Future Generations University

Academic Catalog | Class 2019 & Class 2020

Future Generations University

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Effective Dates of Academic Catalog:
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Nondiscrimination Policy
Future Generations University 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 and 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.

Institutional Status
Future Generations University, a 501(c)(3) nonprofit institution of higher education, is accredited by the Higher Learning Commission, as recognized by the U.S. Department of Education.

Welcome

Future Generations University welcomes students from around the world. Given the diverse contexts of our student body, this Academic Catalog has one purpose – clarity. The Catalog's programmatic and policy explanations aim to further student success. Students are encouraged to prepare for their graduate work by reading carefully this entire document. The administration, faculty, and staff of the University wish each student a meaningful learning experience and positive application of knowledge and skills in community.

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General Information

Mission

Future Generations University promotes research, learning and action to achieve inclusive, sustainable change worldwide.

Vision

Future Generations University seeks a global shift in practice that builds from successes in communities, leads with evidence, and focuses on behavioral change to achieve just and lasting futures for communities. It promotes demonstrations of more effective practices that fit local ecology, culture, and economy. Our vision is to grow a better world for present generations and generations yet to come.

Core Values

Future Generations University 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 communities. The University's programs adopt a holistic, integrated, and ecological approach to community change. These programs emphasize equity, empowerment, and self-confidence, especially among marginalized peoples. The University commits itself to ethical standards of community change, sustainable livelihoods, conservation, and peacebuilding. The University strongly supports freedom of expression and the pursuit of truth in teaching and learning.

History

Future Generations University is part of an international network of nonprofit organizations. The original charitable organization, Future Generations, was incorporated in 1992 in response to UNICEF research projects. In 2003, the West Virginia Education Policy Commission approved the institution's offering of a Master of Arts in Applied Community Development and Conservation. In 2006, the Higher Learning Commission, as regulated by the U.S. Department of Education, granted initial accreditation to Future Generations Graduate School. In 2017, the institution was officially recognized as Future Generations University. It now offers a Master of Arts in Applied Community Development and five specializations: Ecosystem Resilience & Conservation, Engineering Enterprise, Leaders for Peace, Leadership, and Linguistic Development Education.

Accreditation

Future Generations University, a 501(c)(3) nonprofit institution of higher education, is accredited by the Higher Learning Commission, as regulated by the U.S. Department of Education.

Admissions & Financial Aid

Admissions Process

Future Generations University actively recruits those who are committed to community-based change. The Admissions Office provides guidance to prospective students throughout the application process.

Initial Steps
- Complete the online application found under Apply Now at www.future.edu.
- Submit academic transcripts and Statement of Purpose with the application. Or if these are unavailable when applying, email them to admissions@future.edu.
- Ensure that the Letter of Recommendation is submitted by referee, who will receive a request from Future Generations University when the application is submitted.
- Respond promptly to any communication from the Admissions Committee. The applicant may be asked for more information or for a personal interview.
- At all times, feel free to pose questions to admissions@future.edu.

Requirements
Record of Professional Experience
Some significant form of community-based work (either volunteer or paid) is essential for admission. It is recognized that such field or community experience may take a variety of forms. Future Generations University reserves the right to contact previous employers or volunteer supervisors to validate the accuracy and quality of this experience.

Educational Background & Transcripts
Applicants are to have completed a Bachelor's degree from an accredited college or university.

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 this 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 contain the required information. Future Generations University reserves the right to contact the institution to validate the authenticity of the information provided on the transcript.

Personal Statement
It is expected that applicants be engaged in some significant form of community-based work (either volunteer or paid). The Statement of Purpose should highlight how the student means to use the Master of Arts in Applied Community Development to improve his or her ability to serve 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 Master of Arts program. Examples are towns, neighborhoods, schools, nonprofits, businesses, or self-identifying groups. The Statement of Purpose should clearly articulate personal goals and objectives.

Admitted applicants must remain engaged with their community throughout the length of the program. Should one disengage from their community during enrollment, they must file a written appeal with a solution for completing their course of study, including proper justification. If the proposed solution is not submitted to or accepted by the University in a timely fashion, students will be put on Academic Probation until a suitable alternative community is engaged. An applicant's community must actively support the student's enrollment (see letter of recommendation).

Letter of Recommendation
An applicant is to arrange for a letter of recommendation from a current community supervisor, employer, leader, or mentor. An applicant names this referee in the Application. The University contacts this person directly and asks that he or she address the following:
- The applicant's professional experience and community-based work.
- The relevance of this Master of Arts program to the applicant's role in community life.
- The support of community for the applicant's course of study.
- Any financial support that the community or employer may offer in support of the applicant.
- How will this applicant be introduced into their community-based work.

The perceived value of the applicant's community services and insights.

The applicant's track record and proven abilities in regard to community impact.

English Proficiency

The Admissions Committee seeks to ensure language equity and learning for every member of the Master of Arts program. Non-native speakers of English must demonstrate English language competency in at least two of the following ways, as deemed sufficient by the Admissions Committee:

Completion of a degree or diploma program using English as the medium of instruction, and as reflected in a transcript (if applicable).

Statement of Purpose (mandatory).

The Admissions Office may request an interview and/or proctored written assignment to assess English proficiency and readiness for the Master of Arts program.

A TOEFL score, if available, will be reviewed, but it is not required. Applicants unable to submit a TOEFL score may be required to complete an interview and a proctored written assignment.

Internet Connectivity

Interactive online courses and the ePortfolio require reliable Internet and email connectivity. Students must be able to access the Internet on a regular basis. Ensuring this access is each student's responsibility.

Each student must own or have access to a laptop computer, which is essential to field situations, both in one's community and during Field Residential studies, if a student chooses to attend.

Provisional Acceptance (Non-Matriculating)

The Admissions Committee seeks candidates who are societal teachers of social change, moral agents, and change entrepreneurs. The Committee takes into consideration unusual circumstances in background or training that may strengthen an application with evidence of one's ability to complete this Master of Arts successfully. Provisional acceptance may be offered in special cases.

Financial Aid Process

Once an applicant is admitted, the Financial Aid process begins. The University follows a need-aware process, asking basic financial questions in the Admissions Application. This is followed by a formal Financial Aid process after one's admission.

Financial Aid Application

Upon admission, an applicant receives an Acceptance Letter along with a Financial Aid Application and a checklist entitled "Funding Your Master's Degree." This checklist helps the applicant partner with the University in identifying funds to fulfill the tuition balance. It allows the University to see what efforts the applicant has undertaken in fundraising. The Financial Aid Application must be completed and returned to the Financial Aid Committee, which then determines whether to award a scholarship. The Committee sends a Financial Aid Award Letter to the applicant outlining the Financial Aid package and the amount deemed to be his or her responsibility. Both the Chair of the Financial Aid Committee and the applicant must sign and date this agreement. While the University does all that it can to minimize tuition, so too applicants and students must be prepared to pay any tuition balance each semester.

Federal Financial Aid (for U.S. Students only)

Future Generations University is accredited by the U.S. Department of Education. This enables U.S. students to apply for Federal Loans. The University adheres to all federal student aid guidelines. It can advise U.S. students on how to access Federal Title IV Aid. This entails completing and submitting the Free Application for Federal Student Aid (FAFSA) to determine eligibility for low-interest loans (unsubsidized Federal Stafford Loans, Federal Perkins Loans, and Federal PLUS Loans). For detailed information and forms concerning the Financial Aid process for U. S. students, refer to the Financial Aid Handbook on the website (www.future.edu/financial-aid.html).

Academics

Overview of the Master of Arts

The Master of Arts calls upon student creativity, knowledge, leadership, relational skills, and self-directed discipline to develop strategies for change that fit the ecology, economy, and culture of a place.

Several features distinguish this Master of Arts:
- Communities are our classrooms and the world is our campus.
- We are diverse. Our students have come from 38 countries and our faculty from seven.
- Optional Field Residentials have been hosted in China (Tibet), Haiti, India, Kenya, Namibia, Nepal, Peru, Rwanda, and the United States.
- Our blended learning approach combines online, field-based, peer-to-peer, and community-driven instruction.
- Students learn in the context of their communities. They share this perspective with classmates worldwide. No one need leave home or work to engage in the dozen courses that comprise this Master of Arts. Students only take leave from their context to join optional Field Residential studies, which introduce them to exemplary community and country development programs, and allow them an opportunity to explain to classmates the challenges and successes of their respective contexts.
- Across four terms of courses, students develop ePortfolios that showcase their life work, community-based inquiry, analysis and action, and the potential of partnerships for sustaining their important work.
- Upon graduation, students are invited to join a global network of alumni and communities. They move from a 22-month University learning experience (future.edu) to a lifelong collegial network (future.org) that continues critical research, teaching, and action.

