

# **FutureGenerations**

**Graduate School  
of Applied Community Change  
and Conservation**



**Field Guide  
2007-2009**



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**of Applied Community Change**  
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# INTRODUCTION

## President's Message

Friends:

How can future generations achieve a better life? How can the achievements of communities be sustained over time? And how can the land, air, and water be conserved?

Human energy – or the work of people – is the force that can organize the resources needed for meeting today's global and local challenges. When the energy of people grows through collaborative action, it stimulates creativity, trust, and focus. This force can re-shape the human enterprise.

Future Generations researches, demonstrates, and teaches a process that mobilizes human energy to achieve equitable and sustainable change.

Communities learn to invest their energy in sustainable solutions. They learn how to work in partnership with government, maximize locally available resources, and leverage outside-in support to create solutions that fit local circumstances.

As highlighted by the work in our four Country Programs and the expanding network of Master's degree candidates and alumni/ae, we seek to promote equity and empowerment, conserve the land, air and water, expand opportunities for people, and improve the quality and impact of our work. Still a significant task ahead is to learn with partners and add to the global knowledge base of community change and conservation. Over the next decade, Future Generations means to partner with "100 nodes of change" or community-based demonstrations. These nodes will evolve more effective practices and serve global learning. We invite you to join this process.

Cordially,



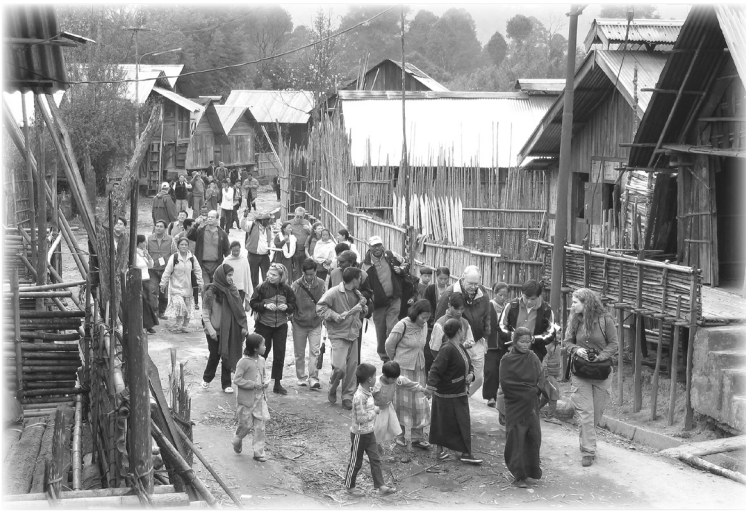
Daniel Taylor

President



# Mission Statement of Future Generations

Future Generations teaches and enables a process for equitable community change and integrates environmental conservation with development. As an international school for communities offering graduate degrees in Applied Community Change and Conservation, we provide training and higher education through on-site and interactive online 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 to come.



## Organizational Structure

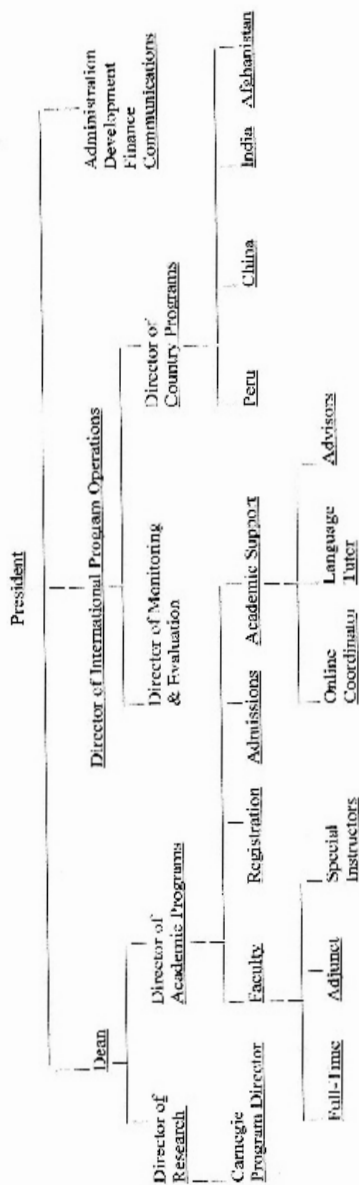
Future Generations operates as two bodies under one umbrella.

