

# FutureGenerations Graduate School

2012-2013

## Academic Catalog

Master of Arts in Applied Community Change and Conservation



2012-2013

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## Future Generations Graduate School

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[www.future.edu](http://www.future.edu)

### *Nondiscrimination policy*

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

### *Institutional policies/disclaimer*

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

Accredited by the Higher Learning Commission and a member of the North Central Association.

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## Mission Statement

**Future Generations teaches and enables a process for equitable community change that integrates environmental conservation with development.** As an international school for communities offering a graduate degree in Applied Community Change and Conservation, we provide training and higher education through on-site and distance learning. Toward this end, we support field-based research, promote successes that provide for rapid expansion, and build partnerships with an evolving network of communities that are working together to improve their lives and the lives of generations yet to come.

## History

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

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

## When Communities Own Their Futures



This is a program for students who seek an additional degree to improve their communities and the larger environment. The Future Generations Master of Arts in Applied Community Change and Conservation program calls upon its students' creativity, knowledge, and interpersonal skills to develop workable strategies for change that fit the ecology, economy, and values of a particular locale. This process seeks to empower communities to own their futures.

Future Generations sees that the most important reality is the vantage point of each community. Here "community" is taken to mean a group that shares something in common and has the potential for acting together. Each student in this graduate program comes from a community – and throughout this academic program takes the lessons learned back to that community. Through site-specific development studies in India, the United States, Peru, and Nepal, as well as through learning among classmates from across the world, each student examines how diverse communities engage in change, conservation, peace building, and health. Students observe, research, and test ways for releasing the transformative energy in every community to facilitate a more equitable and sustainable future.

# Master of Arts Degree Program

Future Generations is a graduate school with a global campus. At our learning sites in India, the United States, Peru, Nepal, and China, our students from across the world examine best practices in community-based health, conservation, peace building, local governance, and community improvement.

Students range in age, they all are committed to local empowerment, community success and the potential to scale up successful local programs. Some are regional leaders, others are non-government agency workers, and still others are experts within a professional discipline. Some come from government agencies or faith-based organizations and carry several academic degrees, while others hold a Bachelor's degree. Some come from painful contexts – lands torn by war, ethnic conflict, poverty, and trauma wrought by ecological damage, natural disaster, and economic instability.

The focus of this Master's program is community-based change. The pedagogy is blended learning: students interact and learn online, convene in diverse countries for learning and field work, and apply their learning and conduct research to benefit their communities. Learning to build partnerships and collective action among communities, governments, and non-governmental organizations is the core competency that students acquire. As students hone skills in information technology, data gathering, monitoring and evaluation, and critical analysis, they contribute to a worldwide knowledge base of community development case studies and research.

This program distinguishes itself from residential graduate programs in several ways. Typical graduate programming removes students from their ongoing work at home: our students spend the majority of their graduate studies at work in their own communities. On-line graduate programs cannot provide the benefits of experiential group learning: our students gather over two years for four one-month residentials to learn and study together while analyzing exemplary community programs in diverse international settings and subject areas. Many graduate programs aim toward the completion of a thesis: our program culminates with the students' presentations of data-driven workplans for sustainable change and conservation in their home communities.

This process of shared learning builds a global network of communities with capacity to shape their futures. This network will have the capacity to shape the world for generations to come.

## BLENDING LEARNING

### **Interactive Online Learning**

Before the start of each term's instruction, Future Generations provides all course books, readings, and materials directly or online. Using the Moodle Open Source learning platform, our professors introduce conceptual and theoretical coursework. Since each student takes online coursework while working in his or her own home community, he or she is expected to apply his or her learning in the context of a particular culture, economy, and ecology.

### **Site-based residencies**

During the two years of study, each class gathers for four month-long site-based residential programs at field sites such as India, the United States, Peru, and Nepal. Students observe firsthand "best practices" in community change and conservation. Whether at Gandhi's Ashram in India, in Himalayan nature preserves, at the Adirondack State Park in upstate New York, or in Peruvian community health centers, our students examine sustainable community-based initiatives that have scaled up to have regional or national impact. In these residencies, we work with and learn from Future Generations (CSO) projects and our partner organizations.

### **Applied practicum work**

Every aspect of this program speaks to the assets, needs, and questions of communities. The focus is to apply learning in real life. During the entire course of study, students apply their learning and research to clearly define community concerns and build partnerships for change. As part of the two-year practicum project, students write a community prospectus. Through this prospectus, students articulate their community's identity and characteristics, their role within the community, and pertinent research questions for the benefit of the community.

## VALUES AND STUDENT OUTCOMES

Specific underlying values inform program expectations for core competencies, principles, and skills that students are to achieve by the end of their studies.

### **Core Values**

This graduate program promotes respect for all life and the conditions for harmonious co-existence. It recognizes the dignity of every human being with particular interest in the well-being of families, children, and community. This program adopts a holistic and ecological approach to community change and conservation. It emphasizes equity, empowerment, and self-confidence, especially among marginalized members of the community. The Future Generations Graduate School commits itself to ethical standards of community change and conservation.

