid (FAFSA) to see if they 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 and access specific instructions and necessary links and forms at www.future.edu.

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 considers 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.

DEGREE PROGRAM DETAILS & REQUIREMENTS

CONCENTRATIONS

The Master's Degree in Applied Community Change offers flexibility to design individualized learning plans and follow paths that respond to students' interests and their professional aspirations as current or future administrators, field officers, researchers, community organizers, development planners, educators or managers of civil society or government and community organizations. They may select to focus their programs on the Conservation or Peacebuilding concentrations, or select a self-directed course of study option. The Conservation and Peacebuilding concentrations are an opt-in option for interested students. The self-directed course of study is an alternative for students whose interests and chosen career paths do not yet fit into the existing concentrations. In this case, students work with the school's advising staff to choose electives within the program that match their particular interests and career goals.

COURSE REQUIREMENTS FOR GRADUATION

Overview of Requirements

Students are required to complete a minimum of 36 credit-hours through coursework and other learning activities, including the Practicum, in order to graduate. This requirement will be met by a combination of courses required for all students, courses required for concentrations, and electives. Available courses are grouped in the categories[1], and an overview of the number of credits required for graduation in each category is laid out in the following table:

Category Description	Alpha	Required Number of Credit Hours
Graduate Study Foundations	GSF	4
Applied Community Change	ACC	10 or more
Professional Skills Courses	PSC	6 or more
Practicum Courses	PRC	8 or more
Peacebuilding Courses	PBC	6 or more (if in concentration)
Environment and Conservation Courses	ECC	6 or more (if in concentration)

Courses fulfilling each specific category requirement are outlined below. For courses that are cross-listed, students should ensure that they do not miss taking a required course, as courses are only offered one time across the duration of the degree program. Cross-listed courses may only count one time for credit, and they may fulfill only one of the requirements for which they are listed for each student. Students will use the course tracking sheet, available at www.future.edu, to make a course plan at the beginning of their

[1] Some courses are cross-listed in more than one category

program and track which courses they have completed and any proposed changes in collaboration with their Regional Assistant Academic Director (RAAD) and the Director of Student Success at the end of each term.

Courses listed below are planned for the upcoming class of 2017. Each course will only be offered one time within the duration of the program. Courses may be canceled or not renewed after this cohort in the case that the demand is not high enough for them, or there is lack of sufficient expertise among the current faculty to teach a high quality course.

Detailed Outline of Courses Meeting Each Requirement

This section provides a listing of courses that may be taken towards fulfilling each category of requirements. Courses with an asterisk (*) following the course number are required courses. Courses with a pound sign (#) are cross-listed.

Graduate Studies Foundations (GSF) Courses

Number	Credits	Course Title (abbreviated)	Term offered
601*	2	Graduate Studies Foundations I	First
602*	2	Graduate Studies Foundations II	Second

Applied Community Change (ACC) Courses

Number	Credits	Course Title (abbreviated)	Term offered
601*	2	Introduction to Applied Community Change	First
603*	2	Empowerment	First
604*	2	Healthy People, Healthy Communities	Second
602*	2	Going to Scale	Third
605	2	Communications for Community Change	Fourth
607#	2	Building Bridges through Intergroup Dialogue	Fourth

Professional Skills Courses (PSC) Courses

Number	Credits	Course Title (abbreviated)	Term offered
601*	2	Local Non-profit Management	Second
602*	2	Monitoring and Evaluation	Third
603*	2	Strategic Leadership	Fourth

604	2	Communications for Community Change	Third

Practicum Courses (PRC) Courses

Number	Credits	Course Title (abbreviated)	Term offered
681*	2	Practicum Design	First
604*	2	Social Research Methods	Second
682*	1	Applied Research I	Third
683*	1	Applied Research II	Fourth
684*	2	Synthesis and Integration	Fourth

Peacebuilding Concentration (PBC) Courses

Number	Credits	Course Title (abbreviated)	Term offered
601	2	Introduction to Peacebuilding	Second
602#	2	Social Movements and Social Change	Third
603	2	Building Bridges through Intergroup Dialog	Fourth

Environment and Conservation Concentration (ECC) Courses

Number	Credits	Course Title (abbreviated)	Term offered
602#	2	Community Change and Sustainable Livelihoods	Second
603	2	Community-Based Natural Resource Management	Third
604	2	Natural Resources and Conflict	Fourth
606	2	Strategies for Conservation	Fourth

Sustainable Livelihoods Courses (SLC)

Number	Credits	Course Title (abbreviated)	Term offered
601	2	Multidisciplinary Perspectives on Community Food and Water Security	Third

604#	2	Community Change and Sustainable Livelihoods	Second
607	2	Entrepreneurship and Innovation	Third

Special Studies Courses (SPS)

Special Studies course designations will be used to catalog all courses not included in the general categories listed above.

Students wishing to propose a Special Topics course topic must organize a group of at least eight students who are interested in the same topic and submit a short proposal of the suggested topic to the Chair of the Curriculum Committee by the end of the residential of the term proceeding the term for which the course is proposed. Students may propose a Special Topics course as either an additional elective option, or to replace a required course. Proposals will be reviewed and approved at the discretion of the Curriculum Committee in consultation with the administration of the Graduate School.

Individual students wishing to propose an Independent Study course should submit a short proposal, including a note of support from a faculty member with whom they would like to work, to the Chair of the Curriculum Committee by the end of the residential of the term proceeding the term for which the course is proposed. Proposals will be reviewed and approved at the discretion of the Curriculum Committee in consultation with the administration of the Graduate School.

Number	Credits	Course Title (abbreviated)	Term offered
692	TBD*	Introductory Statistics (Pearson's)	Third
691-695	TBD*	Special topics	N/A**
696	TBD*	Seminars	N/A**
697	TBD*	Internship	N/A**
698	TBD*	Independent Studies	N/A**
699	TBD*	Supervised Research	N/A**

***TBD = To Be Determined | **N/A = Not applicable**

Course Cancellations

Future Generations Graduate School reserves the right to cancel, replace, or adapt elective courses due to inadequate enrollment, inadequate faculty capacity, or other unforeseen circumstances that may arise.

ACADEMIC CALENDAR: CLASS OF 2017

Term I: January 4 – May 6, 2016
Begins with a 3-week international learning Residential in India

Courses offered:
GSF 601 Graduate Studies Foundations I*
ACC 601 Intro to Applied Community Change*
ACC 603 Empowerment*
PRC 681 Practicum Design and Planning*

Term II: July 5 – November 4, 2016
Includes a regional learning Residential, locations To Be Determined (TBD) in regions

Courses offered:
GSF 602 Graduate Studies Foundations II*
ACC 605 Healthy People, Healthy Communities*
PSC 606 Local Non-profit Management and Partnership Creation*
PRC 604 Social Research Methods*
PBC 601 Intro to Peacebuilding and Conflict Resolution
ECC 602/SLC 604 Community Change and Sustainable Livelihoods

Term III: January 9 – May 12, 2017
Includes a regional learning Residential, location TBD in reach region

Courses offered:
ACC 602 Going to SCALE*
PSC 609 Principles and Practices of Monitoring and Evaluation*
PRC 682 Applied Research I*
PBC 602 Social Movements and Social Change
ECC 603 Community-based Natural Resource Management
SLC 605 Multi-disciplinary Perspectives on Community Food and Water Security
SLC 607 Entrepreneurship and Innovation
SPS 692 Introductory Statistics (Pearson's)

Term IV: July 3 – November 3, 2017
Completion of the Practicum, 3-week international learning Residential, USA or location TBD

Courses offered:
ACC 606 Communications for Community Change
PSC 603 Strategic Leadership*
PRC 684 Synthesis and Integration*
PRC 683 Applied Research II*
PBC 603 Building Bridges through Intergroup Dialogue

ECC 606 Strategies for Conservation
ECC 604 Natural Resources and Conflict

COURSE DESCRIPTIONS

GRADUATE STUDY FOUNDATIONS (GSF)

GSF 601 Graduate Study Foundations I*[2] 2 credits

This introductory course is a critical foundation to the Master's program, establishing the conceptual principles and developing the skills upon which the curriculum is built. It is delivered during Term I and benefits from a week of face-to-face time during the first international Residential, a unique cross-cultural experience which initiates students into the program. Students will discover what it means to be a self-directed learner, delving into the non-cognitive (psychological) aspects of learning, will master technology platforms such as Moodle and Mahara (ePortfolios), will learn academic and research skills critical to success in higher education, and will explore effective communication and negotiation skills. In addition, graduate school policies will be discussed, and individual student learning plans will be developed, both of which will guide students throughout their M.A. program.

