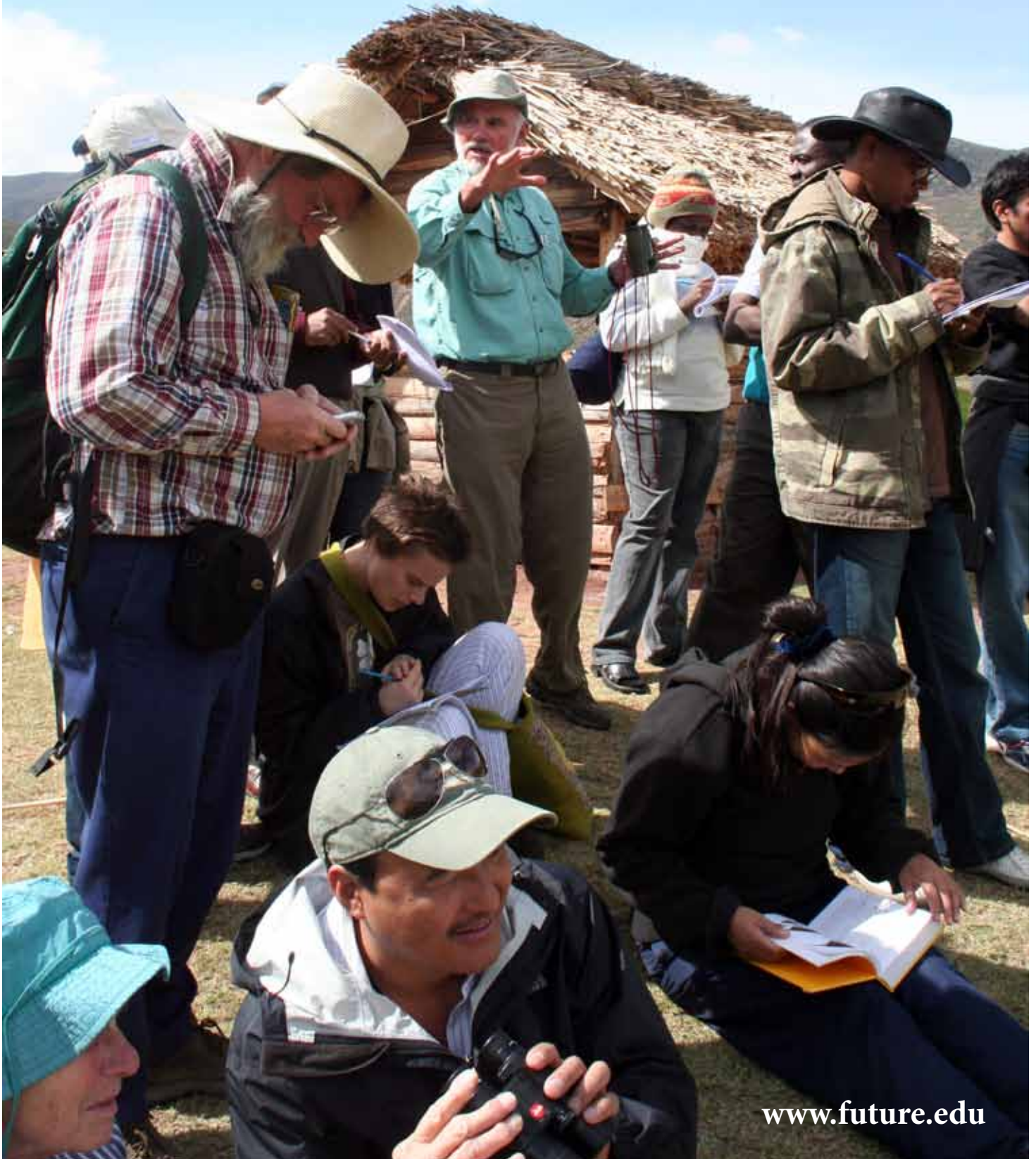


2012-2013
Academic Catalog

FutureGenerations
Graduate School

Master of Arts in Applied Community Change and Conservation
Master of Arts in Applied Community Change and Peacebuilding



Empowering

Communities to

Shape Their Futures

Academic Catalog 2012 - 2013

Future Generations Graduate School

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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.