### **Learning Objectives and Outcomes**

1. Critical thinking  
*Graduates can analyze a problem and reach their own evidence-based conclusions.* Specific skills include the ability to:
  - Perceive problem and assess how to frame the question
  - Identify assumptions and bias
  - Formulate independent conclusions
2. Knowledge of development issues  
*Graduates can demonstrate a theoretical and practical understanding of key development issues by analyzing the social, economic, political, and environmental implications.* Specific skills include the ability to:
  - Demonstrate knowledge of applied principles in content areas of graduate degree, e.g. conservation and ecology, public health, management, leadership, and peace building
  - Apply understanding of human rights, gender, and class to development issues
  - Relate local development to national and global forces of change
3. Community change facilitation and leadership  
*Graduates can demonstrate knowledge and skills necessary to be agents of change and empowerment in their communities.* Specific skills include the ability to:
  - Demonstrate facilitation skills of active listening, consensus building, and promotion of respectful dialogue
  - Identify and promote leadership
  - Network to bring appropriate resources and expertise to bear on a problem

4. Program design and management  
*Graduates can independently design and implement sustainable development programs, using Seed-Scale and other development models. Specific skills include the ability to:*
  - Conduct valid surveys and develop a work plan
  - Manage program logistics, human resources, and financial records
  - Apply principles of economics and resource allocation
  
5. Monitoring and evaluation  
*Graduates can develop quantitative and qualitative methods to monitor and evaluate a program and can adapt the program based on assessment results. Specific skills include the ability to:*
  - Gather accurate baseline data used in setting up a monitoring and evaluation program
  - Identify significant indicators of progress and implement monitoring/evaluation plan
  - Update program based on evaluation data
  
6. Communications  
*Graduates can use written and oral communication to tell their story. Specific skills include the ability to:*
  - Fund-raise for community projects
  - Write effective reports and grant proposals
  - Deliver effective oral presentations to diverse groups with diverse language skills
  
7. Research and evidence-based decisions  
*Graduates can synthesize and analyze information learned through courses, books, the internet, and in the field, using it to meaningfully address community problems. Specific skills include the ability to:*
  - Access web-based information, discerning what is most appropriate and factual
  - Determine appropriate instruments for field-based research
  - Use salient evidence to support decision-making

## CURRICULUM

The original and traditional program offered by the graduate school is MIXED INTERNATIONAL. Students come from multiple nations, and the residents build on this diversity. The mixing of cultures and the viewing of best practices from various nations is a strong benefit of this approach.

We anticipate, however, also offering REGIONAL PROGRAMS in which students come from one nation or one locality. This regional program would focus on key salient needs of the area and attempt to train a cadre of students that can have a greater impact on regional community change.

Also under discussion is the addition of a new concentration in peace building. Rather than a degree in Applied Community Change and Conservation, students could earn an MA in Applied Community Change and Peace Building. The degree would still be interdisciplinary, but would replace most conservation courses with peace building courses.

The following is an overview of program courses, credit hours, modes of instruction, and locations of instruction. Detailed course descriptions follow this overview.

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



Credits in each course are earned through both interactive on-line and site-based residential learning. To graduate students must: 1) Complete a Practicum project; 2) Complete all core courses (in bold); 3) Complete 37 credit hours of courses following the distribution requirements below—at least half must be from Future Generations Graduate School. 4) Attend all four residentials; 5) Maintain a minimum GPA of 2.8; 6) Full payment of all tuition, fees, and other financial obligations.

## **DISTRIBUTION REQUIREMENTS**

### COMMUNITY CHANGE (10 credit hours)

#### **CC 601 Introduction to Community Change and Conservation (2)**

CC 501 Healthy People, Healthy Communities (2)

CC 502 Social Change and Conflict Transformation (2)

#### **CC 602 Going to Scale with Community Development (2)**

CC 503 Empowerment (2)

### ENVIRONMENTAL CONSERVATION (8 credit hours)

EC 504 Sustainable Development (2)

EC 505 Nature Conservation and Management (2)

EC 506 Food and Water Security (2)

#### **EC 603 Human Ecology (2)**

PROGRAM DESIGN AND MANAGEMENT (4 credit hours)

**PDM 604 Leadership and Organizational Dynamics (2)**

PDM 507 Applications of Nonprofit Management (2)

MONITORING AND EVALUATION (3 credit hours)

MAE 508 Synthesis and Integration (3)

COMMUNICATIONS (4 credit hours)

COM 509 Pedagogy of Place: Home and India (1)

COM 510 Pedagogy of Place: Peru (1)

COM 511 Pedagogy of Place: Nepal (1)

COM 512 Pedagogy of Place: U.S. (1)

RESEARCH (8 credit hours)

**RES 605 Practicum: Research Design and Methods (2)**

**RES 606 Practicum: Proposal Design (2)**

**RES 607 Practicum: Applied Research I (2)**

**RES 608 Practicum: Applied Research II (2)**

# Academic Calendar 2012-2013

## **Term I 9 January 2012—25 May 2012 (SEED/Sustainability Focus)**

India Residential Dates: 15 February—15 March 2012

- CC 601 Introduction to Community Change and Conservation (2)**
- EC 504 Sustainable Development (2)
- CC 501 Empowerment (2)
- RES 605 Practicum: Research Design and Methods (2)**
- COM 509 Pedagogy of Place: Home and India (1)