GSF 602 Graduate Studies Foundations II* 2 credits

This course continues to build on the skills and strategies learned in Graduate Studies Foundations and will focus on community application and regional collaboration. Students will be given specific tools which will help in their community work, such as success mapping, GIS (Geographic Information Systems), use of smartphone applications, and the innovative use of different types of media - audio, visual, print and beyond. Students will continue to explore what it means to be a self-directed learner, one that takes responsibility for his/her own success, and will continue to engage the community in ways which will complement the Practicum process.

APPLIED COMMUNITY CHANGE COURSES (ACC)

ACC 601 Introduction to Applied Community Change* 2 credits

This foundational course introduces students into the field of community change. After reviewing various schools of thought regarding community learning and development, it introduces SEED-SCALE (Self-Evaluation for Effective Decision-making and Systems for Communities to Adapt Learning and Expand) as an approach to community change. The process allows communities to evolve site-specific designs that grow change using resources possessed by the community, and initiate action from wherever the community is at any time. Through faculty being regionally based, the course both teaches the method and oversees every student starting to implement the approach in his/her community.

ACC 602 Going to Scale: Systems for Communities to Adapt, Learn, and Expand* 2 credits

A persistent challenge in community development has been how to support a success that was occurring in one community so as to go to scale. 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

[2] Courses with the * symbol are mandatory.

change? This course builds on ACC 601 and expands upon the SEED-SCALE approach. Alternative approaches to upscaling are compared. Students learn about the strengths and limitations of the expert-driven blueprint approach, additive approaches replicating and adapting projects one-by one, a biological approach that builds on creating an enabling environment for change, and how to avoid the pitfall of dependency from external resources. The related challenge of relinquishing control, usually from experts to communities, serves as a focal point. Students apply these lessons in developing a fundraising proposal to allow them to scale up their community work.

ACC 603 Empowerment* 2 credits

This course gives students a theoretical and practical understanding of empowerment from the literature and in action in their communities, building a foundation in parallel with the Introduction to Applied Community Change course. It provides a range of understanding about definitions, frameworks, and strategies including the role of human energy, and inclusive options that can be used within Empowerment-based Community Change (gender-driven, natural resources, conflict and peace, poverty alleviation, role of corporations, and technology).

ACC 605 Healthy People, Healthy Communities* 2 credits

This course provides students an opportunity to draw connections between addressing poverty, supporting community change, and strengthening primary health care. Looking through the lens of health, students are asked to observe and describe behaviors in their family and community that provide evidence of cultural habits and beliefs that are unique to the community's circumstances. Two foci are finding people-based solutions that fit community needs and balancing the needs of people with available resources. Students also gain an overview of the major actors, drivers, and systems in the health sector at national and global levels in order to place the local community realities and priorities within a larger context of global health issues. Building upon the principles of SEED-SCALE, students are asked to use them to analyze their communities and those visited during the Residentials in terms of individual and collective empowerment, technologies of participation, process facilitation skills, selection of an entry point, credibility, and participatory decision making for health.

ACC 606 Communications for Community Change 2 credits

Change agents transform the future through their actions, and inspire others through their stories. To enliven these stories and connect a wider audience to the theory, practice, and promise of the power of communications for social change, this course introduces students to various communications practices including social media sites like Twitter, citizen journalism, podcasts, radio, etc. Students also experiment with how to communicate effectively and persuasively to explain complex issues to diverse community stakeholders and build consensus for action. The capstone assignment of this course is the production of a podcast or video that tells the story of a social change process or efforts in each student's community, which could be the story of a successful Future Generations alumnus.

PROFESSIONAL SKILLS COURSES (PSC)

PSC 603 Strategic Leadership for Community Transformation* 2 credits

The objectives of this course are twofold: (a) the exploration, understanding, and application of leadership roles, strategies, and principles in groups, organizations, and communities, and (b) the analysis of how leadership functions for organizational development. Different leadership styles are analyzed and compared, questioning the role of traditional charismatic leadership. Leadership competencies to be addressed include visioning, critical thinking, problem solving, interpersonal and communication skills with different stakeholders, and those competencies related to the creation of strategic partnerships, promotion of participation in decision making, and empowering communities. It is about influence versus control. Students enrolled in this course focus on how effective leaders protect and build organizations and ensure their sustainability. Since leadership styles are unique to each person, students are supported and challenged to examine their personal leadership strategies and to "get to know themselves" as leaders.

PSC 606 Project and Local Nonprofit Management in Community Development* 2 credits

While community transformation requires strategic and visionary leadership (covered in PSC 603), it also requires strong organizational management skills and the creation of partnerships with a wide range of groups, especially in an increasingly globalized world. Students analyze the management of their own community-based organizations, critically examining how individuals and organizations act during different stages of the organizational life cycle. Practices such as strategic planning, creating budgets, fund-raising, and monitoring and evaluation will be emphasized and analyzed through the lens of how each positively affects the community. Key relationships, besides that of the local community, will also be discussed including those with the Board of Trustees, donors, and the regional and international community.

PSC 609 Principles and Practice of Monitoring and Evaluation* 2 credits

This course offers students both a conceptual framework and practical skills on approaches and methods for monitoring and evaluating programs and projects in their community development work. Students gain the skills necessary to design monitoring and evaluation (M&E) plans but also reflect with their peers on the circumstances and parameters related to impact the assessment of different social and development projects. Emphasis is in the identification, measurement, and use of metrics that are relevant to the project's objectives and beneficiaries' expectations, with particular attention to the role of key indicators to simplify complex analyses. It also includes a continuous day-to-day assessment of project implementation in relation to agreed schedules, and of the use of inputs, infrastructure, and services by project beneficiaries, allowing timely mid-course corrections. At the end of the course, students are required to design the theory of change and an M&E plan combining qualitative and quantitative tools for their Practicum or another project.

PRACTICUM-RELATED COURSES (PRC)

PRC 681 Practicum Design and Planning* 2 credits

In this course, students will apply tools for critical thinking, analytical inquiry and reflective practice. Students must critically analyze their selected community and identify a specific issue, problem or opportunity. They will characterize its people, its structure, its issues, natural capital, culture, and history.

They will be required to formulate a simple underlying theory of change (TOC) surrounding the issue that they choose to address in depth. This TOC constitutes the framework for their Practicum design and will form the basis of critical analysis through the four terms. The students will develop their ideas through an interactive, iterative process, and at the end of the Term I, students will present a Practicum statement. This will summarize the characterization of the community to date, identify the central issue to be addressed, state a simple underlying TOC and a design for the Practicum. This statement will be the basis for choosing an advisor for each student based on his or her particular interest and focus.

PRC 682/3 Applied Research I and II* 1 credit

Once the students' plans, built on the constructive critique by faculty and peers, are approved by the academic advisor, students launch their Practicum work. Field work requires intensive engagement with the communities, where students need to demonstrate that they know how to apply the skills that they have learned. The Practicum product is expected to conform to very high levels of consistency, congruency, critical thought, and academic honesty. In their ePortfolios, students expand, analyze, and reflect about process and product. The ePortfolio format is well-suited for that purpose as it allows feedback received from faculty and peers, and to show how this has served to improve the project. It will include an exploration of how the lessons learned from the study, and the results of the work can be adapted or scaled up by their own and other communities.