The most important reality is the vantage point of each community, which may be understood as a group of people who share something in common (values, resources, interests, culture, and risks) and have the potential to work together. A community may be based on place, identity, or organization. Each student in this Master of Arts accepts a responsibility toward a community, and applies new knowledge and skills to advance lasting community solutions.

Students represent a wide diversity of professions, cultures, and backgrounds. Many are mid-career practitioners. Some are new to their field. Some carry advanced academic degrees. Others hold a baccalaureate degree. Some are from areas torn by poverty, ecological degradation, economic instability, and conflict. Others have lived with security and affluence. Still our students have in common a desire to realize local empowerment, community success, and the potential to scale up existing achievements.

Faculty build courses upon community wisdom, inter-disciplinary science, and best field practices. Courses include online materials, site-specific case studies, peer-to-peer discourse, community lab work, and Field Residential experiences. Students observe, research, test, and follow transformative human energy in communities with the aim to facilitate a more equitable and sustainable future.

Learning Streams

The Master of Arts program blends different streams of instruction to adapt to the student's learning styles and foster community-based learning. All courses include face-to-face and online components that are complemented by applied fieldwork in communities. In addition, all courses call on students to revise and strengthen their analysis in an ePortfolio.

Online Learning
Before the start of each semester, all course books, readings, and other educational resources are provided. Faculty use the program's technology platform to introduce conceptual and theoretical coursework. They help students identify and use valuable free online resources. 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 context.

Face-to-face Learning
Audio-Visual Conferencing: Because Future Generations does not have a physical campus, it facilitates Zoom audio-video conferences for face-to-face learning online. Naturally, this looks and feels differently than studying on a physical campus. The University strives, however, to provide students with an equally dynamic and engaging experience. Through use of the Zoom conferencing platform, students interact with each other and faculty as a full class and in break-out groups. Every class requires active participation in Zoom sessions.

Field Residentials: Augmenting this face-to-face learning, students and faculty may choose to participate in regional and global Field Residentials. These are offered between semesters and last one or two weeks. Students congregate from around the world or within a specific region for collaborative and applied learning. Field Residentials introduce students to leading practitioners of social movements, holistic development, and community change. Each Field Residential is

credit-bearing: one credit per week of immersion. There is an additional participation fee for these optional Field Residentials covering accommodations, meals, in-country transportation, and all program costs. Students also pay for any requisite visa and transportation to the Field Residential location. The Graduation Ceremony concludes the fourth Field Residential. Detailed information on FRs follows under Course Descriptions.

Community Labs

Every aspect of this Master of Arts program speaks to the assets, energy, needs, and questions of communities. The charge is to apply learning in real life. Community Labs present opportunities for experiential learning and applied theoretical knowledge and skills in authentic situations, and promoting community engagement. They are linked to specific courses and there may be a student-directed option, particularly for designing learning artifacts. Community Labs may take the form of working as a volunteer, associate, or entrepreneur in an organization, school, nonprofit, business, or project. They are carefully planned by students with guidance from professors, local instructors, and Regional Academic Directors, together identifying relevant learning outcomes and activities in support of each Student Learning Plan.

ePortfolio Integration of Learning

Each student develops an ePortfolio throughout the 22 months of the Master of Arts program. Using different media and learning artifacts from courses, Community Labs, and Field Residentials, the ePortfolio showcases a student's learning trajectory. It may include examples of life experience and achievement, exemplary coursework, community-based inquiry, analysis and action, reflective writing of personal and intellectual growth, and how one intends to sustain important work. The ePortfolio is designed and maintained as part of the Project Research in Community (PRC) course sequence, beginning with Graduate Study Foundations (PRC 601) and ending with Synthesis & Integration (PRC 604). Students document and synthesize lessons learned from classes and community work and may undertake research- or practice-oriented projects. The ePortfolio documents student learning with pertinent artifacts and with guidance from PRC faculty and Specialization Directors.

The ePortfolio is introduced in Base Camp, which opens the first of four Project Research in Community (PRC) courses. In Graduate Study Foundations (PRC 601, semester I), students learn the purpose, design and potential of an ePortfolio for articulating thought and work and for connecting theory to practice. In Social Research Methods (PRC 602, semester II), students explain and justify their approach to community-based inquiry. In Monitoring and Evaluation (PRC 603, semester III), students present their strategy for tracking project deliverables and community change. In Synthesis & Integration (PRC 604, semester IV), students offer their ePortfolio as a unifying demonstrations of their respective academic and professional journeys.

Designing and updating an ePortfolio semester-by-semester is a useful self-evaluative process for students. It also helps the University assess effective teaching and learning. Should the University's selected ePortfolio platform no longer able to house the ePortfolio work of alumni/ae, all students will receive advance notice to transfer content to another ePortfolio platform.

Course Distribution

All students take three courses per semester, one in each of the following categories:

- Project Research in Community (PRC)
- Applied Community Change (ACC)
- Professional Skills and Knowledge (PSK)

PRC courses run all 18 weeks of each semester. They advance skills for graduate studies, methods of inquiry, project monitoring and evaluation, and the integration of community change and various sciences. Across all four PRC courses, each student refines an ePortfolio as described above.

ACC courses follow an 8-week intensive format during the first half of a semester. They introduce the theory and practice of applied community change through in-depth case studies of sustainable and scalable social movements.

PSK courses similarly follow an 8-week intensive format during the second half of a semester. These courses are normally determined by the student's chosen Specialization; students, however, may talk with their Specialization Director about enrolling in a PSK outside of their Specialization.

Specializations within the Master of Arts program include:

- Ecosystem Resilience & Conservation
- Engineering Enterprise
- Leaders for Peace
- Leadership
- Linguistic Development Education

For Class 2019, two Specializations are offered: Leadership and Linguistic Development Education. Eight students are needed to run a specialization. If this number is not met, students are enrolled in the specialization most relevant to their community or professional engagement. They are provided with the opportunity to take a self-directed path toward their desired specialization using the following process: 1) Students meet with Specialization Directors of both specializations (desired and actual); 2) Together they design a course plan, documented in the Student Learning Plan, which aligns with the Specialization Learning Competencies; 3) If Specialization Learning Competencies are met (as assessed in courses and ePortfolio), the student transcript will indicate the desired specialization.

Specialization Descriptions

Ecosystem Resilience & Conservation examines civilization, environment, and people together. It finds the balance of a healthy ecology and quality of life. Drawing on lessons from growing a 40,000,000-acre national park around Mt. Everest, this specialization connects to our graduates' work in Ugandan forests, Indian jungles, and North American urban recycling.

Engineering Enterprise calls on engineers to lead community enterprise and holistic development, and on entrepreneurs to deploy goods designed for community well-being. Students learn how to lead and teach human-centered design, sustainable business, and proactive service.

Leaders for Peace focuses on finding and growing peaceful places in areas of conflict using social science research, community engagement methods, and effect modes of communication. This specialization is supported by the legacy of Kathryn W. Davis and the Davis Project for Peace.

Leadership equips students for effective nonprofit work and community development. They learn communication, facilitation, and administrative skills. They examine projects, organizations, development approaches, and leadership styles.

Linguistic Development Education builds capacity to design, create, deliver, monitor, evaluate, and improve language and development curricula in different country contexts. Language teachers are changemakers who enable intercultural communication and regional-global discourse on development.