## **Term II 1 July 2012—9 November 2012 (SCALE/Community Health Focus)**

Peru Residential Dates: 2 August—1 September 2012

- CC 602 Going to Scale with Community Development (2)**
- EC 506 Food and Water Security (2)
- CC 503 Healthy People, Healthy Communities (2)
- RES 606 Practicum: Proposal Design (2)**
- COM 510 Pedagogy of Place: Peru (1)

## **Term III 10 December 2012—26 April 2013 (Conservation Focus)**

Nepal Residential Dates: 27 February—26 March 2013

- EC 603 Human Ecology (2)**
- PDM 507 Applications of Nonprofit Management (2)
- EC 505 Nature Conservation and Management (2)
- RES 607 Practicum: Applied Research I (2)**
- COM 511 Pedagogy of Place: Nepal (1)

## **Term IV 27 May 2013—11 October 2013 (Leadership/Peace Building Focus)**

U.S. Residential Dates: 11 September - 11 October 2013

- PDM 604 Leadership and Organizational Dynamics (2)**
- CC 502 Social Change and Conflict Transformation (2)
- MAE 508 Synthesis and Integration (3)
- RES 608 Practicum: Applied Research II (2)**
- COM 512 Pedagogy of Place: USA (1)

( ) - credit hours

Bold—core courses (can't be replaced by another)

*\*Dates and locations are subject to change due to unforeseen events*

## COURSE DESCRIPTIONS

### **Applications of Nonprofit Management (2 credits)**

This course covers the basics of managing a nongovernmental organization, with a focus on project management. Topics include project development and implementation, accounting, board and staff relations, fundraising, and grants development. Students analyze the management of their own community-based organizations, learn to read and understand financial documents, and learn how to research, identify and present to outside funders.

### **Empowerment (2 credits)**

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

### **Food and Water Security (2 credits)**

This course examines the interrelationships between agricultural systems, food production and security, water security and inter-state riparian concerns, and demographic change. Beginning with a broad historical analysis, the focus shifts to pressing contemporary issues. Observing Andean towns struggling to secure food and water needs, this course analyzes property rights and access to land, technological change, biotechnology, biodiversity, indigenous knowledge systems, water, population policy, hunger, food sovereignty, and alternative approaches to agriculture.

### **Going to Scale with Community Development (2 credits)**

How do we move from small and isolated community successes to create enabling environments for rapid expansion of an ongoing process of human-energy-driven social change? Alternative approaches to large-scale expansion are compared and contrasted. The role of expanding quality of services in promoting the mobilization of people's participation is also explored. The related challenge of relinquishing control serves as a focal point. In the context of Peru's community-based and nationally-acclaimed health care systems, three dimensions of going to scale are analyzed: (1) individual communities build from local successes to realize empowerment and local action; (2) clusters of communities build problem-solving capacity through experimentation and training; and (3) partnerships with government create a broader context through collaboration, adaptive learning, and extension.

### **Healthy People, Healthy Communities (2 credits)**

The use of primary health care as an entry point for community mobilization is explored. Two foci are finding people-based solutions that fit community needs and balancing the needs of people with available resources. Examining closely two Indian field programs that are global leaders in community health programming, this course studies individual and collective empowerment, technologies of participation, process facilitation skills, selection of an entry point, credibility, and participatory decision making.

**Human Ecology (2 credits)**

This course draws on a detailed case study of the Himalayan region. It introduces an applied framework of ecological design, one that minimizes environmentally destructive impacts and integrates living processes. Basic principles of ecological design are used to explore case studies in such areas as community forestry, buffer zone management, agriculture and land use, local economies, ecotourism, energy technologies, and education.

**Introduction to Community Change and Conservation (2 credits)**

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

**Leadership and Organizational Dynamics (2 credits)**

This course is aimed at the exploration, understanding, and application of leadership roles, strategies, and principles in groups, organizations, and communities. The focus is on critical thinking, problem solving, and strategic skills development within the context of participatory learning and decision making. Specific areas of attention include visioning, nominal group processes, conflict analysis and resolution, mediation, negotiation strategies, needs assessment, organizational models and management, approaches to leadership, and best practices for creating more inclusive and empowering groups, organizations, and communities.

**Nature Conservation and Management (2 credits)**

This course explores community, partnership, and conservation case studies. The emphases are equitable, sustainable, community-based conservation movements. Topics address how economic activity relates to the management of resources and nature conservation, and how alternative approaches to nature protection and management may prove successful.

**Pedagogy of Place (4 credits)**

This course evolves over four terms of study. Students explore the universal within the context of the particular. They consider place-based approaches to education and development at home and in India, the United States, Peru, Nepal, and China. Personal learning histories and community stories are used to articulate statements of education and development philosophy. These efforts are shared, reviewed, and incorporated into a web-based profile of the entire class, the students' communities, and other communities that enrich our learning experience. Also, each member of the class submits a Student Learning Plan, which is updated each term. Over four terms, the class discerns the relationship of lifelong learning with "best practices" in community change and conservation.

**Practicum (8 credits total)**

The Applied Practicum Work (Practicum) is a course running through the entire Master's Program. Students may choose in the second term to pursue either a research track or a practical project track. The student's Practicum should exhibit scholarship and indicate an important service to the community. The Practicum is finalized in a capstone seminar that integrates all the student has learned to bear on a program of community change and conservation.