PRC 604 Essentials in Social Research Methods* 2 credits

To create community-specific databases as those covered in PSC 602, and to monitor change in communities, students need to understand and apply concepts and approaches to data collection and analysis, both qualitative and quantitative. In this course, they address the whole research design and implementation cycle, from formulating an appropriate hypothesis to the presentation of results. All along, they learn how to apply deductive and inductive conceptual frameworks. These are applied in fieldwork, in the Practicum, and in labs. Students will select one or more research instruments and test them in the field. On the qualitative side, students learn about appropriate approaches for recruitment of participants, and experiment with participatory research methods such as interviewing, focus groups, pile sorting, participatory mapping, participant observation, and building scenarios. They also explore various ways for the presentation of qualitative results such as stories, quotations, visuals, etc. On the quantitative side, students learn the theory and application of statistical methods to social research. This course covers probability theory and distribution, hypothesis testing, basic statistical analysis techniques, sampling, and the use of statistical functions commonly given in spreadsheets as well as open software statistics programs. Students practice with measures of central tendency, variation, confidence limits, linear regression, multivariate analysis, and visual display of quantitative information. Ethical issues related to social research are also addressed.

PRC 684 Practicum Reflection: Synthesis and Integration* 2 credits

This capstone course places students in a reflective mode, looking back at what they have learned, and looking forward at their future as change agents in their communities. Future plans were initially laid out in the students' learning plans, and have been evolving during the entire span of the program while interacting with peers and faculty guiding, fostering, and challenging them. But most crucial has been the engagement with their communities during Residentials, in the Labs, and with the Practicum. And they

have received their peers and faculty feedback. Graduation was not the end. Learning did not start at the beginning of the program, and does not end at graduation. At this stage, with the knowledge and competencies acquired, students are now better prepared for a life-long learning journey, but also for a life of service to their communities. The course is a crucial step for students, their last step as formal students, and first as graduates. A main purpose is to lay out a roadmap for how they will use their learning for the next one to five years after graduation—how the students envision applying and integrating their learning to make a positive difference in their communities. This is the main artifact to be included in their ePortfolios: a vision artifact. Another artifact is a critical reflection about the Master's program with suggestions and ideas for improvement.

ENVIRONMENT & CONSERVATION COURSES (ECC)

ECC 602/ SLC 604 **Community Change and Sustainable Livelihoods** **2 credits**

This course engages students in a study of the significance and application of the sustainable livelihoods approaches to development with an emphasis on community development. It looks at how different organizations have adopted a sustainable livelihoods approach, drawing on community development thinking and practice, avoiding a technocratic development drive which is at odds with the principles and values of community development work. With a systems view, students are introduced to the concepts of livelihood assets, vulnerability, shocks, stresses, seasonality, and livelihood strategies and indicators. These concepts are applied to analyze, assess, compare, and improve livelihood activities in the students' communities. This course is an introduction that serves as a foundation for students to later expand their learning on issues related to community food and water security (SLC 605), and entrepreneurship and innovation (SLC 607).

ECC 603 **Community-Based Natural Resource Management** **2 credits**

The exploitation of natural resources is a key factor in economic growth and development, but one that can have serious negative environmental and socioeconomic impacts. Students learn about the practice of identifying natural assets and building local capacities for the governance and stewardship of resources to be managed for sustainability. It addresses the knowledge and skills for shaping a shared vision, mobilizing three-way partnerships, building capacities, strengthening local institutions through comprehensive training, conservation enterprise development, and monitoring of the natural resource base.

ECC 606 **Strategies for Conservation** **2 credits**

A traditional conservation approach has been to establish protected areas. Typically, local people are relocated outside its boundaries. This model has shown serious limitations and, in cases, has led to conflicts within and between communities, between communities and governments, and with the NGOs managing these protected areas. In this course, students are exposed to the larger dynamics often at play within development agendas, with special attention to the impacts of global and national policies on local community life. Students review and analyze policies and trends affecting conservation in their own communities and countries, and through time in the field during Residentials. The course enables practitioners to design and promote alternatives that fit into their community settings. As conservation

cannot stand alone, students are guided to link conservation strategies with socioeconomic issues such multiple uses of the territory, income from environmental services, business, etc.

ECC 604 Natural Resources and Conflict 2 credits

There is research evidence suggesting that developing countries face higher risks of violent conflict and poor governance when their economies are highly dependent on primary commodities. Natural resources often lie at the heart of wars and civil strife. Revenues from the exploitation of natural resources, either legal or illegal, have financed conflicts in many countries. Conflict seldom emerges solely around natural resources, but their abundance exacerbates the risks of conflict, especially in low-income countries, and, if conflict starts, tends to make it harder to resolve. This course focuses on conflicts within and between communities that are associated with the control and exploitation of land and other natural resources, such as forests, water, minerals, and oil. At the root of these tensions and conflicts are issues related to tenure insecurity and multiple inequalities. Students gain an in-depth knowledge of natural resource and conflict relationships and how they might manifest and affect people's livelihoods. They will study points of entry to natural resource conflict and learn to apply the overarching "principles of engagement" to interventions related to natural resource disputes.

PEACEBUILDING CONCENTRATION COURSES (PBC)

PBC 601 Introduction to Peacebuilding and Conflict Resolution in Communities 2 credits

Because social change is both an outcome and a source of conflict, the study of conflict and peace is integral to understanding the process of social change. The course addresses this topic with a focus on conflict within and between communities. It introduces students to the causes of conflict and how they can be resolved with an emphasis on prevention, reconciliation, and management. It introduces students to the basic concepts and lexicon of peacebuilding, and it addresses violence in all its forms: direct, structural, and cultural. In this course, students are introduced to the curve of conflict that helps to visualize how conflicts typically evolve over time and how different phases of conflict relate to one another. Analyzing case studies and through time in the field during Residentials, students look at the tasks associated with each phase: prevention, peacemaking, and post-conflict peacebuilding. Students are introduced to the actors in conflict management and how their interests and work at times complement each other, and at other times, compete. Finally, students learn the methods of conflict analysis that they will use in other courses and apply within their communities during the program.

PBC 602 Social Movements and Peacebuilding 2 credits

In this course, students learn about the dynamics of social movements in communities, with a particular focus on analyzing how these movements can foster peacebuilding or even accentuate conflict. This course, mainly designed for students who concentrate their learning plans on peacebuilding, provides them with both a theoretical framework and also applied skills to address the challenge of contributing to achieve positive social change and promote peacebuilding in their communities. This is an applied course with emphasis on learning how to promote social change in situations of conflict, drawing on global experience and examples. The course builds upon the theoretical foundation developed within PBC 601 and moves this knowledge into the application domain.

PBC 603/ ACC 607	**Building Bridges in Communities through Inter-Group Dialogue**	**2 credits**

Many peacebuilding practitioners find themselves engaging parties within the community who have strained cross-group relationships. In this course, students learn how to use inter-group dialogue as a tool to engage alienated groups in safe conversations with the goal of improving understanding, dismantling the perceptions of the "other," and creating alliances that can help clear the way for greater intergroup cooperation and peaceful coexistence. The class explores the multiple identities of these groups (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. The course aims to help students reflect on their place and role in facilitating inter-group dialog and to understanding the perceptions that various other groups might have of them and each other.

SUSTAINABLE LIVELIHOODS ELECTIVES (SLC)

ECC 602/ SLC 604	**Community Change and Sustainable Livelihoods**	**2 credits**

See description above under ECC 602.