Academic Calendars

Class 2019

Two Years of Learning

Graduation
Start year 1 (February 26, 2018)
Start year 2 (February 4, 2019)

IV I
TERM
III II

ACC · PSK · PRC · ACC · PRC · PSK · ACC · PRC · PSK · ACC · PRC · PSK

Applied community change (ACC)

Professional skills & knowledge (PSK)

Project research in community (PRC)

Regional or global residential (optional)
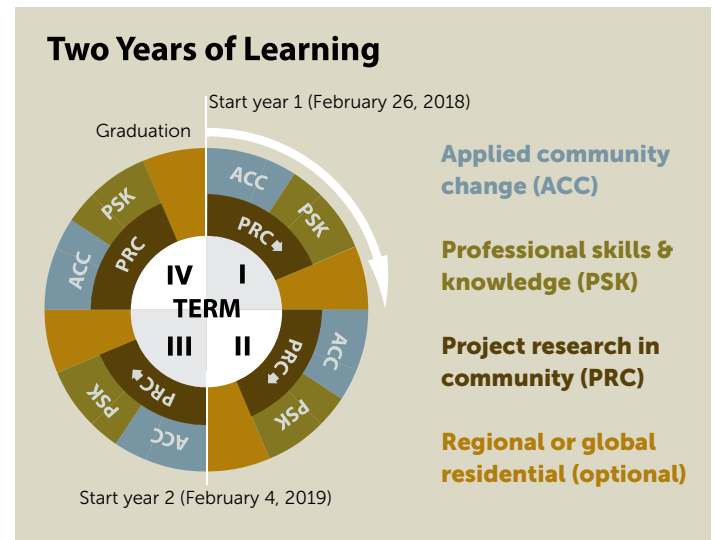
Semester I: February 26 – June 29, 2018
Begins with a one-week Base Camp
ACC 601 Introduction to Community Change
PRC 601 Graduate Study Foundations
PSK 601 Nonprofit Management
PSK 607 Theory & Practice of Language Acquisition
Field Residential Vietnam

Semester II: August 20 – December 21, 2018
ACC 602 Health for All
PRC 603 Monitoring & Evaluation
PSK 604 21st Century Communication
PSK 608 Lifelong Development Education
Field Residential India

Semester III: February 4 – June 7, 2019
ACC 603 Going to Scale
PRC 602 Social Research Methods
PSK 610 Bridging & Negotiating Differences
PSK 605 Social Entrepreneurship
Field Residential United States

Semester IV: August 19 – December 20, 2019
ACC 604 Sustainable Communities
PRC 604 Synthesis & Integration
PSK 602 Strategic Resource Mapping
PSK 603 Leading Enterprise, Education & Movements
PSK 611 Action Research for Learning Enhancement
Global Field Residential & Graduation Ceremony TBD

Class 2020

Two Years of Learning

Applied community change (ACC)

Professional skills & knowledge (PSK)

Project research in community (PRC)

Regional or global residential (optional)

Semester I: February 4 — June 7, 2019
Begins with a one-week Base Camp
ACC 601 Introduction to Community Change
PRC 601 Graduate Study Foundations
PSK 605 Social Entrepreneurship
PSK 607 Theory & Practice of Language Acquisition
Field Residential India

Semester II: August 19 — December 20, 2019
ACC 603 Going to Scale
PRC 603 Monitoring & Evaluation
PSK 602 Strategic Resource Mapping
PSK 604 21st Century Communication
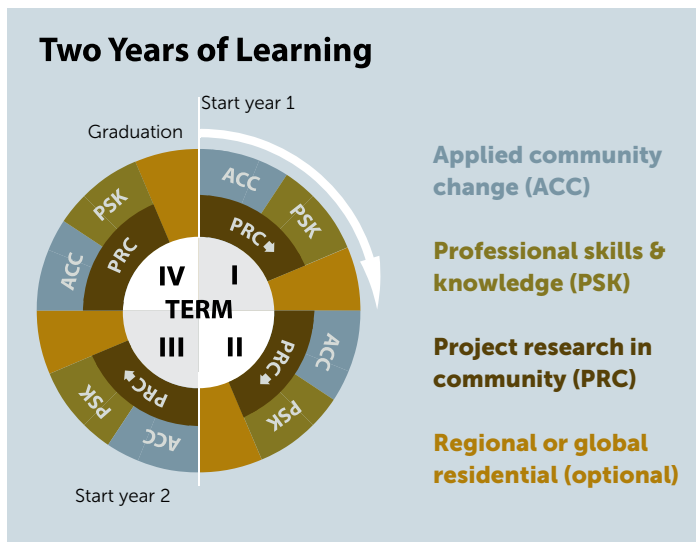**PSK** 608 Lifelong Development Education
Field Residential United States

Semester III: February 3 — June 5, 2020
ACC 604 Sustainable Communities
PRC 602 Social Research Methods
PSK 603 Leading Enterprise, Education, & Movements
PSK 611 Action Research for Learning Enhancement
PSK 613 Natural Resources & Conflict
Field Residential TBD

Semester IV: August 17 — December 18, 2020 **ACC** 602
Health for All
PRC 604 Synthesis & Integration
PSK 601 Nonprofit Management
PSK 610 Bridging & Negotiating Differences
Field Residential & Graduation Ceremony TBD

Program Learning Outcomes

These Program Learning Objectives (PLOs) follow upon the Mission of the University. Critical thinking applies to the Mission's three fundamental goals: promoting research, learning, and action that achieve inclusive, sustainable change worldwide. Graduates are equipped to be community leaders of change – in conservation, development, education, engineering enterprise, and peacebuilding. Leadership capacity guides the five Specializations of the Master of Arts, each with goals in addition to these ten PLOs.

PLO	Objectives
1.	Graduates can purposefully apply SEED-SCALE and related social change theories as comprehensive frameworks.
2.	Graduates can analyze and synthesize information from online, print, and experiential sources, resulting in concise, academically honest, written and oral exposition.
3.	Graduates can employ quantitative and qualitative evidence-based methods to monitor and critically evaluate programs.
4.	Graduates can articulate and apply relevant leadership and management styles in various community and professional contexts.
5.	Graduates can implement participatory action methods in the context of community change.
6.	Graduates can deploy technology tools that advance collaborative research and collective learning.
7.	Graduates can demonstrate skills in respectful dialogue, facilitation, and cross-cultural communication.
8.	Graduates can design an ePortfolio which integrates knowledge and competencies acquired from field evidence-gathering, experiences, interactions with peers and the community, and lessons from coursework.
9.	Graduates can employ context-appropriate resource management strategies for natural resources, human personnel, and finance.
10.	Graduates can demonstrate vision and imagination in their community work, course work, and engagement with others.

Specialization Learning Competencies

Ecosystem Resilience & Conservation

1. Graduates can understand and work with complex adaptive systems.
2. Graduates can balance the needs of human development and ecosystem services.
3. Graduates can engage multi-sectoral input.

Engineering Enterprise

1. Graduates can map resources and plan comprehensively for local social enterprise and smart technologies.
2. Graduates collaborate across development-related disciplines in diverse contexts.
3. Graduates learn to lead in both business and social enterprise.

Leaders for Peace

1. Graduates can apply peacebuilding and conflict resolution principles in their professional context.
2. Graduates demonstrate skills in negotiation and dialogue facilitation.
3. Graduates exhibit effective leadership in balancing diverse stakeholder interests.

Leadership

1. Graduates can demonstrate knowledge of local nonprofit guidelines and effectively navigate the legal frameworks under which they operate.
2. Graduates exhibit inclusive approaches to community leadership demonstrated through effective management and facilitation skills.
3. Graduates can articulate effective branding and communication strategies using a diverse variety of media types.

Linguistic Development Education

1. Graduates can competently contribute to innovative language and development curricula.
2. Graduates exhibit professional confidence in monitoring, researching, designing, evaluating, and propagating curricula in the context of sustainable development.
3. Graduates collaborate with government, public and private educational bodies, and linguistic and development disciplines in service to diverse populations.

Degree Program Details & Requirements

Course Requirements for Graduation

Students are required to complete at least 36 credit-hours through coursework according to the distribution indicated below. All four courses within each of the three domains are worth three credits.

Domain Name	Abbreviation	Courses	Credits
Applied Community Change	ACC	4	12
Project Research in Community	PRC	4	12
Professional Skills & Knowledge	PSK	4	12

Additional credits may be earned through Field Residentials. In general, one credit is earned for each week of a Field Residential. Field Residentials typically range from one-week to two-week experiences, and successful completion of either equals one and two credits, respectively.

There are also Special Studies Courses (SSC), which provide the opportunity for Independent Study. The number of credits earned is determined by the Chief Academic Officer.

No more than nine credits, and no more than one course in each domain, may be substituted with Field Residential and SSC credits. The Chief Academic Officer and one's Specialization Director must approve any course substitution.