- **Practicum: Research Design and Methods (2 credits)**

In this first practicum course, students describe their community. They identify critical questions of change and conservation in their community. They study and acquire quantitative, qualitative, and alternative research methods and the necessary statistical tools to analyze data, perform community assessments, and monitor and evaluate programs. Emphases are placed on participatory and action research approaches and methods as well as the identification, measurement, and use of key indicators. Philosophical reasons behind different research approaches and methods are explored in terms of the practice and use of research.

- **Practicum: Prospectus Design (2 credits)**

In this second Practicum course, the student will refine and develop their proposed research, review related literature and choose a research methodology. The student will select one or more research instruments and test them in the field. In the residential portion the student will make a presentation on their community and the proposed practicum process. In the online portion the student will cover more aspects of research theory including statistics that are useful for community-based research. At the end of the course the student will present a detailed prospectus which will lay out their practicum process in detail, including the knowledge gained from testing the methodology.

- **Practicum: Applied Research I (2 credits)**

Here students work closely with community members, an assigned mentor, and the course's instructor to carry out completely a first iteration of research in community. Results and analysis are to be presented for collective critique by the end of this term.

- **Practicum: Applied Research II (2 credits)**

Students build on the constructive critique of the prior term. They modify and enhance their community-based question and applied research for a second iteration of research during this fourth term of study. They finalize and complete their community-based analysis. This includes a full presentation of their research question, its analysis, and associated results. It includes an exploration of how the lessons learned from the case study and the results of the research can be adapted or “scaled up” by their own and other communities. The case study will be the basis of the student’s presentation during “Synthesis and Integration,” a capstone course during the final residential in Tibet, China.

**Social Change and Conflict Transformation (2 credits)**

Violence and nonviolence are strategies to balance power and raise awareness in conflicts that are not ready for verbal forms of negotiation, mediation, or dialogue. These strategies intensify conflict to coerce or persuade people to change. Violence usually spirals into a cycle and creates new victims. Waging conflict nonviolently through carefully wrought community collaboration, advocacy, and activism may ripen conditions for transforming relationships and structures while stopping the cycle of direct and structural violence. This class places the use of violence and nonviolence in a larger context of social change and peacebuilding. It stresses the need to focus on non-adversarial, relationship-based approaches. Also, students share their own communities’ violence and learn strategies for trauma awareness and resilience.

**Sustainable Development (2 credits)**

This course looks at community change of economic models and human capabilities. Topics address historical and contemporary theories of development, differing conceptions of sustainability, international institutions and interventions, policy options and implications, and alternative approaches to understanding and realizing healthy state-societal fits.

**Synthesis and Integration (3 credits)**

This capstone seminar is organized around each student’s presentation of his or her community-based case study, which is developed and written as the culmination of four practicum courses. Students take a lead role in organizing the overall structure and themes of this seminar, a process that will evolve during the course of Term IV. This seminar includes a student-designed evaluation of the Master’s program and each student presentation. It includes the active participation and involvement of faculty and resource persons. The aim of the course is to synthesize and integrate the entire span of learning that has occurred over four terms of interactive online learning, residential studies, and applied community research and service.

## Admissions Process and Criteria



Both an online application and a downloadable application are available on the Future Generations Graduate School website at [www.future.edu](http://www.future.edu). The student must fill out and submit the online application or download the application as a PDF and mail, fax, or scan and e-mail it. The Admissions Committee examines a prospective student's completed application and makes a decision. The committee may ask for more information or call the prospective student before reaching a decision. Future Generations Graduate School Admissions Office uses rolling admissions. As applications are received they are evaluated. Applicants are strongly encouraged to apply early as the class fills rapidly.

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

If the applicant is admitted, he/she will receive an acceptance letter along with a Financial Aid Form and a checklist entitled "Funding your Master's Degree." The form needs to be completed and returned to the Financial Aid Committee which will then determine the amount of tuition discount and scholarship aid to award. The Committee will send a Financial Aid Worksheet and Agreement to the applicant outlining the financial aid package and the student responsibility; both the Dean of Graduate School and the applicant will need to sign and date this agreement. The checklist will be used for the student to work in partnership with the graduate school in raising additional funds to complete the tuition balance. U.S. students may also apply for Federal Loans by submitting the FAFSA. (See p. 31 under Financial Information).

### **Provisional acceptance**

Future Generations admissions committee looks for candidates who are societal teachers of social change, moral agents, and change entrepreneurs. The admissions committee looks for unusual circumstances in background or training that strengthen the application and give evidence of the applicant's ability to successfully complete the program. Provisional acceptance may be considered in special cases.

## SUMMARY OF APPLICATION REQUIREMENTS

### **Educational background and transcripts**

Applicants are to have completed a bachelor's degree from an approved college or university. Preferably, their undergraduate work is in a field related to their focus of community-based research and training in the Master of Arts program.

Applicants are required to submit a transcript from each institution of higher education they have attended, both undergraduate and graduate. If the transcripts are not in English, original or certified (attested) copies in the original language plus certified English translations of all academic records are required.