SLC 605	**Multidisciplinary Perspectives on Community Food and Water Security**	**2 credits**

This course brings students from different backgrounds up to a common level of knowledge and understanding, and then introduces key issues framing and concerning food and water security from political, geographical, scientific, and livelihood perspectives. Students learn about the complexities and dilemmas at global and regional, but particularly at the community, level and the interactions across these levels. Consideration is given to a wide array of issues that are relevant for the communities of the students, such as increasing demands for food, food-derived products, and water in light of growing populations, new health challenges in a globalized world, the opportunities and limitations of technology to deal with these challenges, and the challenges of underserved population sectors that face persistent obstacles to access food and water services. Drawing on several complementary academic disciplines, this course prepares students to contribute significant advances to the ways in which food and water security are achieved across technical, environmental, and social spectra in their communities. At the end of the course, students, individually or in groups, will prepare a community food and water security assessment for their communities.

SLC 607	**Entrepreneurship and Innovation**	**2 credits**

This hands-on course addresses the most frequently mentioned needs to set up a new small enterprise: business plan, market analysis and projections, securing seed money, branding, financial planning, and networking opportunities. In practical terms, the course helps to enhance students' entrepreneurial and business management skills within a framework of social responsibility, and economic, social, and environmental sustainability. The course also looks at how to promote public policies that contribute to changing the economic playing field so that the poor can successfully generate income and assets. As it is

unthinkable for students to become entrepreneurs in a risk-free classroom setting, they are encouraged to engage in learning activities that effectively expose them to real life situations through internships, etc.

SPECIAL STUDIES COURSES (SLS)

Special Studies (SPS) course designations will be used to catalog all courses not included in the general categories listed above.

SLS 691-695 Special Topics TBD credits

These are formal courses on a topic or special interest subject which may be offered one time only, infrequently, or as trial courses, offered in anticipation of becoming a permanent course. Several different topics may be taught in one year or term. A specific title may be used in each instance and will be entered on the student's transcript.

SLS 696 Seminars TBD credits

Seminars consist of a series of individual lectures by faculty, students, or outside speakers covering various topics which may include group discussions and guest speakers.

SLS 697 Internship TBD credits

Internships are supervised individual activities or work experiences in authentic non-academic settings, arranged by the student, faculty, and a third party who offers the opportunity for the activity. It must be reported in the student's ePortfolio with appropriate artifacts. A specific title may be used in each instance and will be entered on the student's transcript. Prerequisite: prior approval of proposed internship by faculty.

SLS 698 Independent Studies TBD credits

These are individual supervised creative projects in subject areas that fall outside the scope of formal courses or build beyond the scope of existing courses for students bringing a depth of knowledge with them on a particular subject area. They are not Labs (as they are not linked with a specific course), and they are not related to the Practicum. A specific title may be used in each instance and will be entered on the student's transcript.

SLS 699 Supervised Research TBD credits

This designation is for supervised, individual research work on topics related to the student's learning plan and must be approved by faculty.

RESIDENTIALS

Attendance

Students are encouraged to participate in as much Residential time as possible, as they are rich learning opportunities and provide further experience working with peers as well as examining examples of best practice. Students should refer to the assessment methodology in order to understand the implications of losing course points due to missing large portions of the Residentials. The aim is to provide some additional flexibility to our students while also ensuring that substantial experiential learning takes place during the

program and can be rigorously assessed. During the first term, a 3-week international Residential will take place in India, which includes an in-depth orientation to the program and an opportunity to develop collegial relations and friendships across the entire three-region cohort.

Coursework Preparation for Residentials & Satisfactory Performance

Students are expected to keep up with online coursework before field Residentials. Before the Residential (usually two weeks before the start of the Residential), 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 Residential placement from the student. Residential coursework builds upon the online coursework, so unprepared students not only jeopardize their own learning but also that of their classmates. Students may be denied approval to participate in a Residential program if required online work is not complete.

Students are expected to act in a mature and responsible manner during all field Residentials and will be expected to sign and abide by a code of conduct during all Residential functions. Future Generations reserves the right to dismiss from the program and send home any individual whose conduct demonstrates 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 & 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 the student loses travel documents, 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 baggage fees, documents, and/or travel to and from Residentials.

Preparing for the Residential

A suggested packing list and other important tips and preparatory information will be shared prior to the Residentials. A general suggested packing list can be found at www.future.edu.

Guest Visits to Classes/Residentials

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 Academic Director's office so that faculty and students know in advance of their arrival.

LABS

Labs are community-oriented projects planned and implemented by students each term to demonstrate their acquired skills conducting community work in authentic social change settings. By engaging three essential streams of learning – independent practice, supervised practice, and site-based demonstrations – these Labs give students a chance to develop skills learned more abstractly in their courses. Each Lab is linked to a course or courses taken during that particular term, and some lab projects will be required while others are

options for students to choose from. There is almost always a student-directed option, at least for the learning artifacts, which encourage students to develop and implement their own ideas as part of their learning. This community-based work will be facilitated by regional instructors. Lab work may take the form of working as a volunteer or associate in a community organization or completing a self-generated project.

THE PRACTICUM

Students are to conduct an applied project in their community distributed over the four terms as a process of critical thought. The aim is for the student to identify a problem or opportunity of particular interest in their community and to apply, in depth, selected tools to engage in their community resulting in evidence-based analysis. The Practicum can take very different forms depending on the student and the community, and should fall within one of the three options listed in below. It may be a process of applied research, or the proposal and implementation of a community project, or the participatory proposal of a long- term community project or plan. Students may choose any option but are required to gain approval from their faculty advisor before starting. For the proposal and project Practicum options, students are supported and guided by faculty and instructors, along with any assistance offered by community agents and peers

The Practicum topic the student has chosen in Term I will influence the choice of Labs each term so that the individual Labs can contribute to overall Practicum thought process. The Practicum, regardless of its form, will constitute an important part of each student´s ePortfolio along with the many other tools and concepts acquired over the program.

The curriculum includes a series of Practicum Related Courses (PRC courses) that help students design a Practicum project that is relevant and feasible. Other courses, such as Essential Social Research Methods (PRC 604) and Principles and Practice of Monitoring and Evaluation (PSC 609) help students to implement the fieldwork. The Practicum is a requirement for graduation, and students must take at least eight credit hours in Practicum-related, Reflective Practice courses (PRC).

Students have three options for their Practica:

- Participatory Proposal Practicum: This option requires students to conduct a participatory community analysis process that encourages students and their communities to think about scaling up projects, longer-term projects, and conducting active reflection on how to build on past and current successes. This track may include a pilot project towards implementation.
- Project Practicum: This option focuses on taking a project designed to improve the student's community from proposal through the implementation phase; this choice provides an action-oriented option for students with existing momentum in their communities.
- Research Practicum: This option provides an opportunity for students to conduct applied research in their community, putting into practice the theory and tools learned throughout the program.

Students may choose any of the three options, but are required to gain approval from their Practicum Advisor before starting. Students are supported and guided by faculty and instructors of the Graduate

School, and are encouraged to maximize the participation and input that can be offered by community agents and peers. Students will work closely with their Practicum Advisor throughout the process.

If the student requires additional time beyond the two-year program to complete Practicum requirements, the costs of the Practicum Advising will be covered by the Graduate School for no more than one additional term of study. The student is solely responsible for covering the cost of Practicum advisorship beyond one additional term.

ACADEMIC POLICIES

GRADUATION REQUIREMENTS

Credits in each course are earned through face-to-face coursework in Residentials, online, and site-based experiential learning. Graduate students must:

1. Complete 36 credit hours of courses following the distribution requirement indicated in Course Requirements for Graduation Section of this catalog
2. Complete a Practicum project
3. Complete and update an ePortfolio in Mahara that meets or exceeds the minimum requirements laid out in the Mahara Guide available at www.future.edu
4. Complete all core courses in his/her Learning Plan
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 term may participate in graduation ceremonies, but will not receive their diploma until all requirements are met.

GOOD FINANCIAL STANDING POLICIES

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 costs of your **last** term in the program. The deposit will be refunded if a student officially withdraws from the MA program.

Tuition payments

Tuition payments are due the first day of the term unless other arrangements are made with the Finance Office. It is the student's responsibility to obtain a signed copy of the arrangement from the Finance Office. In order to progress to the next term, students must have a balance of zero in their account. Students may pay using any of the payment options below.