- It is an international non-governmental organization (NGO) with extensive empowerment, equity, health, and conservation work in Afghanistan, China, India, and Peru.
  
- It also advances research and blended learning through its Graduate School of Applied Community Change and Conservation. This graduate program has three tasks:
  - To implement, test, improve, and learn through the Master of Arts in Applied Community Change and Conservation.
  
  - To build upon the strengths and instruction of the Master's program to provide online materials for community-wide learning in change and conservation.
  
  - To deliver in-country workshops, partnering with local and international change agents.

Future Generations has sixteen full-time and adjunct faculty members, twenty-nine senior and support staff in development, and scores of project personnel in Afghanistan, India, Peru, and China. The members of Future Generations' Board of Trustees have extensive field, community-based, and global experience. The following Venn diagram charts Future Generations operational structure.

**FUTURE GENERATIONS ORGANIZATIONAL CHART**

Future Generations Board of Trustees  
 Graduate School Board of Trustees



# Academic Calendar 2007 – 2009

## **Term I – 9 September 2007 to 15 February 2008**

India residential dates: 1 November to 1 December

Pedagogy of Place: Home and India  
Introduction to Community Change and Conservation  
Sustainable Development  
Healthy People, Healthy Communities  
Practicum: Research Design and Methods  
[Student learning plans and language needs assessed]

## **Term II – 10 March 2008 to 22 August 2008**

United States residential dates: 14 May to 23 June

Pedagogy of Place: United States  
Nature Conservation and Management  
Leadership and Organizational Dynamics  
Social Change and Conflict Transformation  
Practicum: Prospectus Design  
[Prospectuses completed; initial dialogue on Student Mentors]

## **Term III – 13 September 2008 to 28 February 2009**

Peru residential dates: 14 November to 13 December

Pedagogy of Place: Peru  
Going to Scale with Community Development  
Food and Water Security  
Empowerment  
Practicum: Applied Research I  
[Selection of and invitation to Student Mentors; 1st iteration of research]

## **Term IV – 23 March 2009 to 14 October 2009**

Nepal/Tibet Residential and Graduation: 14 September to 14 October

Pedagogy of Place: Nepal and Tibet  
Human Ecology  
Applications of Nonprofit Management  
Practicum: Applied Research II  
Synthesis and Integration  
[2nd iteration of research; graduation at Rongbuk, Tibet]

\*Dates are subject to change depending upon yak herds, monsoons, and revolutions



# COMMUNITY LIFE

## **Introduction**

The Future Generations Master of Arts in Applied Community Change and Conservation trains community-based practitioners across several sectors – health, conservation, social change, leadership, peacebuilding, and education. As students in this program, you become research-competent scholars and leaders. Graduates are to respond to the growing challenges of global change. While our world is filled with specialists of every description, it lacks scholar-practitioners who can lead communities that want to change. Too many communities lack facilitators with world knowledge and the ability to mobilize around that knowledge according to local ecology, economy, culture, and values.

## **Summary Approach to Community Change**

How does a community create solutions that fit its local circumstances? And, once started, how does a community sustain and expand its momentum? Future Generations researches what has worked in the field of community development over the last one hundred years. Scholarship and field demonstrations point toward a process for community change that can work in any type of community – rural, urban, disadvantaged, affluent, or one emerging from crisis.

Future Generations posits the SEED-SCALE methodology as an answer to these questions:

### **SEED**

By using a reliable and replicable system, communities can mobilize energy and sustain change at the local level.

### **SCALE**

Community-based successes can continuously improve in quality, and successes in one or several communities can expand rapidly to cover a larger region.