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

### **Record of employment**

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

### **Record of community involvement**

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

**Personal statement of community commitment**

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

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

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

**Three letters of reference and contact information**

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

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

**Language strengths and English proficiency**

The admissions committee seeks to ensure language equity and learning for every member of the Master's program.

Non-native speakers of English are to demonstrate a level of English language competency through institutional tests. As needed, they are to complete additional language work prior to or during their graduate studies. If an applicant's first language is not English, he or she must submit an official report of results from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). A score of 500 on the paper-based test or 60 on the Internet-based test is required from the TOEFL, or a band of 5.0 on the IELTS. Forward a TOEFL score to Future Generations by submitting our institutional number **0086**.

Applicants who have received a degree from an English-based curriculum at an accredited university are exempted from this testing requirement. The Admissions Committee reserves the right to request a TOEFL or IELTS score from any applicant at the committee's discretion.

**Web-based connectivity**

Interactive online courses and applied practicum work are fundamental components of the program. Both require ready and reliable Internet and email connectivity. Students must have the ability to access the internet on a regular basis. Ensuring this access is each student's responsibility. Students must own or have access to a laptop computer. These are essential in their field situations as well as during the residential-based studies of this Master's program.

**Full financial disclosure**

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

# Academic Policies



## **Graduation Requirements**

Credits in each course are earned through both interactive on-line and site-based residential learning. To graduate students must:

- 1) Complete a Practicum project;
- 2) Complete all core courses;
- 3) Complete 37 credit hours of courses following the distribution requirements—at least half must be from Future Generations Graduate School;
- 4) Attend all four residentials;
- 5) Maintain a minimum GPA of 2.8;
- 6) Full payment of all tuition, fees, and other financial obligations.

When these requirements are met, the degree is authorized by a vote of the Graduate School Board of Trustees. Students who have withdrawn from a previous semester may participate in graduation ceremonies but receive their diploma when all requirements are met.

**Residential attendance**

The experiential learning incorporated into all residential periods of instruction are essential features of this program. Students must attend all class sessions during the four residential periods of instruction. If for reasons of health, emergency or visa difficulties, a student is unable to attend all or part of a certain residential study, he or she will determine with the Academic Council when and how this residential study will be made up.

**Student conduct and satisfactory performance**

Students are expected to act in a mature and responsible manner during all residentials. The right is reserved to dismiss from the program and send home any individual whose conduct evidences lack of seriousness of purpose, disrespect for other students and a lack of maturity. A first warning will be given prior to dismissal. Fees will not be refunded.

**Documents and baggage**

All passports, necessary visas and airline tickets must be obtained by the student prior to the beginning of each residential period of instruction. If travel documents are lost by the student, such documents must be replaced by the student at his or her expense. Students are responsible for their own baggage, and students are encouraged to pack lightly for each residential period. The Graduate School will not pay for extra baggage fees.

**Interactive online learning**

Interactive online learning and practicum applications of program studies in the student's home community are integral parts of the Master's degree. Prior to each residential, there are required interactive online learning readings, lessons, and assignments. Students must be prompt in completing this online work in order to participate in the residential period of instruction for any term. *Students may be denied approval to participate in a residential program if required online work is not complete.*

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

**Satisfactory academic progress**

To maintain satisfactory academic progress, students' academic history at Future Generations Graduate School must show that they have maintained grades consistent with the graduation requirements of a minimum grade point average (GPA) of 2.8 for graduate degree candidates and may not accumulate more than two incomplete grades. Failure to maintain good academic status could result in probation, eventual automatic withdrawal, and discontinuation of institutional financial aid (see policies below).

**Academic standards**

In order to graduate, a student needs passing marks on 37 credit hours of course-work. The 4.0 grading scale ranges from A (4.0) to F (0.0) as follows: A (4.0), A- (3.8), B+ (3.3), B (3.0), B- (2.8), C+ (2.3), C (2.0), C- (1.8), and F (0). A student must maintain a minimum grade point average of 2.8 (B -). No course or practicum in which a grade below C- (1.7) is earned may apply toward the degree.

**Incomplete work**

To be in good standing, students may carry no more than two Incompletes (I) marks at any time. After the conclusion of one term of study in which an Incomplete mark is given, a student has until the last day of the next term of study to finish required work for this Incomplete. If the student satisfactorily submits such work, the professor will award a revised grade. If the student does not submit such work by the last day of the next term, the professor will award a grade that reflects coursework completed up to that point. If a student receives a grade of F at any point in his or her course of studies, then he or she may carry no more than one Incomplete mark at any point through to the completion of the Master's program.

While Incomplete marks are allowed at the discretion of a professor, at a minimum, a student must have faced extenuating circumstances that precluded timely course completion.

**Withdrawals**

Future Generations is conscious of the balancing act that many students face as they engage studies, research, work and family commitments, and pressing current events. Thus for reasons of health, personal exigencies, and socio-political turmoil, there are occasions when students may need to withdraw from the program. Students must explain these exigencies in writing to the Academic Council and request permission to withdraw.

The Academic Council will also instruct when and how a student may rejoin a future class of Master's students for completing courses and terms from which a student has withdrawn. The Registrar is responsible for tracking a student's eventual completion of coursework. When a student rejoins a future class, he/she is not guaranteed the same level of financial aid as before. The Financial Aid committee must reevaluate in light of student need and current resources.