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 USA.
- Students may submit their payment online using the links at www.future.edu.
- Students may pay by wire transfer. To receive this wiring information, please e-mail the finance office at accounts@future.edu.
- Students may bring funds for tuition payments with them to the Residential.

Tuition Refunds

- If a student withdraws from a term before the first day of the Residential, a full refund is given for that term. If, however, a student is not able to attend the Residential but remains enrolled in the term, no refund is given.
- If a student attends the Residential and then withdraws, no refund is given.
- A student who withdraws from a term and is readmitted at a later time is not guaranteed the same financial aid package.

Enrollment & Registration Requirements

You must remain continuously enrolled during the program, unless you are on an approved Leave of Absence, during which time you should not be working on your degree program. If your program extends beyond the expected two year time frame, additional charges for the cost of advising or costs for repeating or making up coursework may apply. You must be enrolled in the program while you are working on your Practicum. Consult the fee schedule at www.future.edu for current rate information.

STUDENT EVALUATION

Course-Level Assessment

Students are evaluated on the basis of the fulfillment of course objectives and requirements as specified in syllabus materials that are distributed at the beginning of each course. Assessment is a major responsibility of both students and faculty. Students engage in and receive feedback from self, peer, and faculty-driven assessment within each course. Periodic contact with faculty helps students successfully complete course requirements. Assignments are framed as paired Learning Activities and Learning Artifacts that are worth a designated number of points. Some activities and artifacts may be required, while others may be optional.

Point System

Points are attempted and awarded in each of the course sections as follows:

Online Learning	40
Residential Experience	40
Lab	20
TOTAL	**100**

If for some reason, a student is not able to attend part or all of a field Residential, he/she may attempt additional Lab points up to a total of 40.

> *Example:* Student A cannot attend the Term II regional Residential because of work conflicts. She would be able to earn a maximum of 40 online points and 40 Lab points totaling 80 points. It would, therefore, be impossible for her to earn above 80/100 points in any of her Term II courses because of the missed residential.

As the above example indicates, there is flexibility built into the grading system to accommodate missing some Residential time. However, a student would not be able to miss substantial Residential time and still maintain the required 3.0 grade point average.

Assessment of Experiential Learning

The Graduate School offers an applied Master's Degree, so a significant portion of student learning takes place experientially. The experiential components of the curriculum occur during on-site Residentials, Labs, possible internships, and while working on the Practicum. All these offer self-directed opportunities to apply and strengthen acquired knowledge and skills in authentic social change settings.

In addition to successfully completing traditional course assignments, a student's assessment also considers this experiential learning. To earn credit for experiential learning, students submit completed projects via the appropriate Moodle page, or via their ePortfolio. Each project includes documentation of one or more Learning Activities paired with related Learning Artifacts. Approved forms of documentation are those that show clear evidence of attendance and participation in a community-based Learning Activity. Approved Learning Artifacts include, but are not limited to, academic papers, multimedia projects, narrated videos, original research, and community projects.

The Practicum, as a major portion of the experiential learning during this program, will be assessed first by the student's Practicum Advisor, and then by the Graduate School's Assessment Committee.

Academic Standards

In order to graduate, a student needs passing grades on 36 credit hours of coursework. Grades will be awarded via the assessment point system.

Final course grades will be reported as the number of points earned out of the 100 points attempted by the students. The point system may be translated to a letter grade or 4.0 GPA grading scale ranges from A (4.0) to F (0.0) as follows:

93-100 points = A (4.0)
90-92 = A- (3.8)
86-89 = B+ (3.3)
83-85 = B (3.0)
80-82 = B- (2.8)
76-79 = C+ (2.3)
73-75 = C (2.0)
70-72 = C- (1.8)
66-69 = D+ (1.5)
0-66 = 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) grades, an Incomplete and a grade below C-, or two grades below C- at any time. In order to be granted an Incomplete, the student must have faced extenuating circumstances and be working steadily towards completion.

Incomplete Grade Request Process:

1. Student completes the Incomplete Grade Request Form (located at www.future.edu).

2. Student emails the form to the professor of that course and the Records Office (records@future.edu).
3. Professor approves or denies the request, signs the form, and emails the form to both the student and the Records Office.

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 cannot take mandatory courses as Pass/Fail. Mandatory courses are indicated with an asterisk in the Course Requirements for Graduation section of this catalog.

Probation Due to Failure to Meet Academic Standards

Probationary status beyond one term will result in automatic dismissal. A student will be placed on academic probation if one of the following occurs:

- They receive two incompletes.
- They receive two C- (or below) grades.
- They receive one incomplete and one C- (or below) grade.
- Their grade point average falls below B (3.0).

This probationary status is automatic, and the notice of the grades is the only notice that will be given to the student.

Probation Due to Failure to Meet Community Requirement

Probationary status beyond one term will result in automatic dismissal. Students must remain engaged with their community throughout the length of the program. Should students stop being engaged with their community during enrollment, they will need to file a written appeal with a solution to complete their course of study with proper justification. If the proposed solution is not submitted to or accepted by the Graduate School in a timely fashion, students will be put on Academic Probation until a suitable alternative community has been engaged.

Process for Notification of Lack of Community Engagement:

- Student notifies the Academic Council (academiccouncil@future.edu) by email about the loss of community and the expected solution to complete his or her course work by email.
- Academic Council will review the notification and develop a proposed course of action in collaboration with the student and the student's RAAD.
- Academic Council will issue a Letter of Probation to the student and the student's file.

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 (academiccouncil@future.edu). This letter must state clearly the student's plan for completing satisfactory and timely work in the future.

This letter should also 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 he or she 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. A Letter of Reinstatement or Denial will be issued to the student and the student's file.

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 a 75% completion rate each term to remain eligible for aid.

Withdrawals/Leave of Absence

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 (academiccouncil@future.edu) 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.

Course Waivers

Course waivers will be considered on a case-by-case basis for students who have already taken a course equivalent to one of the required courses. In such instances, students must take another elective or a special studies course. This course usually allows students to explore, in a self-directed fashion, more advanced topics related to the course for which they requested the waiver. Course waivers and special studies opportunities may be subject to the availability of faculty.

Transfer Students

The Graduate School does not typically accept transfer credits because students go through the Master's program as members of a cohort. 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.

ADVISING

The Master's degree in Applied Community Change at Future Generations Graduate School is a mixture of coursework, Residentials, Labs, and a Practicum project. As the program progresses, there are many decisions to be made regarding which experiences and opportunities will address a student's educational

objectives. To assist with navigating this process, each student has access to a number of advising and mentoring options. While the Master's program has clear requirements and a sequence, it is the Graduate School's view that graduate degree programs must be owned by the student, with advisors acting as guides in the student's own development as a scholar and practitioner. This section is intended to guide students and advisors in making advisor-advisee relationships as successful as possible.

The Academic Advisor-Advisee Relationships

The Academic Advising team is comprised primarily of the RAADs and the Director of Student Success, though the student may seek counsel from any faculty member. This team has the responsibility of assisting the student in designing an academic program that meets the student's goals within the requirements of the Graduate School. This team should be the first point of contact in resolving academic or other problems that may affect students' ability to excel in their learning. The responsibility for arranging meetings with and notifying this team of problems or concerns, as they may arise, lies with the student. Students should not expect the RAADs or the Director of Student Success to seek them out for required appointments.

The student bears the responsibility of consulting this team when necessary and arranging periodic appointments, even if there are no specific problems. In general, the students and RAADs, as well as the Director of Student Success, should communicate at least once per term, preferably more often.

The Practicum Advisor-Advisee Relationship

The student will be assigned a Practicum Advisor at the end of the first term of the program. This advisor is responsible for monitoring the student's progress on the Practicum, providing support and input to the process including troubleshooting as questions and issues arise, and helping the student identify the necessary resources (literature, appropriate contacts in broader academic and practitioner communities that are deemed relevant, etc.) that are needed to successfully complete the project.