For this sort of community-based success in change and conservation, global experience shows that four principles must be present. When all four are implemented, community energy grows; solutions evolve to fit the local economy, ecology and values; change is sustained; and locale-specific solutions expand across whole regions. These principles are:

- Principle 1      Build from success
- Principle 2      Create three-way partnerships
- Principle 3      Make decisions based on factual evidence; and
- Principle 4      Seek behavior change as the outcome

The SEED-SCALE framework builds from these principles and creates simple workplans. Seven tasks are repeated to generate a growing cycle of community energy. As communities are energized by their successes, the process evolves with rising sophistication. Successful communities become centers of action learning and experimentation.

The SEED-SCALE community-based ethic and methodology are distinct from modernist development strategies, as seen here:

	<b>SEED-SCALE APPROACH</b>	<b>MODERNIST DEVELOPMENT</b>
Resource	Energy and time	Money
Who does the work	Three-way partnership	Professional/leaders
Approach	Build on success	Focus on failure
Guided by	Evidence/local reliability	Power and opinion
Primary outcome	Change in behavior	Prescribed outputs
Evaluated by	Achieving workplan	Budget compliance
Client and control	Community	Donor
Process	Iterative	Design - do it right!
Management model	Mentoring	Control of process

## The Graduate School within 100 Nodes of Change

Future Generations ten-year vision seeks a global shift in practice that promotes more effective partnerships between communities, governments, and organizations to achieve community change and conservation. The organization will promote “100 nodes of change” or demonstrations of more effective practices that fit local ecology, culture, and economy. As graduates of the Masters program, you and your community may contribute to this learning process and mobilization of human energy.

The strategy to implement this impact integrates research, demonstration, and teaching. To do so, Future Generations works as a global team of diverse, qualified, and dedicated people.



As you progress from your residential-based studies in India, to the United States, to Peru, and finally to Nepal and Tibet/China, here are ways in which the “100 nodes of change” can form a web of shared knowledge:



## Residential Sites

### **From Sevagram to Arunachal Pradesh, India:**

At Gandhi's Ashram in Sevagram, you are introduced to the philosophy and practice of nonviolent social movements. You travel from this Ashram to Jamkhed and Gadchiroli, two of India's finest grassroots health care systems. You then move to the mountainous northeast of India. Arunachal Pradesh has the greatest cultural and biological diversity of any state in India. To integrate the needs of people with nature, Arunachal Pradesh is establishing a network of biosphere reserves.

Its planning strategy addresses six areas of need: resource inventory, social and environmental development, economic development, tourism, historic and cultural preservation, and education and training. Future Generations has sponsored field surveys and training workshops to help communities monitor biodiversity and benefit from the ecotourism potential of the region. Future Generations also works with Village Welfare Workers and Panchayat elders for SEED-SCALE training in health and conservation. Your class examines this community-based training and data-gathering in the context of India's history of progressive social movements.

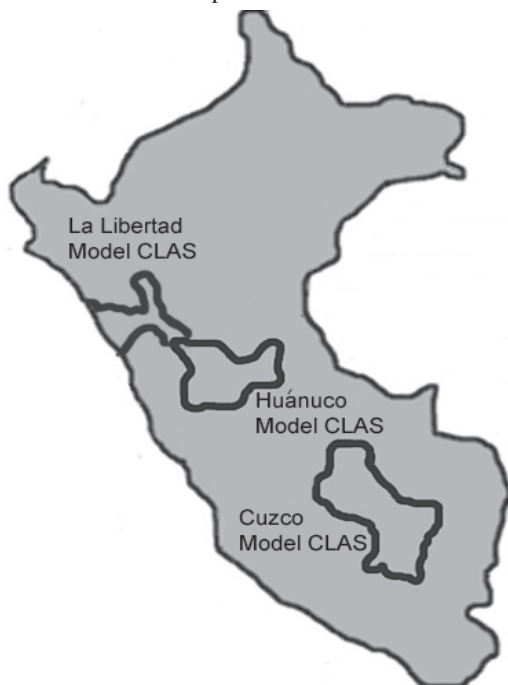




**From West Virginia to Upstate New York, United States:** During this residential course, your class examines the dynamics of conflict, social change, and leadership. In particular, they study the three-way partnership of government, citizen mobilization, and research/economic expertise that led to the creation of upstate New York's Adirondack State Park and New York City's Central Park. These models rely on no federal funds. They integrate nature conservation with a balanced approach to development via innovative land use planning. They call upon the wisdom of local associations, industry, ecotourism, and state conservation agencies. You compare this with other conservation models in North American and Tibet/China. You will also visit Future Generations energy self-sufficient headquarters (pictured here) on North Mountain, West Virginia.