No more than six credits may be earned through Field Residential participation. A student may, however, earn credit for Independent Study related to Field Residential participation, as determined in consultation with a core faculty member of the University. The Chief Academic Officer and one's Specialization Director must approve any award of credits for Field Residential and Independent Study above six credits. Core faculty of the University are full-time employees who teach, research and/or provide administration.

No substitution is allowed for these four required courses:
• ACC 601 – Introduction to Applied Community Change
• ACC 603 – Going to Scale
• PRC 601 – Graduate Study Foundations
• PRC 604 – Synthesis & Integration

Course scheduling:

Courses will be offered as stated in the Academic Calendar. They are available only in the semester where listed. Courses may be canceled if there is insufficient enrollment or other unforeseen circumstances, but the University will ensure that students have the courses required for Graduation. Students needing to re-take a course may do so with a subsequent cohort, as approved by the Chief Academic Officer and one's Specialization Director.

Course Descriptions

All courses are listed below, including those not scheduled to be taught during Classes 2019 and 2020.

APPLIED COMMUNITY CHANGE (ACC)

ACC 601 Intro to Community Change (required)   3 credits

Introduces students to SEED-SCALE as the underlying theory and method of this Master's degree. This process allows communities to evolve site-specific designs that grow change, use resources possessed by the community, and initiate action that emerges from the community's current socio-economic reality.

ACC 602   Health for All   3 credits

Presents different community change and development perspectives, and the bases of evidence supporting them. Its primary case study examines how health is produced and sustained within and by communities. It explores the strategies by which health and well-being can be achieved by all people, especially undeserved and marginalized groups.

ACC 603   Going to Scale (required)   3 credits

Examines a persistent challenge in community development, namely how to support a success that was occurring in one community so as to go to scale. This course advances knowledge to improve participatory processes of research and action with communities and agencies that support them. Traditional and alternative approaches to scaling up are introduced for critical comparison. Students develop a grant proposal or case study for expanding impact through SEED-SCALE.

ACC 604   Sustainable Communities   3 credits

Engages students in approaches to sustainable livelihoods and healthy communities. Students examine the adoption of community-centered rather than technocratic approaches to development work. They chart how communities learn to build on their own research, resources, and assets for improving their quality of life.

ACC 605   Empowerment   3 credits

Offers students a theoretical and practical understanding of empowerment from the literature and the action occurring in their communities. 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).

PROFESSIONAL SKILLS & KNOWLEDGE (PSK)

PSK 601   Nonprofit Management   3 credits

Covers organizational skills and strategies for effective planning, funding, managing, leading, and partnering. Students gain an overview of financial management, grant writing, and reporting. They review effective methods to monitor and evaluate sustainable and scalable development projects.

PSK 602   Strategic Resource Mapping   3 credits

Examines longitudinal societal, economic, geographic, natural resource, environmental, and political metrics and mapping for technical needs, natural resources, and effective intervention in communities and countries. Students learn mapping as a tool for narrating the change of communities - their assets, needs, boundaries, and trajectory.

PSK 603   Natural Resource Management   3 credits

Presents a process for students to identify natural resource assets and build local capacities to comprehend, manage, and govern the use of these resources. This course aims to ensure that a community's use of natural resources has positive environmental and socioeconomic impact.

PSK 604   21st Century Communication   3 credits

Introduces students to the power of understanding and using communication for social behavior change. This course will focus on how to plan and develop effective communication approaches and interventions while building specific skills using various multimedia tools, platforms, and practices.

PSK 605   Social Entrepreneurship   3 credits

Addresses the most frequently mentioned needs to growing an enterprising organization—community, society, and economics. Students will apply concepts to their own organization or an idea they wish to explore. Emphasis will be placed on strategy to bring clarity and focus in order to grow their organization's effectiveness and impact. Special consideration will be given to key stakeholders, including volunteers (an underleveraged asset in most non-profit organizations.) This course presents specific strategies to motivate, recruit, track, and retain social engagement. Community labs will allow participants to plan and design analysis, social impact measurement, funding, as well as key issues identified by students in the class.

PSK 606 Peacebuilding & Conflict Transformation 3 credits

Understands social change as both an outcome and a source of conflict. It introduced the study of peace and conflict as integral to comprehending the process of social change. This course focuses on conflict within and between communities and how conflict and be transformed to achieve peaceful outcomes.

PSK 607 Theory & Practice of Language Acquisition 3 credits

Draws on psychology and linguistic theory to create innovative, motivating, and effective methods, techniques, and strategies for combining language and development learning. Students engage concrete steps of curriculum design and delivery for diverse age groups—elementary, secondary, tertiary, and adult.

PSK 608   Lifelong Development Education   3 credits

Presents the challenge of inter-generational and integrated modes of education that inform the quest for well-being. Students learn how a country's pursuit of the 2030 United Nations Sustainable Development Goals strategizes the balance of local contextual experience with global knowledge and collaboration.

PSK 609   Comprehensive Resilient Engineering   3 credits

Delves into the meaning and context of pursuing Comprehensive, Resilient, Infrastructural, and Systemic Planning (CRISP) solutions. Students learn to respond not only to technological and business challenges but also cultural, geographic, economic, gendered, and political contexts.

PSK 610   Bridging & Negotiating Differences   3 credits

Situates students in broader development literature, theories of change, cross-cultural wonder, and inter-disciplinary work. Students move back-and-forth between very different realities beginning with rural and urban, then rich and poor, and ultimately ask of their own context and work, "Whose reality counts?"

PSK 611   Action Research for Learning Enhancement 3 credits

Introduces students to an iterative process of continual monitoring, evaluation, and participatory research for improved curricular design and delivery. Students learn to refine principles, strategies, and techniques for teaching and learning excellence. They identify indicators of change for self-evaluation and collective decision-making.

PSK 612   Social Movements, Social Change   3 credits

Supports the work of local leaders who positively channel the energy of diverse groups (age, nationality, race, ethnicity, caste, gender, religion, and socio-economic status) for peacebuilding. Inter-group dialogue is used as a tool to engage alienated groups in safe conversations, to dismantle the perceptions of the other, and to create alliances for cooperation and peaceful coexistence.

PSK 613   Natural Resources & Conflict   3 credits

Examines how natural resources—oil, minerals, land, forest, and water—complicate conflicts and expose low-income countries and communities to risk and instability. Students design innovative interventions for cooperation and conflict prevention for natural resources management, conflict analysis, local governance, and peacebuilding.

PSK 614   Strategies for Conservation   3 credits

Questions the limitations of traditional conservation approaches that establish protected areas and relocate people outside these boundaries. Here students review and analyze policies and trends affecting conservation in their communities. As practitioners, they design and promote alternatives that fit their specific settings.

PSK 615   Food & Water Security   3 credits

Examines the relationship of agricultural systems, food production and security, water security, inter-state riparian concerns, and demographic change. Beginning with a broad historical analysis, this course then addresses contemporary issues and their application to the students' communities and countries.

PSK 617 Leading Enterprise, Education & Movements 3 credits

Investigates the holistic role of social entrepreneurs with business sensibilities and societal empathy in community development – whether nonprofit, for-profit, or public-private partnership. Students learn to strategize at the intersection of infrastructure, local economics, and public policy, and see themselves as catalysts of broader social change.

PROJECT RESEARCH IN COMMUNITY (PRC)

PRC 601   Graduate Study Foundations (required)   3 credits

Lays the basis for successful graduate-level inquiry. It establishes conceptual principles, develops important academic skills, and helps students master their use of the Course Management System and the ePortfolio platform. Students explore effective strategies for peer-to-peer discourse and self-directed advanced learning.

PRC 602   Social Research Methods   3 credits

Examines how development practitioners observe and analyze change in communities. Students learn to refine hypotheses of change, design holistic research methods and strategies, apply qualitative and quantitative concepts and approaches for data collection, conduct a literature review, and present findings in community contexts.

PRC 603   Monitoring & Evaluation   3 credits

Presents a conceptual framework and practical skills for conducting iterative critical examination of programs and projects in community development work. Students learn to use suitable metrics for indicators as a scientific methods to simplify complex data collection and analyses.