The Practicum Advisor assigns the grade for the final Practicum, with input from a second reader, who may be external to the Graduate School, who the student and Advisor identify collaboratively. The Practicum advisor and the student are responsible for the quality of scholarship and practice in the final product, regardless of the medium through which it is presented. The Graduate School's Assessment Committee will also review the Practicum and assess its quality against a quality standard and rubric.

Change of Practicum Advisor

For a variety of reasons, most often related to the topic of the student's Practicum and the expertise needed to best oversee it, a student or his or her Practicum Advisor may wish to have the student change Advisors. Advisors wishing to initiate a change should copy the Director of Practica and the Registrar. Advisors will need to submit a report of the student's progress at the time of this request. Student-initiated changes of advisor are made without penalty and are a common occurrence. Students should write a letter of request to the Director of Practica and copy the Registrar to change from one Advisor to another. Both the original and proposed new advisor must agree.

Student Feedback on Practicum & Academic Advisor Performance

The Chief Academic Officer reviews all faculty performance on an annual basis. This review assesses the career track of each faculty member as a part of the faculty mentoring role played by the Chief Academic Officer. In order to provide the most accurate information on faculty performance, the Chief Academic

Officer needs information on all aspects of the faculty members' roles, including student advising. As a part of this process, we have initiated a formal advisor evaluation process that includes input from students. The provision of honest information is required of all students, and these advisor ratings are handled with complete anonymity. At the completion of each academic year, all students will complete an Academic Advisor Evaluation Form and submit it to the Chief Academic Officer.

Letters of Recommendation from Faculty & Staff

The faculty and staff are frequently requested by students and alumni to write letters of recommendation for job applications, travel opportunities, further education, funding, or other possibilities that students pursue either during or after their degree. In general, the Graduate School is excited and willing to endorse our students in opportunities that move them and their communities forward. Faculty and staff retain the right, however, to decline to write a student a letter of recommendation for any reason, but particularly if the student has not yet completed the degree requirements and is requesting a letter so stating.

Academic Ethics

Research Ethics

All Future Generations Graduate School students engaged in research are expected to conduct their research with integrity and intellectual honesty at all times and with appropriate regard for human and/or animal subjects. Research proposals are to be reviewed by the Institutional Review Board. Future Generations students engaged in research are not to fabricate data or results; change or knowingly omit data or results, misinterpret results in the research record; or intentionally misappropriate the ideas, writings, research, or findings of others. All those engaged in research are expected to pursue the advancement of knowledge while meeting the highest standard of honesty, accuracy, and objectivity with respect to their communities. They are also expected to demonstrate accountability for sponsors' funds and to comply with specific terms and conditions of contracts and grants, if applicable.

Academic Integrity

Academic integrity is a core institutional value at Future Generations Graduate School. This includes honesty and fairness in our scholarship and research, respect for each other, and responsibility for our conduct. Excellent scholarship must rest on honest originality, truth in presentation, diligence and precision in citing works and ideas we have used, and acknowledging our collaborations with others.

Dishonesty

Academic dishonesty may take a number of forms. Some of the most prevalent forms of academic dishonesty are plagiarism and unauthorized collaboration. Other forms of academic dishonesty include falsifying or misusing data from experiments, submitting the same paper for two classes without permission, copying from another student on exams or assignments, and the use of unauthorized collaboration or materials during exams.

Reporting Student Dishonesty

Future Generations Graduate School faculty and employees are required to report to the Director of Student Success all acts of academic dishonesty committed by students. The faculty member should discuss the matter with the student and then make an academic judgment about the student's grade on the work affected

by the dishonesty to academic and professional life. Acts of dishonesty by graduate students may result in suspension or dismissal from the Graduate School.

GRIEVANCE PROCEDURE

A grievance is a complaint by a student who alleges that he/she has been adversely affected in his/her professional or educational activities as a result of an arbitrary or capricious act, or failure to act, or a violation of a Graduate School procedure or regulation by one of his/her advisors, a faculty member, or other administrator or administrative body. A grievant is a student currently enrolled in the Graduate School who brings a grievance pursuant to this procedure.

This sets forth a procedure whereby a student may grieve an adverse action or failure to act, or for a violation of Graduate School policy.

Typically a complaint or dispute is brought to the attention of the Chief Operations Officer, and is resolved through informal discussion. In some circumstances, the Director of Student Success is asked to help in the informal resolution of grievances. The formal procedure set forth below is not meant to supplant attempts at resolving complaints through informal means. When at all possible, complaints and disputes should be settled through informal discussion, though there are no circumstances under which a grievance must be settled informally. The procedures presented here are to be applied only after every effort has been made to settle disputes informally.

Whether settled informally or formally, the grievance process should move expeditiously without sacrificing the integrity of the process. Nothing in this document should be construed to impinge upon the responsibilities of any office and/or regularly constituted body of the Graduate School. Moreover, no action may be taken with respect to a grievance that would conflict with or modify any policy approved by the Board of Trustees of the Graduate School; any policy of the Graduate School; any federal, state, or local law or regulation; or any contract to which the Graduate School is a party.

The following contacts are available to students seeking assistance with academic and non-academic concerns:

- The Regional Assistant Academic Directors (RAADs)
- The Director of Student Success
- Other faculty members

As needed, the Chief Academic Officer of the Graduate School will convene a committee including him or herself, a rotating member of the Academic Council, and a graduate of a prior Master's class to serve on the Grievance Committee. This Committee will hear any grievance. The Grievance Committee will consist of two or more Graduate School faculty members and one or more students.

The following points provide clarification as to what may be considered under this grievance procedure:

1. Complaints alleging discrimination or harassment on the basis of race, color, sex, religion, age, sexual orientation, national or ethnic origin, disability, marital status, or veteran status are to be referred to the University's Office of Institutional Equity, and are not addressed by this procedure.

2. Disputes involving grades or other evaluation of the grievant's academic work may be addressed by this procedure only if the evaluation is alleged to be arbitrary or capricious.

Disputes that are purely personal in nature and do not involve the grievant's professional or educational activities are not addressed by this procedure.

In the event that informal discussion fails to resolve a dispute, the grievant may initiate formal grievance procedures. The grievant may decide to submit a formal grievance at any time while at the Graduate School. Students may also file within one year of degree completion.

1. The formal grievance must be submitted in a written statement, signed and dated by the grievant. The statement should include (1) a factual description of the complaint or dispute resulting in the grievance; (2) the name of the person(s) against whom the grievance is initiated; (3) a brief description of all informal attempts at resolution; and (4) any other information that the grievant believes to be relevant or helpful. The grievant should attach to the written complaint a copy of any relevant documentation in his/her possession.

   The grievant should bring the case directly to the Chief Academic Officer, though he and she may consult with the Director of Student Success in preparing the documentation.

   All grievances will be handled as confidentially as possible. The grievant is cautioned that the initiation of a formal grievance is a serious matter and must not be undertaken in bad faith or over trivial matters. If a formal or informal grievance is found to have been maliciously motivated or based on false evidence, the Chief Academic Officer may take appropriate disciplinary action against those responsible. If the formal grievance, however incorrect or unsupportable, is initiated in good faith, no retaliatory or disciplinary action will be taken against the grievant, and appropriate measures will be taken to protect the grievant from retaliation.

   Throughout any informal or formal grievance process, the grievant may consult with the Director of Student Success, a faculty member, or a fellow student of his/her choice as an advocate and for guidance or support. The advocate may participate in the process with the grievant, provided the grievant has so notified the Chief Academic Officer.