**From Cuzco to Huanuco, Peru:** Building from the bankruptcy of state health care facilities after civil war and terror, the people of Los Moras experimented with the community-based services of local health practitioners. Los Moras is now a center for action learning, applied research and experimentation. Its work extends to fifty community health associations. Its model of community-managed health care has been adapted across Peru. With a multi-year grant from the United States Agency for International Development, a second regional center is now established in Cuzco. Its emphases are the Los Moras model of community-managed health care and a new SEED-SCALE project for child survival.



**From Kathmandu Valley, Nepal**

**to Shegar, Tibet/China:** The Four Great Rivers protected area is the size of Italy. With 46 million acres, it is the fourth largest protected area in the world. It contains one-seventh of all the trees in China. It protects watersheds upon which a billion people in eight countries depend. And it has some of the most extraordinary geography and biodiversity in the world.

Future Generations partners with government agencies and the David

Suzuki Foundation of Canada to implement a model that uses locally available resources. Each county-level government works with communities to design and implement its own management strategy. Pendebas (workers who benefit the village) train local people in primary health, animal husbandry, sustainable forestry, and other practical skills. Pendebas are integral to the growth of land designated as protected areas in Tibet – an area that has grown from 1% to 40% in less than twenty years. You observe how Pendebas manage regional learning centers that strengthen nature conservation and ecotourism around Qomolangma (Mt. Everest).





The Country Program Directors of these Future Generations projects serve as your “Pedagogy of Place” instructors. They ground your understanding of community work in the history, culture, challenges, and hopes of these four countries. They also fold the “best practices” of just and sustainable change and conservation into your applied coursework and practicum research. Term-by-term, you are, therefore, able to imagine and implement:

- |          |   |
|----------|---|
| Term I   | How to initiate community-based change and conservation       |
| Term II  | How to sustain social change with leadership and human energy |
| Term III | How to take community-based change to scale                   |
| Term IV  | How to evaluate and monitor community change                  |

You then enter into the web of these “100 nodes of change.” As stated by Board of Trustee member, William Carmichael, at the graduation of Class One: “[Those] whom we salute in this magnificent setting are the trailblazers in a new educational program. And that program is itself a pioneering venture....And it is that commitment to continuing learning that I hope all of you who are graduating today will share: a commitment to continuing inquiry and deepening understanding not only in your individual professional pursuits but also in sustained relationships with Future Generations. Your next – and enduring – task, therefore, will be to keep pace with that expanding knowledge base and to contribute to it, whenever you can.”

# Traditional Education versus Applied Learning

Whereas traditional academics create an artificial environment, this Master's program presents and tests a real-world path for students and communities to learn social change and conservation.

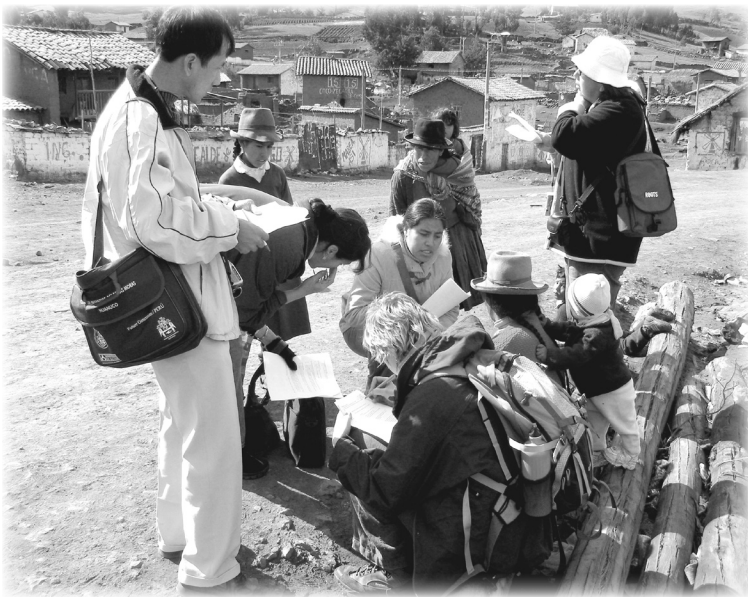
The status quo in modern education separates learning from society. It places students and curricula within walls. The outside world is introduced through books and lectures. Laboratories control variables.