PRC 604   Synthesis & Integration (required)   3 credits

Guides students in the completion of their ePortfolios, reflects on lessons learned and applied throughout this degree program, develops a robust peer review of ePortfolios, facilitates summative discourse and formative planning, and welcomes graduates to network and collaborate with Future.org. Presentations of ePortfolios occur at the Field Residential.

SPECIAL STUDIES COURSES (SSC)

Special Studies Course (SSC) designations are used for all courses not included in the general categories listed above. The number of credits earned is determined by the Chief Academic Officer and Registrar.

SSC 691-695   Special Topics   TBD credits

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

SSC 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.

SSC 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 this opportunity. It must be reported in the student's ePortfolio with appropriate artifacts. A specific title is used in each instance and entered on the student's transcript. It is a prerequisite that faculty give prior approval for a proposed internship.

SSC 698   Independent Study   TBD credits

These are individually supervised creative projects in subject areas that fall outside the scope of formal courses. Or they may build upon the scope of existing courses for students bringing a depth of knowledge in a given subject area. A specific title is used in each instance and entered on the student's transcript.

SSC 699   Supervised Research   TBD credits

This designation is for supervised, individual research on topics related to a Student Learning Plan. It is a prerequisite that faculty give prior approval for a proposed internship.

FIELD RESIDENTIALS (FR)

FR 601   Vietnam Residential   1 credit

The Vietnam Residential aligns with the Program Learning Outcomes of the Bending Bamboo project for the Linguistic Development Education specialization. Students from the Leadership specialization are welcome, and will be integrated into residential experiences. Assessment will be pass/fail.

FR 602   India Residential   2 credits

The India Residential, offered in January 2019, presents the opportunity to learn methods of social change while visiting Gandhi's Ashram in Sevagram and experiencing best practices of community-based development in different locations. One credit will be earned for the field experience and another credit for online learning in preparation for the visit. Assessment will be pass/fail.

FR 603   U.S. Residential   2 credits

The U.S. Residential, offered in July 2019, will most likely focus on the Appalachian area of the United States. Credits will include field visit and online preparatory learning. Assessment will be pass/fail.

FR 604   Location TBD   TBD credits

This residential will be offered in January 2020 and will feature the Commencement Ceremony for Class 2019 in addition to best practice sites in community development. The location will depend on interest and availability of students. Assessment will be pass/fail.

Policies for Field Residentials

Students gather in a given region or for a global experience of collaboration, applied learning, and focused study of best practices in the field. These Field Residentials enhance student relations. They introduce students to leaders of social movements, sustainable development, and community change.

Attendance

Although Field Residentials are optional, students are encouraged to participate in at least one such experience. They are rich learning opportunities that provide peer-to-peer discourse and collaborative examination of best practices in community change and sustainable development.

Timing

Field Residentials are offered between academic semesters. More than one experience may be offered at a given time. There may be occasion for students of two Classes to participate in a given Field Residential.

Credits

Each Field Residential is credit-bearing: one credit per week of immersion and, in some cases, one credit for online preparatory work. The actual time spent during the residential will be one to two weeks.

Costs

There may be a Field Residential fee in addition to tuition. This fee covers in-country accommodations, meals, transportation, and programming. Students also pay for any requisite visa and transportation to the location of the regional or global Field Residential.

Behavior

All Field Residential participants, including students, faculty, and staff, are expected to act in a mature and responsible manner, as specified under the Conduct Policies in this Academic Catalog, and in particular the Student Code of Conduct – Field Residential Attendance. Students must sign this Code of Conduct before leaving for a Field Residential. The Code of Conduct is specific to situations that may arise during the Field Residential and applies to the full Field Residential period, as defined by the arrival and departure dates. When there is a violation of the Code of Conduct, the Residential Director will speak directly with the person(s) involved. If, after this initial warning, the same individual(s) continue to violate the Code of Conduct, the Residential Director, in consultation with the Chief Academic Officer, has the authority to dismiss the student from the Field Residential. Fees will not be returned. Participation in future Field Residentials may also be in jeopardy as determined by the Chief Academic Officer. The individual(s) involved may appeal this decision which will then serve to initiate a grievance process and the formation of an ad hoc Grievance Committee, as described in this Academic Catalog.

Travel Documents & Baggage

It is each student's responsibility to address these items prior to and during any Field Residential:
- Passport and visa(s)
- Roundtrip tickets for transportion to the starting point of a regional or global Field Residential
- Replacement of lost documents (such as passport, visa, or tickets) during Field Residential participation
- Staying within baggage limits
- Cost of any excess baggage fees
- Packing as lightly as possible and adhering to the University's suggested packing list
- Reading, signing, and agreeing to abide by University forms and policies concerning Field Residential participation

Preparing for the Residential

Important preparatory information will be shared prior to all Field Residentials. Read these tips and adhere to them as closely as possible. In addition, prior to departing for any Field Residential location, students must read, agree to, and sign these forms:

- Health Information Form
- Photo Release
- Code of Conduct

Guest Visits to Residentials

Future Generations University reserves the right to invite staff, members of the Boards of Trustees, and special friends of the organization to attend regional and global Field Residentials. These guests are welcome to participate in activities with permission of the Residential Director. Invited guests are to coordinate their visits through the Chief Academic Officer so that faculty and students know in advance of their participation.

Certificates

Aside from the Master of Arts, students may pursue a Certificate. This entails successful completion of a course, or set of courses, in a particular subject area. Certificates signify competence in a specific technical or topical area. Certificates are not automatically part of a degree program, though some may be offered for academic credit and apply toward the Master of Arts. See the individual Certificate descriptions for information about whether and what kind of credit may be earned. When applicable, earned credit hours for Certificates are the same as for the Master of Arts.

Certificates are one pathway by which Future Generations University makes its training opportunities available to broader

audiences than by offering only the Master of Arts. While some Certificate participants choose to apply for the Master of Arts, this is not a requirement. Certificates also afford Continuing Education opportunities for professionals, alumni/ae of the Master of Arts, and other partner organizations.

Below are brief descriptions for Certificates currently being offered. Individual Master of Arts courses may sometimes be taken for Certificate credit. For further information, dates, and registration, consult the Certificate website at: https://learn.future.edu.

Maple Sap Collection and Syrup Processing

This Certificate combines high quality information and hands-on experience for entry into the maple business. In the fall, participants join weekend sessions that combine lectures and hands-on fieldwork, weekly video conferencing sessions, and readings. In the spring, the course continues with an internship with a local maple producer during the spring tapping season. While this is designed to meet the needs of U.S. armed services veterans, this Certificate is open to all. Owning your own maple trees is not a requirement. One credit is received for successful completion of the Certificate. Assessment will be on a pass/fail basis.

Gandhi's Social Change Methods

Learn Gandhi's methods where he taught them – his ashram at Sevagram, India. You will eat as he did, study on the same mud floors where he taught, and leave the course with the skill to use your words and actions to improve community life.

Grow the Change You Wish to See

Every community seeks a higher quality of life for its members and the promise of a secure future for all. Unite your community to cultivate this reality equitably and sustainably through locally-grown, grassroots change efforts. Learn to practice SEED-SCALE – a universally applicable approach to social change – using your community as your "classroom." This Certificate helps participants build a more just and lasting future for their communities, relying on existing resources and local leadership.

Linguistic Development Education

Here non-matriculating graduate students may enroll in any of the four Linguistic Development Education courses this Specialization of the Master of Arts. These courses include Theory & Practice of Language Acquisition, Lifelong Development Education, Bridging & Negotiating Differences, and Action Research for Learning Enhancement. Students completing one course and accompanying workshop receive a Certificate. Completing of all four courses and related workshops, a student receives a Diploma in Linguistic Development Education. This Diploma is one-third of the required work for the Master of Arts.

Academic Policies— Master of Arts

Graduation Requirements

Students must:
- Complete 36 credit hours of courses according to the Course Requirements for Graduation section of the Academic Catalog.
- Complete an ePortfolio that synthesizes coursework and learning in community.
- Maintain a minimum GPA of 3.0.
- Make full payment of all tuition, fees, and other financial obligations.

Upon meeting these requirements, the award of the Master of Arts degree is authorized by a vote of the Future Generations University Board of Trustees. Students who have withdrawn from a previous semester may participate in a Graduation Ceremony, but will not receive their Diploma until all requirements are met.