2. Upon receipt of the grievance statement, the Chief Academic Officer will review the matter and consider whether informal attempts at resolution should be initiated or reinitiated. If the Chief Academic Officer finds that attempts at informal resolution have been exhausted and/or are unlikely to lead to resolution, the Chief Academic Officer will inform the grievant that the grievance is under consideration, and refer the grievance to the Ad Hoc Committee. The Ad Hoc Committee will decide whether the grievance statement raises a grievable issue under this policy. If it finds the grievance statement does not raise a grievable issue, the Ad Hoc Committee will so notify the grievant, stating the reasons for the Ad Hoc Committee`s decision. The Director of Student Success documents these proceedings.
3. If there is a grievable issue, the Ad Hoc Committee will notify the person(s) against whom the grievance is filed, and will provide a copy of the grievant's statement. The Ad Hoc Committee will assemble all relevant documentation and facts. It may interview and take statements from

witnesses, request information in writing from the grievant and respondent(s), convene a hearing, and/or invite the grievant, respondent, and/or other witnesses to come before the panel at a hearing.

On the basis of the assembled information, the Ad Hoc Committee will attempt to identify a resolution of the grievance in a manner appropriate to the circumstances. The grievant must receive a summary of the committee's findings and an opportunity to provide the Ad Hoc Committee with additional information prior to the panel's report being forwarded to the Chief Academic Officer. Any resolution achieved by the committee will be subject to the approval of the Chief Academic Officer. Any dissenting views within the committee should be noted in the report to the Chief Academic Officer.

4. The Chief Academic Officer will issue a written determination of the grievance within ten days of receipt of a recommendation from the Ad Hoc Committee. The decision of the Chief Academic Officer will be the final Graduate School action in this matter, unless the grievance is against the Chief Academic Officer, in which case the President will make the final determination. When the Chief Academic Officer (or President) deems it appropriate, he/she may inform the grievant about actions taken arising from the decision.

CODE OF CONDUCT

Students are expected to abide by the student Code of Conduct, available at www.future.edu. Students will receive and are required to sign a copy of this policy at the Term I Residential in India.

ADDITIONAL POLICIES

Change of Name/Address Policy

It is the student's responsibility to notify the Records Office of any name and/or address change. An email can be sent to records@future.edu. Students may also register personal email addresses with the Records Office. Official communication between the Graduate School and the student will use the student's future.edu email address.

Smoking/Tobacco Policy

In keeping with Future Generations Graduate School intent to provide a safe and healthful campus environment, smoking and the use of tobacco (including "spit" or chewing tobacco) is prohibited throughout the campus and in company owned vehicles. This policy applies equally to all students, employees, customers, and visitors.

Drug and Alcohol Policy

It is Future Generations Graduate School's desire to provide a drug-free, healthful, and safe workplace. To promote this goal, students are required to report in appropriate mental and physical condition to perform their work.

Future Generations Graduate School Expressly Prohibits:

- The use, possession, solicitation for, or sale of narcotics or other illegal drugs, or prescription medication without a prescription while performing an assignment or conducting Future Generations Graduate School business.
- Being impaired or under the influence of legal or illegal drugs or alcohol away from Future Generations Graduate School premises, if such impairment or influence adversely affects the safety of the student or of others while on Future Generations Graduate School property, or puts at risk the Future Generations Graduate School's reputation.
- Possession, use, solicitation for, or sale of legal or illegal drugs or alcohol away from the Graduate School or premises, if such activity or involvement adversely affects the safety of the student or of others while on Future Generations Graduate School property, or puts at risk the Future Generations Graduate School's reputation.
- The presence of any detectable amount of prohibited substances in the student's system while on the premises of Future Generations Graduate School or while conducting Future Generations Graduate School business. "Prohibited substances" include illegal drugs, or prescription drugs not taken in accordance with a prescription given to the employee.

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 the 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, or 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.

Hazing/Bullying Policy

Hazing or bullying at Future Generations Graduate School is strictly prohibited and will not be tolerated. Hazing is defined in accordance with all applicable local, state, and/or federal laws and includes any action taken or situation created to produce mental or physical discomfort, embarrassment, ridicule, or endangerment of a student or group of students. Such activities include, but are not limited to: use or abuse of alcohol, paddling in any form, creation of excess fatigue, physical and psychological shocks, wearing of public apparel that is conspicuous and normally not in good taste, and morally degrading or humiliating games and activities. Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Sexual Harassment Policy

Future Generations Graduate School is dedicated to providing an environment that is free from sexual harassment. Harassment does not have to be of a sexual nature, however, and can include offensive remarks about a person's sex. Sexual harassment is illegal and will not be tolerated by Future Generations Graduate School. Future Generations Graduate School is committed to take action if it learns of possible sexual harassment, even if the individual does not wish to file a formal complaint. We prohibit retaliation against individuals who bring forth any complaint, orally or in writing, to the employer or the government, or against any individuals who assist or participate in the investigation of any complaint.

"Sexual harassment" is unwelcome conduct of a sexual nature that is sufficiently persistent or offensive to interfere with a student's job performance or create an intimidating, hostile, or offensive working environment, and is defined by the Equal Employment Opportunity Commission Guidelines as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when, for example:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's affiliation with the school.
- Submission to or rejection of such conduct by an individual is used as the basis for grading or academic advancement decisions affecting such individual.
- Such conduct has the purpose or effect of interfering with an individual's academic performance or creating an intimidating, hostile, or offensive learning environment.

Sexual harassment can occur when the conduct is unwelcome and in a variety of circumstances, including but not limited to the following:

- The victim as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex.
- The harasser can be the victim's faculty member, an agent of the faculty member, another faculty member in the school, a peer, or another non-faculty member.
- The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.
- Unlawful sexual harassment may occur without economic injury to or discharge of the victim.
- Offensive comments about a person's sex in general.

Though sexual harassment encompasses a wide range of conduct, some examples of prohibited conduct include the following:

- Physical assaults of a sexual nature, such as rape, sexual battery, molestation; these are obvious, but sexual assault also includes attempts to commit these and intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another employee's body or poking another employee's body.
- Unwelcome sexual advances, propositions, or other sexual comments, such as sexually oriented gestures, noises, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to a student for submitting to sexual conduct, including soliciting or attempting to solicit any student to engage in sexual activity for compensation or reward.

- Subjecting, or threats of subjecting, a student to unwelcome sexual attention, conduct, or intentionally making the student's learning more difficult because of that student's sex.
- Sexual or discriminatory displays or publications anywhere in Future Generations School.

Unwelcome actions such as the following are inappropriate and, depending on circumstances, may in and of themselves meet the definition of sexual harassment or contribute to a hostile learning environment:

- Sexual pranks, or repeated sexual teasing, jokes, or innuendo, in person or via e-mail.
- Verbal comments and/or abuse of a sexual nature.
- Repeatedly standing too close to or brushing up against a person.
- Repeatedly asking a person to socialize during off-duty hours when the person has said no or has indicated he or she is not interested (faculty in particular should be careful not to pressure their students to socialize).
- Giving gifts or leaving objects that are sexually suggestive.
- Repeatedly making sexually suggestive gestures.
- Making or posting sexually demeaning or offensive pictures, cartoons, or other materials in the school.
- Off-duty, unwelcome conduct of a sexual nature that affects the learning environment.

RESPONDING TO CONDUCT IN VIOLATION OF POLICY

Students: If a student believes he or she has been subject to sexual harassment or any unwelcome sexual attention, he or she may address the situation directly and immediately with the harasser, if possible. If inappropriate conduct does not cease, or if the student is unable or uncomfortable addressing the harasser directly, he or she should report the incident to his/her RAAD or the Chief Operating Officer, as appropriate. It is helpful, but not required, to provide a written record of the date, time, and nature of the incident(s) and names of any witnesses. Concerns of inappropriate conduct should be reported as soon as possible for management to conduct an immediate, thorough, and impartial investigation and take appropriate action to remediate or prevent the prohibited conduct from continuing.