The Graduate School is accredited by the Higher Learning Commission and a member of the North Central Association.

www.ncahlc.org 800-621-7440



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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 graduate degrees in Applied Community Change and Conservation and Applied Community Change and Peacebuilding, 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 United States based organizations are closely connected and cooperate with a growing number of Future Generations organization 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 and Applied Community Change and Peacebuilding programs call upon the 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 as well as through learning among classmates from across the world, each student examines how diverse communities engage in change, conservation, peacebuilding, and health. Students observe, research, and test ways for releasing the transformative energy in every community to facilitate a more equitable and sustainable future.



Class begins at Gandhi's Ashram, India

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, and Nepal our students from across the world examine best practices in community-based health, conservation, peacebuilding, 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. The students come from a variety of backgrounds including regional leaders, non-government agency workers, experts within a professional discipline, government agencies, and faith-based organizations. Some students carry several academic degrees while others hold a Bachelor's degree and many come from painful contexts – areas 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 programs remove scholar-practitioners from their ongoing work at home: our students spend the majority of their graduate studies at work in their own communities. Online 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.

BLENDED 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 Residentials

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, in Peruvian community health centers or in other areas around the world, our students examine sustainable community-based initiatives that have scaled up to have regional or national impact. In these residentials, 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.



Students hike up Algonquin Peak in the Adirondack Park of New York with Bill McKibben and Ellen Page

VALUES AND STUDENT OUTCOMES

Specific underlying values form the foundation for 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, conservation, and peacebuilding.

Learning Objectives and Outcomes

1. Critical thinking
Graduates can analyze a problem and reach their own evidence-based conclusions.
 - Perceive problem and assess how to frame the question
 - Identify assumptions and bias
 - Formulate independent conclusions

2. Knowledge of development issues
Graduates can demonstrate a theoretical and practical understanding of key development issues by analyzing the social, economic, political, and environmental implications.
 - Demonstrate knowledge of applied principles in content areas of graduate degree, e.g. conservation and ecology, public health, management, leadership, and 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.
 - Demonstrate facilitation skills of active listening, consensus building, and promotion of respectful dialogue
 - Identify and promote leadership
 - Network to bring appropriate resources and expertise to bear on a problem

4. Program design and management
Graduates can independently design and implement sustainable development programs, using Seed-Scale and other development models.
 - Conduct valid surveys and develop a work plan
 - Manage program logistics, human resources, and financial records
 - Apply principles of economics and resource allocation

5. Monitoring and evaluation

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

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

6. Communications

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

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

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

Learning Objectives of the Conservation Concentration:

- Understand the relationships between conservation practices and sustainable livelihoods
- Understand the fundamental relationship between the issues of poverty, food and water security and resource degradation
- Demonstrate the ability to work with local peoples to initiate and implement conservation projects
- Inventory and map natural resources to develop sustainable management plans
- Understand the importance of local conservation action in addressing global problems

Learning Objectives of the Peacebuilding Concentration:

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

CURRICULUM

We offer two concentrations for our Master of Arts Degree. The first concentration is a Master of Arts degree in Applied Community Change and Conservation. A second concentration (pending approval from the Higher Learning Commission) is a Master of Arts degree in Applied Community Change and Peacebuilding. The credit hour distribution for these two concentrations is as follows:

Applied Community Change and Conservation

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

Applied Community Change and Peacebuilding

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

COURSES OFFERED

Communications

COM 501 Graduate Study Foundations

Community Change

CC 501 Healthy People, Healthy Communities

CC 503 Empowerment

CC 601 Social Change and Peacebuilding

CC 602 Going to Scale with Community Development

Environmental Conservation

EC 604 Sustainable Development

EC 505 Nature Conservation and Management

EC 506 Food and Water Security

EC 503 Human Ecology

Monitoring and Evaluation

MAE 508 Synthesis and Integration

MAE 510 Introductory Statistics

Peacebuilding

PB 501 Introduction to Peacebuilding

PB 502 Building Bridges through Inter-Group Dialogue

PB 503 Natural Resources and Conflict

PB 504 Engaging the Structural and Cultural Dimensions of Peacebuilding

PB 505 Social Change and Conflict Transformation

Program Design and Management

PDM 507 Applications of Nonprofit Management

PDM 508 Project Management in Development Organizations

PDM 604 Leadership and Organizational Dynamics

Research

RES 605 Practicum: Research Design and Methods

RES 606 Practicum: Monitoring and Evaluation

RES 607 Practicum: Applied Research I

RES 608 Practicum: Applied Research II

Core Courses in bold

COURSE DESCRIPTIONS

Communications

COM 501 Graduate Study Foundations (1 credit)

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

Community Change

CC 501 Healthy People, Healthy Communities (2 credits)

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

CC 503 Empowerment (2 credits)

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

CC 601 Social Change and Peacebuilding (2 credits)

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

CC 602 Going to Scale with Community Development (2 credits)

How do we move from small and isolated community successes to create enabling environments for rapid expansion of an ongoing process of human-energy-driven social change? Alternative approaches to large-scale expansion are compared and contrasted. The role of expanding quality of services in promoting the mobilization of people's participation is also explored. The related challenge of relinquishing control serves as a focal point.

Environmental Conservation

EC 503 Human Ecology (2 credits)

This course 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.

EC 505 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.

EC 506 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 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.

EC 604 Sustainable Development (2 credits)

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

Monitoring and Evaluation**MAE 508 Synthesis and Integration (3 credits)**

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

MAE 510 Introductory Statistics (2 credits)

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

Peacebuilding**PB 501 Introduction to Peacebuilding (2 credits)**

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

peacebuilding. Students will be introduced to the actors in conflict management and how their interests and work at times complement each other and at other times compete. Students will learn the methods of conflict analysis that they will be using in other courses over the course of the program.

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

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

PB 503 Natural Resources and Conflict (2 credits)

Land and other natural resources, such as forests, water, minerals and oil, are often the visible manifestations of what people fight over. Although seldom the true cause of a conflict, which more often relates to tenure insecurity and multiple inequalities, natural resources end up being what is fought over. Natural resources can not only be the cause of a conflict but also a victim of that conflict, with the instability associated with conflict times breaking down societal structures that promote conservation and cooperative use. Students will gain an in-depth knowledge of those natural resource and conflict relationships. They will study points of entry to natural resource conflict and learn to apply the over-arching “principles of engagement” to interventions related to natural resource disputes.

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

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

PB 505 Social Change and Conflict Transformation (2 credits)

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

Program Design and Management

PDM 507 Applications of Nonprofit Management (2 credits)

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

PDM 508 Project Management in Development Organizations (2 credits)

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

PDM 604 Leadership and Organizational Dynamics (2 credits)

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

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

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

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

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

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

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

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

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

ACADEMIC CALENDAR 2012 - 2013

PROPOSED PEACEBUILDING CONCENTRATION CURRICULUM

Term I January 9 – May 25, 2012

India Residential: February 27 - March 26

COM 501 Graduate Study Foundations
 CC 503 Empowerment
 CC 601 Social Change and Peacebuilding
 PB 501* Introduction to Peacebuilding
 RES 605 Practicum: Research Design and Methods

Term II July 1 – November 9, 2012

Africa Residential: August 2 - September 1

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

Term III December 10, 2012 – April 26, 2013

Haiti Residential: February 27 - March 26

CC 501 Healthy Peoples Healthy Communities
 CC 602 Going to Scale with Community Development
 PB 503 Natural Resources and Conflict
 RES 607 Practicum: Applied Research I

Term IV May 27 – October 11, 2013

United States: Residential September 10 - October 11

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

* Peacebuilding concentration

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. The prospective student must fill out and submit the online application or download the application as a PDF and mail, fax, or scan and email it. The Admissions Committee examines a prospective student's completed application and makes a decision. The committee may ask for more information or call the prospective student before reaching a decision. 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 the 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. As soon as the Future Generations Graduate School is authorized by the Department of Education, United States students will also be able to apply for Federal Loans by submitting the FAFSA. (See page 25 under Financial Information.)