Financial Standing Policies

Down payment
A $500 deposit is required upon admission to this program. This deposit holds a student's place in the next Class. It is applied toward the costs of that student's final semester in the Master of Arts program.

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

Payment options
Students may make payments to Future Generations in one of three ways:
1. Checks and money orders should be made payable to Future Generations University and may be mailed directly to Future Generations University, 400 Road Less Traveled, Franklin, WV 26807 USA.
2. Students may submit their payment online using the links at www.future.edu.
3. Students may pay by wire transfer. To receive this wiring information, please e-mail the Finance Office at: accounts@future.edu.

Add, Drop, and Withdrawal
- In order to add or drop a course, the student will need to complete the Add-Drop Form found on the Future.edu website
- The deadline for adding a course will be one week from the first day of the course in question.
- The deadline for dropping (withdrawing from) a course will be four weeks from the first day of class.
- Completely withdrawing from a semester will be treated as withdrawing from each course that the student is enrolled in and will necessitate completing the Add-Drop Form.

Tuition and Deposit Refunds
- If a student drops a course during the first week of the course, he/ she will be refunded 100% of tuition costs paid by the student minus any banking fees. Both tuition and scholarship amounts will be re-calculated as a percentage based on credit hours.
- If a student drops a course after the first week but before the official drop date, he/she will be refunded 50% of the tuition paid minus banking fees for that class. Both tuition and scholarship amounts will be re-calculated as a percentage based on credit hours.
- After the official drop date, the student will not receive any tuition refund.
- For international students who plan on continuing, the refund will be credited to the next semester in order to save on wire transfer fees for the student and the University.
- The $500 deposit is held until semester IV when it is deducted from the student's tuition balance. If a student withdraws before semester IV and does not intend to continue in the Master's program, the deposit will be refunded.

Enrollment & Registration Requirements
Students must remain continuously enrolled during the program unless on an approved Leave of Absence, during which time they should not be working on the degree program. If a student's program extends beyond the expected 22-month time frame, there may be additional charges for the cost of advising, repeating courses, or making up coursework.

Student Evaluation

Course-Level Assessment
Students are evaluated on the basis of the fulfillment of course objectives and requirements as specified in syllabi 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 in each course. Assignments are framed as paired learning activities and artifacts that are worth a designated number of points. Some activities and artifacts may be required and others optional.

Each course will have activities and artifacts in three learning streams:
- Online instruction on the Moodle learning management system (LMS) and Mahara ePortfolio;
- Face-to-face learning on the Zoom audio-visual conference platform, peer-to-peer collaboration and instruction, and professional mentoring in the field; and
- Community Labs via diverse avenues for applied learning at one's place of work, alongside one's community, or through a community or organization affiliated with a classmate or the University.

Professors assign at least 20% of course evaluative credit to each of these three learning streams, by virtue of time spent in activities and/or points assessed for artifacts.

Academic Standards

To graduate, a student must have passing grades of at least C- on 36 credit hours of coursework.

A student's final course grade is reported as the number of points earned out of 100 total points attempted. The point system translates to letter grades. The grade point scale ranges from A (4.0) to F (0.0) as follows:

93-100 points:	A	(4.0)	76-79:	C+	(2.3)
90-92:	A-	(3.8)	73-75:	C	(2.0)
86-89:	B+	(3.3)	70-72:	C−	(1.8)
83-85:	B	(3.0)	66-69:	D+	(1.5)
80-82:	B−	(2.8)	0-66:	F	(0)

A student must maintain a minimum grade point average of 3.0 (B). No course in which a grade below C- (1.8) is earned may apply toward the degree completion.

Part-time Enrollment

For students who are having trouble with tuition payments or keeping up with the coursework, they may drop back to part-time enrollment. This would mean taking one or two courses in any given semester rather than the full three, and taking more time to complete the degree. Any student interested in the option should consult his/her Specialization Director or the Chief Academic Officer.

Incomplete Work

A student may request an Incomplete from a professor if he/she is behind in a course due to extenuating circumstances, or is working steadily toward course completion but needs more time. It is the decision of the professor to grant an Incomplete. If granted, the professor determines the completion date, but in no case may that date extend for more than one additional semester.

If the student does not submit the work by this date, the

professor awards a grade that reflects coursework completed up to that point. To be in good standing, students may carry no more than two Incomplete grades, an Incomplete and a grade below C−, or two grades below C− at any time.

Incomplete Grade Request 3-Step 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 Registrar (records@future.edu).
3. Professor approves or denies the request, signs the form, and emails the form to both the student and the Registrar.

An incomplete carried beyond the end of the semester may result in extra tuition cost to cover additional faculty time for overseeing completion of the course.

Pass/Fail

At the beginning of each semester, a student may choose Pass/Fail evaluation for one course. A grade of Pass will not affect a student's grade point average. Required courses (ACC 601, ACC 603, PRC 601, and PRC 604) may not be taken Pass/Fail.

Academic Probation and Dismissal: Failure to Meet Academic Standards

A student will be placed on Academic Probation if one of the following occurs:
- Receives two incompletes.
- Receives two grades below C−.
- Receives one Incomplete and one grade below C−.
- Grade point average falls below B (3.0).

Academic Probation status is automatic, not a subjective determination. A student's notice of grades and grade point average is the only notice given to the student.

Probationary status beyond one semester results automatically in Dismissal.

Academic Probation: Failure to Meet Community Requirement

Students must remain engaged with their community throughout the length of the program. Should students lack engagement with their community during enrollment, they will need to file a written appeal with a solution and proper justification to complete their course of study.

If the proposed solution is not submitted to or accepted by the University in a timely fashion, students will be put on Academic Probation until a suitable alternative community has been engaged.

Probationary status beyond one semester results automatically in Dismissal.

Process for Notification of Lack of Community Engagement:
- Student notifies the Dean's Council by email (deanscouncil@ future.edu) about ending one's community engagement, and presents a solution to complete his or her course work.
- The Dean's Council reviews this notification and proposed solution, and determines an agreed-upon course of action in consultation with the student.
- The Dean's Council issues a Letter of Academic Probation to the student and the student's file, and a Probation remains in effect until this situation is rectified.

Reinstatement

In the event that a student has been Dismissed from the Master of Arts and wishes to be reinstated, the student must write a Letter Requesting Reinstatement to the Dean's Council (deanscouncil@ 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 Dean's Council will review requests on an individual basis.

If a request is denied, a student may write a second Letter Requesting Reinstatement after the lapse of one year.

Once reinstated, the student's grade point average is the same as when he or she was dismissed.

A reinstated student will be dismissed if he/she fails to attain a grade point average for the next semester of 3.0 or higher. A reinstated student is not guaranteed the same level of Financial Aid as before. A Letter of Reinstatement or Letter of Denial will be issued to the student and the student's file.

Satisfactory Academic Progress

To maintain Satisfactory Academic Progress, a student's academic history at Future Generations University must show that he or she has:
- Grades consistent with graduation requirements of a minimum grade point average (GPA) of 3.0;
- Not exceeded two Incomplete grades; and
- Updated and refined ePortfolio each semester.

Failure to maintain Satisfactory Academic Progress may result in Probation, Dismissal, and discontinuation of institutional Financial Aid. U.S. students who are recipients of Title IV Financial Federal Aid must maintain a 3.0 GPA and a 75% completion rate of courses each semester to remain eligible.

Withdrawal & Leave of Absence

Future Generations is conscious of the balancing act that many students face as they engage in studies, research, work, 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 Dean's Council (deanscouncil@future.edu) and request permission to withdraw. The Dean's Council will also instruct when and how a student may rejoin a future Class of the Master of Arts for completing courses and semesters from which a student has withdrawn. The Registrar is responsible for tracking a student's completion of coursework. When a student rejoins a future Class, he/she is not guaranteed the level of Financial Aid as before. The Financial Aid Committee reevaluate assistance in light of student needs and current resources.

Transfer Credits

Transfer credits will be handled on a case-by-case basis, evaluating acceptable substitutions for the courses stated in the curriculum. A student may transfer no more than 25% (9 credits) of the required 36 credits. Required courses (ACC 601, ACC 603, PRC 601, and PRC 604) may not be substituted. The following process applies to students requesting transfer credits:
- Students submit a Transfer Credit Form available on www.future.edu.
- The completed form will be reviewed by the Registrar, Chief Academic Officer, and appropriate Specialization Director. These administrators are likely to request of students additional evidence, such as course syllabi and transcript. Their decision is based on aligning the proposed transfer course and the PLOs of the course that would be replaced.
- The student will be informed in writing of the decision.