Faculty: Faculty must deal expeditiously and fairly with allegations of sexual harassment within their courses, whether or not there has been a written or formal complaint. They must:

- Take all complaints or concerns of alleged or possible harassment or discrimination seriously, no matter how minor or who is involved.
- Ensure that harassment or inappropriate sexually oriented conduct is immediately reported to the Chief Operating Officer so that a prompt investigation can occur.
- Take any appropriate action to prevent retaliation or prohibited conduct from recurring during and after any investigations or complaints.

Faculty who knowingly allow or tolerate sexual harassment or retaliation, including the failure to immediately report such misconduct to the Chief Operating Officer, are in violation of this policy and subject to discipline.

Chief Operating Officer: The Chief Operating Officer is responsible for:

- Ensuring that both the complaint and the respondent are aware of the seriousness of a sexual harassment complaint.

- Explaining Future Generations sexual harassment policy and investigation procedures to the complainant and the respondent.
- Exploring informal means of resolving sexual harassment complaints.
- Notifying the police if criminal activities are alleged.
- Arranging for an investigation of the alleged harassment and the preparation of a written report.
- Submitting a written report summarizing the results of the investigation and making recommendations to the Executive Director.
- Notifying the complainant and the respondent of the corrective actions to be taken, if any, and administering those actions.

COMPLAINT RESOLUTION PROCEDURES

When investigating allegations of sexual harassment, Future Generations looks at the whole record: the circumstances such as the nature of the sexual advances, and the context in which the alleged incidents occurred. A determination on the allegations is made from the facts on a case-by-case basis.

To initiate a formal investigation into an alleged violation of this policy, students may be asked to provide a written statement about the alleged misconduct to the Chief Operating Officer (or other appropriate person in event that the Chief Operating Officer is not appropriate). Complaints should be submitted as soon as possible after an incident has occurred. The responsible officer may assist the complainant in completing the statement.

To ensure the prompt and thorough investigation of a complaint, the complainant should provide as much of the following information as possible:

- The name and position of the person or persons allegedly causing the incident.
- A description of the incident(s), including the date(s), location(s) and the presence of any witnesses.
- The effect of the incident(s) on the complainant's ability to perform his or her academic work, or on other terms or conditions of his or her affiliation with the school.
- The names of other individuals who might have been subject to the same or similar harassment.
- What, if any, steps the complainant has taken to try to stop the harassment.
- Any other information the complainant believes to be relevant to the harassment complaint.

WITHDRAWAL OF COMPLAINT

Individuals may seek to withdraw requests for investigations or, where appropriate, ask to have their case transferred to another forum by writing to the Chief Operating Officer within seven working days of filing their complaints. Future Generations reserves the right, however, to continue with an investigation on its own initiative.

DISCIPLINE

Students who violate this policy are subject to appropriate discipline. Discipline may range from periodic monitoring of the respondent by her or his faculty to expulsion, where warranted, and may include required attendance at counseling or training. Persons who violate this policy may also be subject to civil damages or criminal penalties.

CONFIDENTIALITY

All inquiries, complaints, and investigations are treated confidentially. Information is revealed strictly on a need-to-know basis and shall be kept as confidential as possible. The identity of the complainant, however, is usually revealed to the respondent and witnesses. The Chief Operating Officer can answer any questions relating to the procedures for handling information related to complaints and investigations to complainants and respondents.

Consensual Romantic & Sexual Relationships Policy

It is the policy of Future Generations Graduate School that no faculty or staff member shall have a consensual romantic or sexual relationship with a student over whom he or she exercises academic or professional authority. It is also Future Generations Graduate School policy that no faculty member shall exercise academic or professional authority over any student with whom he or she has or previously has had a consensual romantic or sexual relationship. This is a zero tolerance policy.

STATEMENTS OF COMPLIANCE

Future Generations Graduate School complies with all federal laws and regulations including Title VI, Section 601 of the Civil Rights Act of 1964; Title IX of the Higher Education Amendments of 1972, as amended by Public Law 93-568; the Family Educational Rights and Privacy Act (Section 438 of the General Education Provisions Act, Title II of Public Law 90-247), as amended; Section 504 of the Rehabilitation Act of 1973; the Student Right-to-Know Act; and the Drug-Free Workplace Act of 1988.

Civil Rights Act of 1964 (title VI, Section 601)

This institution of higher education complies with the Civil Rights Act of 1964 (Title VI, Section 601). The Act provides that "no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Inquiries concerning the School's obligations under this Act may be addressed to the Executive Director. Any student or applicant who believes that Future Generations has failed to comply with this Act may file a written complaint with the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

Non-Discrimination Policy

Future Generations Graduate School admits students of any race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, or genetics 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, sex, sexual orientation, religion, creed, and national or ethnic origin in administration of its education policies, admissions policies, financial aid, and other related programs. This policy meets the requirements of the Internal Revenue Service's Revenue Procedure 75-70, dated March 1976.

Rehabilitation Act of 1973

Future Generations does not discriminate on the basis of handicap in the recruitment and admission of qualified students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations.

Title IX, Higher Education Amendments of 1972, Amended by Public Law 93-568

This institution complies with the regulations established to effectuate Title IX of the Higher Education Amendments of 1972, as amended by Public Law 93-568. We adhere to the letter and spirit of the law with a policy of nondiscrimination on the basis of sex. This policy applies to our educational program and activities, and extends to employment, admissions, and recruitment of both students and employees.

Family Educational Rights & Privacy Act (FERPA)

The Graduate School complies with the Family Educational Rights and Privacy Act (Section 438 of the General Education Provisions Act, Title II of Public Law 90-247), as amended. This Act provides that students attending any post-secondary educational institution that receives federal funds are entitled to access their education records kept by the institution in order to inspect and review those records. Students are entitled to request the amendment of any information in their records which they feel is inaccurate, misleading, or otherwise in violation of their privacy or other rights. Copies of the complete Statement of Policy and Procedures in compliance with this Act may be obtained from the Registrar's Office. Any student who believes that this institution has failed to comply with the provisions of this Act has the right to file a complaint, in writing, with The Family Educational Rights and Privacy Office, Department of Health, Education, and Welfare, 330 Independence Ave. S.W. Washington, D.C. 20201.

The Family Educational Rights and Privacy Act of 1974 restricts access to and disclosure of information from students' educational records without the written consent of the student, except in certain instances permitted under the Act. "Directory Information" (as defined by FERPA) will be disclosed without prior written consent unless a student notifies the Records Office to restrict the release of that information.

Directory information includes:

- Student's name
- Address
- Telephone listing
- Date and place of birth
- Major field of study
- Participation in officially recognized activities
- Dates of attendance
- Degrees and awards received
- Community profile
- The most recent educational agency or institution attended by the student

Student Right-to-Know Act

Future Generations Graduate School, in compliance with the Student Right-to-Know Act, makes available to any enrolled or prospective student its completion or graduation rate. This information is available in the Office of the Registrar upon request.

Clery Act and Institutional Security Policies

In order to meet compliance with the federal regulations concerning institutional security policies and crime statistics under the Clery Act, a copy of the current year's Annual Security and Fire Safety Report may be

requested. Statistics in the annual report will cover the federally mandated period of January 1 through December 31 for the previous three calendar years.

Drug-Free Workplace Act of 1988

In accordance with the Drug-Free Workplace Act of 1988, the Graduate School hereby notifies all faculty, staff, administrators, and students that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited on campus. Any campus member found to have violated this prohibition may be subject to disciplinary action up to and including dismissal, or be required to satisfactorily participate in a drug abuse assistance or rehabilitation program as a condition of continued employment. The drug abuse assistance/rehabilitation program shall be one that has been previously approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency. The imposition of such disciplinary action or requirement to satisfactorily participate in a drug abuse assistance/rehabilitation program is premised solely upon a violation of this prohibition and does not require a criminal conviction.

Institutional Review Board

Future Generations Graduate School is committed to the protection of the rights and welfare of human subjects in all research, class projects, and relative activities. The Institutional Review Board (IRB) upholds the standards of government agencies (Federal Regulations Title 45, Code of Federal Regulations, and Part 46).

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