Provisional acceptance (Non-matriculating)

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



Students attend the graduation ceremony in Nepal. The location of graduation varies.

SUMMARY OF APPLICATION REQUIREMENTS

Educational background and transcripts

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

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

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

Record of employment

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

Record of community involvement

Applicants must be 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 a 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 may be 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.

Internet-based connectivity

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

Full financial disclosure

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

ACADEMIC POLICIES

Graduation Requirements

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

To graduate students must:

1. Complete a Practicum project
2. Complete all core courses
3. Complete 36 credit hours of courses following the distribution requirement (at least half must be from Future Generations Graduate School)
4. Attend all four 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 learnings incorporated into all residential periods of instruction are essential features of this program. Students must attend all class sessions during the four residential periods of instruction. If for reasons of health, emergency or visa difficulties, a student is unable to attend all or part of a certain residential study, he or she will determine with the Academic Council when and how this residential study will be made up.

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 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, the student's academic history at Future Generations Graduate School must show that he/she has maintained grades consistent with the graduation requirements of a minimum grade point average (GPA) of 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 36 credit hours of course work. The 4.0 grading scale ranges from A (4.0) to F (0.0) as follows: A (4.0), A- (3.8), B+ (3.3), B (3.0), B- (2.8), C+ (2.3), C (2.0), C- (1.8), and F (0). A student must maintain a minimum grade point average of 2.8 (B -). No course or practicum in which a grade below C- (1.8) is earned may apply toward the degree.

Incomplete work

To be in good standing, students may carry no more than two Incomplete (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 the 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/she need not repeat participation in the residential upon rejoining the program. But if withdrawal causes a student to miss all or part of the site-based residential, then he/she is responsible for traveling to that term's residential with a future Master's class.

Pass/Fail

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

Probation

A student will be placed on academic probation if two Incompletes or one Incomplete and one grade of F are carried at the conclusion of any term of study. A student may also be placed on academic probation if his or her grade point average falls below B - (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 student's performance and growth.



Students studying in the field, Peru

Drug and Alcohol Policy

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

The Graduate School's drug policy:

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

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

Crime Prevention Policy

The Graduate School makes every reasonable effort, through the cooperation of all programs, to create an environment that is both safe and secure. Although we cannot guarantee safety, 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 sessions.

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.

The Graduate School is also in the process of being authorized by the United States Department of Education to process Federal Loans. Thus, for United States students, we will be able to 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 United States 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 all fees paid for that term, minus the cost of returning the money.
- 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, minus the cost of returning the money.
- 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.

- Checks and money orders should be made payable to Future Generations Graduate School and may be mailed directly to Future Generations Graduate School, P.O. Box 36, Circleville, WV 26804.
- 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 304-567-3600. Do not send credit card information by email.
- You may submit your payment online using MasterCard, Visa, or PayPal. Go to www.future.edu, click on For Current Students > Tuition > Pay Online.
- You may pay by wire transfer. To receive this wiring information, please email Michelle Simon, Financial Manager, at michelle@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:

- Tuition for site-based, interactive online learning, and practicum courses
- Books and handouts
- Room and board during the site-based periods of instruction
- Travel insurance during the residential

The program fees do not cover the following:

- Costs of airfare, passports, visas, and/or other travel documents
- Immunizations
- Photography or film equipment
- Clothing, laundry, postage, gifts and other personal items
- Telephone and internet communications (however, free internet is available in many, but not all, of the places we visit)
- Transportation to or from airports of departure in the student's home country
- 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. Prior to participation in this Master's program residentials, 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.