Recognition of Prior Learning & Experience

The University recognizes the extensive experience that some of our students already have in the content areas of courses. We are therefore prepared to allow students to take an Independent Study course (SSC 698) which incorporates this experience or prior learning. As with transfer credits, no Independent Study course may replace required courses (ACC 601, ACC 603, PRC 601, and PRC 604). No more than

25% of the Master of Arts (9 credits) may be earned through Independent Study and/or transfer credits.

The following 5-step process applies to students who want to request an Independent Studies course:
1. Students submit an Independent Study Application available on www.future.edu.
2. The completed form will be reviewed by the Chief Academic Officer and pertinent Specialization Director who will request significant documentation regarding the request, such as a narrative of experience, evidence of participation, and evaluation of that learning.
3. Their decision will be made based on the depth and breadth of the prior learning experience and and how it applies to PLOs of the Master of Arts and/or SLOs of a student's selected Specialization.
4. They will decide:
   - Allowance of an Independent Study;
   - If allowed, the supervising faculty member of the Independent Study; and
   - The number of credits to be awarded for successful completion of the Independent Study.
5. If the request is granted and the Independent Study is approved, the student will incorporate the documentation into his/her ePortfolio, as done for all courses.

Advising

A student in the Master of Arts receives different types of advisement to ensure that his/her course of applied learning is relevant to the individual and community. Specialization Directors guide students through the academic PLOs and the applied nature of the Master of Arts. They also help students identify mentors within communities and pertinent disciplines. University faculty and staff are available to help with specific content and skill areas. The University also ensures that students have the technical support necessary for completing an ePortfolio, which is an essential component of student learning and articulation of community engagement. The Chief Academic Officer ensures that all students receive support that is personal and timely. Regional Academic Directors are also available to advise and mentor students in their particular region.

Letters of Recommendation from Faculty & Staff

The faculty and staff are frequently asked by students and alumni/ae to write Letters of Recommendation for job postings, travel opportunities, further education, funding, and other possibilities that students pursue during or after the Master of Arts. In general, the University is excited and willing to endorse students in opportunities that further their advance. Faculty and staff retain the right, however, to decline the request to write a Letter of Recommendation for any reason, particularly if a student is not demonstrating Satisfactory Academic Progress.

Academic Ethics

Research Ethics
All Future Generations University students who engage in research must do so with integrity and honesty at all times and with appropriate regard for human and/or animal subjects. Research proposals are reviewed by the Institutional Review Board. Students must not 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. Students must pursue the advancement of knowledge while meeting the highest standards of honesty, accuracy, and objectivity with respect to communities. They are accountable for use of funds from sponsors. They must comply with the semesters and conditions of contracts and grants, as applicable.

Academic Integrity
Academic integrity is a core institutional value at Future Generations University. This includes honesty and fairness in scholarship and research, respect for each other, and responsibility for personal conduct. Excellent scholarship must rest on originality, truth in presentation, diligence and precision in citing works and ideas, and acknowledging collaboration with others.

Dishonesty and Reporting 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 courses without permission, copying from another student on exams or assignments, and using unauthorized materials.

Future Generations University faculty and employees are required to report to the Chief Academic Officer all acts of academic dishonesty committed by students. The faculty member or employee 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. Acts of dishonesty by graduate students may result in a lower grade, or if more serious may lead to Probation or Dismissal from the University. The latter two consequences are the decision of the Chief Academic Officer.

Probation and Dismissal for Dishonesty
Probation and Dismissal reflect consequences for two different levels of dishonesty. Probation is the lesser of two consequences and is for a limited length of time, after which a student resumes his or her studies. Dismissal is occasioned by more severe dishonesty and follows the policy and protocol stated above for possible, though not certain, Reinstatement. The Chief Academic Officer interviews faculty, employees and students involved, reviews pertinent information and evidence, and discerns whether Probation or Dismissal is warranted.

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 University 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 University who brings a grievance according 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 University policy.

Typically complaints or disputes are brought to the attention of the Chief Academic Officer, and are resolved through informal discussion. If the complaint concerns the Chief Academic Officer, the Chief Operating Officer shall replace the Chief Academic Officer in the grievance procedure. The formal procedure set forth below is not meant to replace 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 apply 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 University. 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 University, any policy of the University, any federal, state or local law or regulation, or any contract to which the University is a party.

As needed, the Chief Academic Officer of the University will convene a committee including himself or herself, a rotating member of the Dean's Council, and another faculty or staff member to serve on the Grievance Committee. This Committee will hear any grievance.

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 Chief Operating Officer, 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 University. Students may also file a grievance within one year of degree completion.

1. The formal grievance must be submitted as a signed and dated written statement, and should include the following:
   - A factual description of the complaint or dispute resulting in the grievance;
   - The name of the person(s) against whom the grievance is initiated;
   - A brief description of all informal attempts at resolution; and
   - 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.
2. The grievant should bring the case directly to the Chief Academic Officer, though he and she may consult with the Chief Operating Officer in preparing the documentation.
3. 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 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.

4. 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 Grievance Committee. The Grievance 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 Grievance Committee will so notify the grievant, stating the reasons for the Committee`s decision.

5. If there is a grievable issue, the Grievance Committee will notify the person(s) against whom the grievance is filed, and will provide a copy of the grievant's statement. The Grievance 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 Grievance 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 Grievance Committee's findings and an opportunity to provide the Grievance Committee with additional information prior to the panel's report being forwarded to the Chief Academic Officer. Dissenting views within the Grievance Committee are to be noted in the report.

6. The Chief Academic Officer will issue a written determination of the grievance within ten days of receipt of a recommendation from the Grievance Committee. The decision of the Chief Academic Officer will be the final University 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.
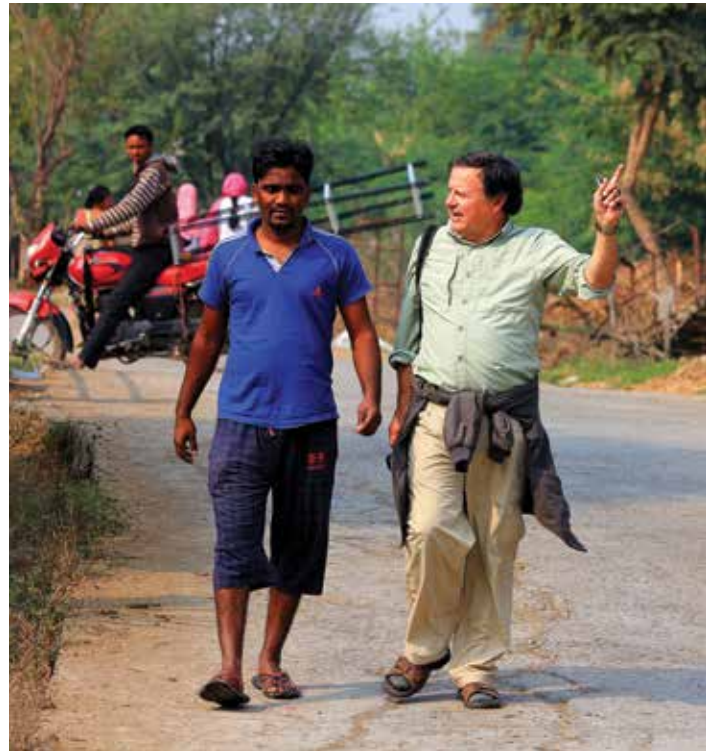
Code of Conduct — Field Residential Attendance

Students are expected to abide by the Student Code of Conduct—Field Residential Attendance, available at: www.future.edu.

Conduct Policies

Change of Name/Address Policy
It is the student's responsibility to notify the Registrar 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 Registrar. Official communication between the University and the student will use the student's future.edu email address.

Smoking/Tobacco Policy
In keeping with Future Generations University's intent to provide a safe and healthful campus environment, smoking or the use of any tobacco (including "spit" or chewing tobacco) is prohibited throughout the campus and in company owned vehicles. This policy applies equally to all students, faculty, staff, employees, and visitors.