If a student has participated fully in the site-based residential studies of a term, but then must withdraw from post-residential online and community-based coursework, then he or she need not repeat participation in the residential upon rejoining the program. But if withdrawal causes a student to miss all or part of the site-based residential, then he or she is responsible for traveling to that term's residential with a future Master's class.

**Pass/Fail**

At the beginning of each term, a student may choose Pass/Fail evaluation for one course. A grade of P will not affect a student's grade point average. A student may not take any of the core (required) courses Pass/Fail with the exception of Practicum: Applied Research I. This 3rd Term Practicum course may be taken Pass/Fail as the student will be in the middle field work.

**Probation**

A student will be placed on academic probation if two Incompletes or one Incomplete and one grade of F are carried at the conclusion of any term of study. A student may also be placed on academic probation if his or her grade point average falls below B - (2.8). Probationary status beyond one term will result in automatic dismissal.

**Reinstatement**

In the event that a student has been dismissed from the Master's program and wishes to be reinstated, the student must write a letter of request to the Academic Council. This letter must state clearly the student's plan for completing satisfactory and timely work in the future.

This letter should explain why the student's prior work product fell below required standards and address means by which such conduct will not recur. The Academic Council will review requests on an individual basis.

If a request is denied, a student may request reinstatement again after the lapse of one year. Upon reinstatement, the student's grade point average is the same as when the student was dismissed. A reinstated student will be dismissed if he or she fails to attain a grade point average for the next term of 2.8 or higher. A reinstated student will not be guaranteed the same level of Financial Aid.

**Code of conduct**

Students are expected to abide by the Future Generations Code of Conduct as presented in the Student Handbook. These handbooks are distributed at the beginning of the program in Term I.

**Evaluation**

Students are evaluated on the basis of fulfillment of course objectives and requirements as specified in syllabus materials that are distributed at the beginning of each course. Performance in each course is evaluated at the end of the term. Students receive an academic progress report at the end of each term. This report presents a comprehensive picture of the student's progress. Faculty members are responsible for providing feedback and assessing the learner's performance and growth.

**Drug and Alcohol Policy**

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

Graduate School's drug policy:

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

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

**Crime Prevention Policy**

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

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

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

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

# Financial Information

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

We work with the Financial Aid Committee in examining the financial information you have disclosed and offering an appropriate financial aid package. Because this will not be enough to cover your full tuition and travel expenses, we will also work with you in seeking out other sources of funding such as grants and scholarships. You will receive a checklist entitled "Funding your Master's Degree" which will help you identify other funding sources.

For U.S. students, we can advise you in how to access Federal Title IV Aid. This would entail filling out the Free Application for Federal Student Aid (FAFSA) to see if you qualify for low-interest loans (Unsubsidized Federal Stafford loans, Subsidized Federal Stafford loans, Federal Perkins loans, Federal PLUS (Parent) loans, Federal Pell Grants, and Federal SEOG (Supplemental Educational Opportunity Grant). For detailed information about the Financial Aid process for U.S. students, please refer to the Financial Aid Handbook by contacting Graduate School administration.

## **Refunds**

- A student who withdraws within the first month of a term will be refunded three-quarters of fees paid for that term.
- A student who withdraws after the first month but prior to departure for a residential program will be refunded one-half of fees paid for that term.
- A student who withdraws after attending a residential is not entitled to a refund.
- A student who withdraws from a term and is readmitted at a later time is not guaranteed the same financial aid package.

## **Down payment**

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



### **Payment Options**

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

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

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

Third, you may submit your payment online using MasterCard, Visa, or PayPal. Go to [www.future.edu](http://www.future.edu), click on For Current Students > Tuition > Pay Online.

Finally, you may pay by wire transfer. To receive this wiring information, please email Carol Mick, Financial Manager, at [carol@future.org](mailto:carol@future.org).

### **Program Fees**

Program fees are \$17,500 per year. If for any reason, a student interrupts his or her studies before starting and completing the second year of the program, the fees for the second year will be those cited in the published catalog covering that particular year of instruction. Students are also obligated to cover their airfare and visa costs, ensuring full participation in the four residential sessions of this program of study.

Program fees cover the following:

1. tuition for site-based, interactive online learning, and practicum courses
2. books and handouts
3. room and board during the site-based periods of instruction
4. program-related travel during the site-based periods of instruction
5. health and accident insurance

The program fee does not cover the following:

1. costs of airfare, passports, visas, and/or other travel documents
2. immunizations
3. photography or film equipment
4. clothing, laundry, postage, gifts and other personal items
5. telephone and internet communications (however, free internet is available in many, but not all, of the places we visit)
6. transportation to or from airports of departure in the student's home country
7. cost of hotel or other accommodation and food in one's transit to or from the residential study sites.

**Health and insurance**

Students should be in good health prior to departure for any of the residential periods of instruction. Future Generations should be made aware of a student's medical history and any physical or other limitations. Students are responsible for obtaining all immunizations based on the travel itinerary and the student's individual medical condition and history in accordance with the advice of the student's physician. Students are required to carry health and accident insurance that is valid outside of their countries and in the countries to which they will be traveling. Only in the case of the U.S. residential studies does Future Generations provide student health insurance. This is a requirement for obtaining the J-1 Visiting Scholar visa for entrance into the United States. Prior to participation in this Master's program residencies, students must submit a Health Information and Waiver Form.