Professors teach in the classroom as well as in the field.

FACULTY, COUNTY 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.

Shukria Hassan, The Carl Taylor Professor of Equity and Empowerment, Health

M.D. Kabul Medical Institute General Medicine Facility, 1988

Shukria has a long employment history in community health in Afghanistan. Most recently she has worked with Carl Taylor and the Future Generations Afghanistan staff on the pregnancy history project.

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 four books and more than thirty articles.

ADMINISTRATIVE PERSONNEL WITH FACULTY RESPONSIBILITIES

Laura Altobelli, Country Program Director, Peru

Dr. P.H., Johns Hopkins University School of Hygiene and Public Health, 1988

M.P.H., Johns Hopkins University, 1982

B.S., University of Missouri at Columbia, 1974

Laura Altobelli 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.

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

Ph.D., 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 Smiths 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.

Tshering Lhamtshok, Director of Alumni Continuing Education

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

B.S. Sherubtse College, Delhi University

Lham has worked in Bhutan as Program Director for the Royal Society for the Protection of Nature.

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.

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.

Jeff Helsing, Dean of Curriculum, Academy for International Conflict Management and Peacebuilding United States Institute of Peace

Ph.D., Political Science, Columbia University

B.A., History, Stanford University.

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

Maria Jessop, Senior Program Officer Academy for International Conflict Management and Peacebuilding United States Institute of Peace

M.A., International Peace and Conflict Resolution, American University

B.A., Psychology, Fairleigh Dickinson University

Maria Jessop is a senior program officer in the United States Institute of Peace's Academy for International Conflict Management and Peacebuilding where she develops and implements education and training programs in conflict resolution, intergroup dialogue, peacebuilding, human rights and civic education primarily for Iraqi educators, civil society leaders, and government officials. Jessop's work at the Institute has also included training peacekeepers in Rwanda and Senegal in negotiation, training educators in Afghanistan on teaching peacebuilding, and providing advanced mediation skills training to OSCE mission personnel in Kosovo. Before coming to USIP, Jessop contracted as a mediator, trainer, and cross-cultural specialist with federal, education and community-based organizations. From 2005-2007, she managed the office of the Mohammed Said Farsi Chair of Islamic Peace at American University. Also while at American University, Jessop founded and led The Dialogue Development Group which engages the university community in facilitated intergroup dialogues on topics related to social identities, differences and inequalities. Maria Jessop was raised internationally and served in the Peace Corps in St. Lucia (1994-1996).

Pamela Kaye, Adjunct Professor in Empowerment

Ph.D., 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 Introduction to Sociology to Global Perspectives on Women and while at Principia Collee, was a leader in their curricular change process. She has been involved in global women's issues and equity issues of indigenous people 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.

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 of farming in rainforest ecosystems. With his wife, Dr. Sheila McKean, Dr. Robison farms 25 hectares near Rurrenabaque, Bolivia.

**Lauren Van Metre, Dean of Students, Academy for International Conflict Management and Peacebuilding
United States Institute of Peace**

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

M.A., Russian Studies, Georgetown University

B.A., Political Science, Davidson College

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

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. Christie teaches the Graduate Study Foundations course (COM 501) and coordinates student support services during residenceals.

Dominic Kiraly, Senior Program Officer, Academy for International Conflict Management and Peacebuilding United States Institute of Peace

M.B.A. International Economic Development, Eastern University

M.A. International Law and Human Rights, PEACE

Dominic leads distance education initiatives for USIP. He works closely with USIP faculty to convert existing on-site training courses into an online format. Skilled in audio engineering, videography, web development, and graphic design, Dominic aims to build Academy online courses that are stimulating and interactive, and infuse liberal doses of multimedia into the online learning experience.

GOVERNANCE

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

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Jason Calder, Project Director, Engaging People in Peace, B.S., M.A.

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Christie Hand, Registrar and Student Support Coordinator, B.A., M.A.

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FutureGenerations Graduate School

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