Drug/Alcohol Policy
It is Future Generations University's desire to provide a drug-free, healthful, and safe workplace. To promote this goal, students, faculty, staff, and employees are required to report

inappropriate use of drugs and controlled substances. Future Generations University 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 University business.
- Being impaired or under the influence of legal or illegal drugs or alcohol away from Future Generations University's premises, if such impairment or influence adversely affects the safety of the student or of others while on Future Generations University property, or puts at risk the Future Generations University's reputation.
- Possession, use, solicitation for, or sale of legal or illegal drugs or alcohol away from the University 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 University's reputation.
- The presence of any detectable amount of prohibited substances in the student's system while on the premises of Future Generations University or while conducting Future Generations University business. "Prohibited substances" include illegal drugs as well as prescription drugs not taken in accordance with a prescription given to the employee.

Crime Prevention Policy

The University 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 University offers information throughout the year designed to inform students about safety procedures for Field Residential sessions. Students are informed of these procedures prior to attending Field Residentials.

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, faculty and staff as soon as possible after the occurrence of the threat, in order for all to take the necessary precautions.

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

Hazing/Bullying Policy

Hazing and bullying at Future Generations University are strictly prohibited and will not be tolerated. Hazing is defined in accordance with all applicable local, state, and 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 University 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 University. The University 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 semester 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.

Although 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 at Future Generations University.

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

the Field Residential Director, Chief Academic Officer, or 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: This administrator is responsible for:
- Ensuring that both the complainant 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 President of the University.
- 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 University looks at the whole record, including 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 semesters 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 University 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 Dismissal, 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 University 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 University 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 University 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.

Title VI, Civil Rights Act of 1964

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 University's obligations under this Act may be addressed to the President of the University. Any student or applicant who believes that Future Generations University 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 University 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 University 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

Future Generations University 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)
Future Generations University 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 University, 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 at future.edu and from the Registrar.

Clery Act & 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.
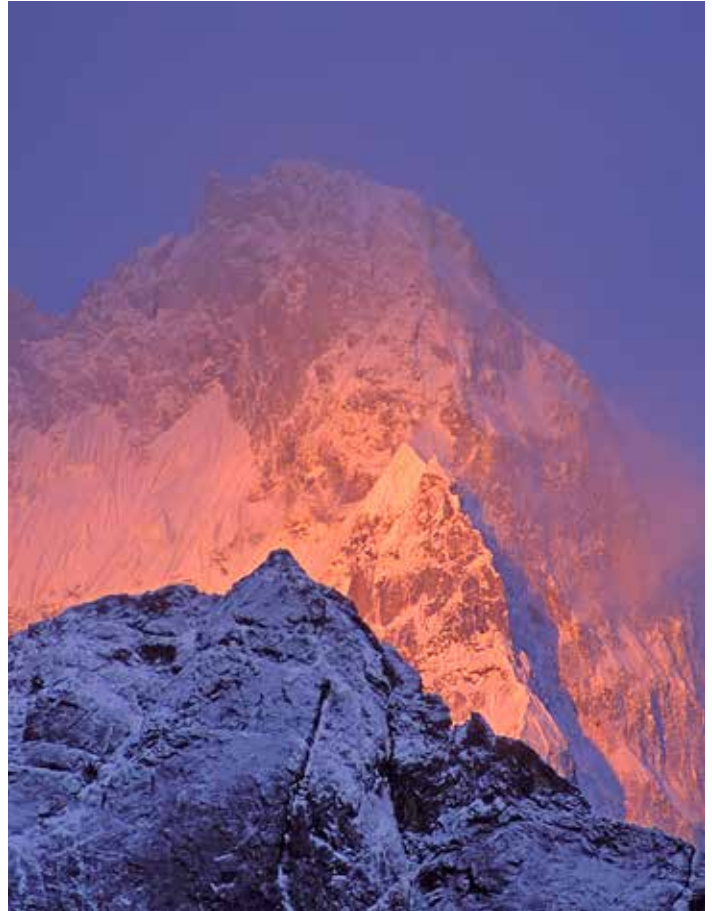
Drug-Free Workplace Act of 1988
In accordance with the Drug-Free Workplace Act of 1988, the University hereby notifies all faculty, staff, administrators, and students that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited on campus. Any 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 University 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).

Governance

Future Generations University is a private nonprofit institution, and is recognized by the Internal Revenue Service as having 501(c)(3) status. The University is governed by the following Board of Trustees.

Ruben Puentes (Board Chairman), Punta del Esta, Uruguay – Starting his career as a potato farmer in Uruguay, then a decade with Texas A&M University, Ruben spent two decades in leadership of The Rockefeller Foundation, leaving as Associate Vice President for Knowledge Management.

Issac Bekalo, Addis Ababa, Ethiopia – Born in Ethiopia, and still holding deep grounding in solving the challenges of rural life, then trained in The Philippines in Organizational Development, Isaac has been President of the International Institute of Rural Reconstruction.

Shannon Bell, Blacksburg, Virginia – As a Master's graduate of Future Generations University, Shannon's career in sociology took a focus on solutions for women by women engaging with the coal industry. She is now Associate Professor at Virginia Tech University.

Chris Cluett, Seattle, Washington – A distinguished sociologist of people and transportation, Chris had a long career with the Batelle Corporation. Continuing from his Peace Corps, then USAID assignments in Nepal in the 1960s, Chris has remained active with Nepal.

Deepak Gopalakrishna, Washington, D.C. – A transportation engineer, Deepak develops integrated approaches to optimize the performance of transportation systems. He is also adjunct faculty in the George Washington University, Department of Geography.

Kent Spellman, Fairmont, West Virginia – Coming to West Virginia for public service, Kent moved across the linkage between for-profit and not-for-profit. He spent two decades developing the West Virginia Community Development HUB to help West Virginia's communities most in need.

Michael Stranahan, Aspen, Colorado – Engaged for four decades with making education useful. After his education at Harvard, Mike started as a teacher of mathematics, then was a host on Aspen Public Radio, and continued as a mentor of children in pottery.

Daniel C. Taylor, Spruce Knob, West Virginia – Growing up in India, Dan'l moved to West Virginia in the 1970s, co-founding The Mountain Institute, then national parks around Mt. Everest, and from this West Virginia base launching the global family of Future Generations organizations.

Advisory Council

Future Generations University is privileged to have the following distinguished individuals as members of the Advisory Council. The depth of experience in their respective fields contributes perspective and expertise which guide the University in wise decision-making.

Brenda Gourley (U.K.) Former Vice-Chancellor, Open University (U.K.); Former Vice Chancellor, University of Natal (South Africa).

Kul C. Guatam (Nepal) Former Assistant Secretary General United Nations; Deputy Executive Director of UNICEF, Coordinator of the 1990 World Summit for Children.

David Hales (U.S.A.) Former President, College of the Atlantic; Former Deputy Assistant Secretary of the Interior, U.S. Government.

Patricia Rosenfield (U.S.A.) Senior Fellow, Rockefeller Archives Center; formerly, Chair, Carnegie Scholars Program.

George Rupp (U.S.A.) Former President, Columbia University and Rice University; former President, International Rescue Committee.

Susan Stroud (U.S.A.) Executive Director, Innovations in Civic Participation; co-founder the Talloires Network (a network of universities committed to education on civic engagement and social responsibility); Founding Director of AmeriCorps.

Faculty

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M.A. Princeton University
B.S.E. Princeton University

Andrea Brown
Assistant Professor
MSW University of Maryland
B.S. Chico State University

Nawang Gurung
Assistant Professor & Regional Academic
    Director
M.A. Future Generations Graduate School
M.S. New Hampshire College
B.A. University of Massachusetts

Christie Hand
Assistant Professor & Chief Academic
    Officer
Ed.D. candidate West Virginia University
M.A. Texas State University
B.A. Central Washington University
B.A. Seattle Pacific University

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B.A. Macalester College

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B.A. Colorado State University

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M.A. Addis Ababa University
B.A. Addis Ababa University

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M.A. The George Washington University
B.A. University of South Carolina

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M.S. Norwegian University of Life
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B.A. Tribhuvan University

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    State University

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M.A. Bar Ilan University
M.S. London School of Economics
B.A. Yale University

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    Bloomberg of Public Health
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Join a universe of learning, research, and action

Learn to change your future using what you already have

Change grows through empowering people

Create a more just & lasting future for all—Enroll today!