Future Generations is not responsible in any way for illness or accidents suffered by students. Should either occur, every effort will be made to ensure timely and appropriate care. The student is responsible for all expenses involved.

## Faculty, Country Directors, & Staff



### Endowed Chairs

#### **Robert L. Fleming, Professor for Equity and Empowerment, Conservation**

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

B.A., Albion College, 1959

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

#### **Daniel Taylor, Professor in Applied Community Change**

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

Ed. M., Harvard University, 1969

B.A., Johns Hopkins University, 1967

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

United States Agency for International Development. He is the author of three books and more than thirty articles.

### **Administrative personnel with faculty responsibilities**

#### **Mike Rechlin, Dean**

Ph.D., Resource Management and Policy, State University of New York, 1986  
M.S., University of Michigan, 1973  
B.S., University of Michigan, 1968

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

#### **Laura Altobelli, Country Program Director, Peru**

PhD., Johns Hopkins University School of Hygiene and Public Health, 1988  
M.P.H., Johns Hopkins University, 1982  
B.S., University of Missouri at Columbia, 1974

Laura Altobelli is a public health professional specializing in international maternal child health and nutrition. Dr Altobelli is a professor in the School of Public Health and Administration of the Peruvian Cayetano Heredia University in Lima.

Dr. Altobelli has worked for many years in Latin American community health programs, beginning as a Peace Corps volunteer in the 1970s. She continues as a researcher, evaluator, and project consultant on community health and nutrition programs for a variety of international cooperation agencies and NGOs. She conceptualizes, designs, and provides guidance for the work of Future Generations/Peru among hundreds of community health clinics and programs throughout Peru. She also teaches Pedagogy of Place for the students' residential in Peru.

**Jason Calder, Director, Engaging People in Peace, and Adjunct Professor of Conflict Transformation**

M.A. Economics, Georgia State University, 2005

B.S. Business Administration and International Affairs, Whittemore School of Business & Economics, University of New Hampshire, 1992

Jason worked for over ten years at The Carter Center on former President Carter's signature effort to reform the way the international aid system works. Through innovative country programs in Mozambique, Guyana, Albania and Mali as well as President Carter's sustained dialogue with leaders of aid organizations, the Global Development Initiative pioneered reforms that are now mainstream practice.

He joined Future Generations in 2006 to lead our Engaging People in Peace research initiative which is supported by the Carnegie Corporation of New York and the United States Institute of Peace. The research has looked at case studies of Somaliland, Nepal, Guyana and Burundi where citizen and community engagement made a difference in the larger conflict and peace dynamics of the country. He has recently launched a fascinating initiative in Afghanistan using the public health concept of "positive deviance" in order to learn from strategies and practices that communities currently are using to insulate and exempt themselves from the conflict around them.

**Karen Edwards, Director of Admissions and Adjunct Professor in Nature Conservation and Management**

PhD, Curriculum and Instruction, University of Albany, 2009

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

B.A., SUNY Potsdam, 1980

Karen Edwards is currently a professor of mathematics at Paul Smith's College. She has worked in the education field for 26 years and is a former division head in the areas of forestry and natural resources.

**Adjunct Faculty****Elaine Zook Barge, Adjunct Instructor of Trauma Studies**

M.A., Conflict Transformation, Eastern Mennonite University

B.S., Eastern Mennonite University

Elaine Barge directs the Strategies for Trauma Awareness Resilience (STAR) of the Practice Institute, Eastern Mennonite University. She has worked extensively in El Salvador, Cuba, Guatemala, and across Latin America and Caribbean with communities suffering human rights abuses. She directs STAR workshops and facilitates experiential learning in human rights and trauma recovery.



**Tom Boothe, Adjunct Professor in Nonprofit Management**

M.S., Civil Engineering, University of Washington  
 B.S., Civil Engineering, University of Michigan

Tom retired from the Navy Civil Engineer Corps with the rank of Captain (same as Army Colonel). In the Navy, Tom was responsible for managing construction, maintenance, and environmental work at bases worldwide. Most of Tom’s career has included managing projects, from proposal writing to execution to evaluation. We expect to take advantage of that expertise to reorient the course so as to give our students the skills and knowledge necessary to manage projects to assure their successful conclusion.

**Pamela Kaye, Adjunct Professor in Empowerment**

PhD, Educational Leadership, Vanderbilt University  
 M.S., University of Missouri, Columbia  
 B.S., University of Missouri, Columbia

Pamela comes from a Sociology and Anthropology background. She brings a wealth of teaching experience with her from Intro to Sociology to Global Perspectives on Women, and while at Principia College, was a leader in their curricular change process. She has been involved in global women’s issues and equity issues of indigenous peoples that has taken her to Tibet, India, China, Zambia, Egypt, and beyond.

**Ben Lozare, Professor of Health, Behavior, and Society**

Ph.D., University of Wisconsin, 1982

M.S., University of Wisconsin, 1977

B.A., University of the Philippines

Ben Lozare leads the JHU/CCP Training and Performance Improvement Division and the development of SCOPE (Strategic Communication Planning and Evaluation), a computer-aided communication planning software used in training workshops. Dr. Lozare has more than 25 years of experience in research, teaching, and practice in international and development communication. He has helped develop and conduct the Gates Institute series of Leadership Seminars for Reproductive Health.

**Sheila McKean, Adjunct Professor in Agriculture, Food Security, and Population Studies**

Ph.D., Agronomy, University of Reading, United Kingdom, 1989

M.Sc., Soil Chemistry, University of Reading, United Kingdom, 1985

B.Sc., University of Glasgow, United Kingdom, 1983

Sheila McKean spent five years at the Center for Tropical Agriculture in Colombia. These past twelve years, she has worked as a protected area consultant in Bolivia. Dr. McKean is the author of nearly twenty articles, specializing in tropic soil science.

**Henry Mosley, Professor of Population and Family Health**

M.P.H., Johns Hopkins University School of Hygiene & Public Health, 1965

M.D., University of Oklahoma School of Medicine, 1959

B.A., Rhodes College, 1955

Henry Mosely is a professor in the Department of Population and Family Health Sciences at Johns Hopkins University. He has served as Director of Training for the Bill and Melinda Gates Institute of Population and Reproductive Health at JHU. He is a former Child Survival Program Officer for the Ford Foundation and is a former Director for the Cholera Research Laboratory/ICDDR in Bangladesh. Dr. Mosely works in collaboration with Ben Lozare in the development and delivery of STARGuide software for the Gates Seminar in Strategic Leadership and Management for Population and Reproductive Health.

**Henry Perry, Adjunct Professor in Public and Community Health**

Ph.D., Sociology and Anthropology (Department of Social Relations),  
Johns Hopkins University, 1976

M.D., Johns Hopkins University, 1974

M.P.H., Johns Hopkins University, 1971

B.A., Duke University, 1969

Henry Perry has a long and distinguished career in health care, field research, administration



and teaching. He served as the Director General and CEO of the Hospital Albert Schweitzer in Haiti, was the technical advisor for maternal and child health in Bangladesh with the ICDDR, B: Center for Health and Population Research and the BASICS Project, and was the founder of Curamericas (formerly Andean Rural Health Care) and director of its activities in Bolivia. Dr. Perry has a longstanding involvement in field work and writing about community-based primary health care and has published extensively in these areas. He also has a broad experience in working directly with communities, community leaders, and field staff to strengthen community programs. He is also Adjunct Professor at the Rollins School of Public Health of Emory University and Associate in the Department of International Health at the Bloomberg School of Public Health of the Johns Hopkins University.

**Daniel Robison, Adjunct Professor in Agriculture, Food Security, and Population Studies**

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

B.S. and B.A., Kansas State University, 1984

Since 1991, Daniel Robison has held numerous international contracts for strategic planning in and around protected areas in Latin America. Dr. Robison presently lives, researches, and consults in Bolivia with regard to tropical soil science, protected areas, and the environmental impact of cattle and horse productivity. The author of more than thirty articles, he combines theoretical knowledge with first-hand farming knowledge in rainforest ecosystems. With his wife, Dr. Sheila McKean, Dr. Robison farms 25 hectares near Rurrenabaque, Bolivia.

**Lisa Schirch, Adjunct Professor in Social Movements and Peace Building**

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

M.S., Conflict Analysis/Resolution, George Mason University, 1993

B.A., University of Waterloo, 1991

A former Fulbright Fellow and professor of peacebuilding at Eastern Mennonite University, Lisa Schirch has worked in every region of the world as a researcher, trainer, and facilitator in identity-based conflicts, conflict and violence analysis, and civilian peacekeeping. Dr. Schirch consults with a network of strategic partner organizations throughout the United States, Latin America, Africa, Asia, Europe, and the Middle East.

**Student Support Services**

**Christie Hand, Registrar and Student Support Coordinator**

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

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

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

Christie's years living in Cameroon, France, and Austria and her work with international students in the Texas State Intensive English program bring a depth of experience to her roles as registrar and interactive online coordinator of the Master's program. She has also taught in the English department of a local community college and is involved with Literacy West Virginia, a non-profit organization promoting adult literacy.

# Governance

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

## **Board of Trustees**

Christopher Cluett, Ph. D.  
James Metzger  
Patricia Rosenfield, Ph.D.  
Mike Stranahan

## **Administrative & Support Staff**

Mike Rechlin, PhD, Dean  
Randall Brandt, Comptroller, B.S., M.S.  
Jason Calder, Project Director, Engaging People in Peace, B.S., M.A.  
Damian Christie, Communications Associate/IT Support, B.S.  
Christie Hand, Registrar and Student Support Coordinator, B.A., M.A.  
Kellen Harper, Communications Associate, B.A.  
Deidre Hiner, Communications-Administration Coordinator, B.A.  
Traci Hickson, Director of Communications, B.A., M.A.  
Carol Mick, Financial Manager, B.S.  
Michelle Simon, Staff Accountant, A.A.  
Rebecca Vaus, Assistant to the President

# FutureGenerations Graduate School

## Contact Information

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