By contrast, this Master's program seeks a truthful way to learn social change and conservation. These topics are complex. The variables of civilization, culture, religion, language, politics, economic, gender and ecology are endless. They are too complex to be contained within an inside-the-walls approach to education. Moreover, the communities that are affected for better or for worse by our learning have the right to insist upon sound and creative learning.



Hence this Master's offers you and your communities an applied process of learning, research, monitoring, and evaluation. Only applicants who are embedded in the life and learning of a community are admitted. For if our learning is to be useful, it must adhere to conditions under which it will be applied. From your particular community base, you then grow through the comparative analysis and synthesis of "communities of learning" examined alongside one another.

Four parallel tracks enrich this learning. First, through research in your community, you develop a deeper appreciation for community, history, ethics, ecology, and hopes. Second, you listen to one another and learn from the range of communities represented in this class. Third, through the residential site-based studies, you observe, listen, and ask questions about "best practices" for change and conservation. Finally, you may form a community of change agents among yourselves.





## Your Contribution to this Process

Since our learning about change and conservation begins with your communities, our mode of learning cannot be rigid. The Master's program thus anticipates a steep learning curve this next decade. Part of our response to new learning and pedagogy will involve experiments. The Graduate School seeks to augment every aspect of its learning effectiveness. We encourage your evaluation and ideas.

The focus of the Future Generations Graduate School is partnering with students to empower their own communities to engage social change and conservation. While the Master's program enrolls individuals, you all represent and serve larger communities. Hence this program is a graduate school for "communities of learning."

You are to apply all courses and research to community life. By applying your learning in real time and place, by honing research questions and skills in daily life, and by referencing "success" in light of your community and the sites visited during the residentials, you will grow into a community-embedded scholar, practitioner, and leader.





## Inter-Cultural Communicative Competencies (IC<sub>3</sub>)

This applied approach to learning is most likely to blossom as we build inter-cultural communicative competence. In traditional educational structures, inter-cultural learning is less of an issue because the inside-the-walls campus life requires that students – near and far – adapt to a dominant culture. For instance, students are asked to speak and function in the language and culture of the university, which itself is situated in a certain place and culture.

By contrast, the applied mode of Future Generations places you and your inter-cultural and inter-disciplinary diversity at the core of the learning experience. So you must sharpen two lenses. One, you are to focus on learning from your own community as you remain very much a part of your community. You are to introduce to the collective learning of the Master's class the wisdom of your community. Two, you are to look and discern lessons from other communities. Test their hypotheses and learning in the context of your own and many other communities. These two lenses lead to interesting puzzles.

Community-specific and culturally-bound examples of these puzzles abound! Here we present five challenges: language, time management, academic honesty, variance and grievance.

# Language

How can this Master's program bridge linguistic divides that have challenged human cooperation and understanding for millennia? Today, English is the primary medium of global dialogue in politics, science, and economics. But this will likely change in our lifetime! Chinese will soon be the most commonly used language on the Internet. Arabic, Hindi, Farsi, Swahili, and Spanish are other languages of ascending global importance. So in a Master's program designed to serve and link "communities of learning" from all over the world, how can many languages further (not hinder) our learning?

- In this program, English is the primary medium for instruction. But you must also use appropriate language in your community-based research and analysis.
- It is often the case that the most committed practitioners of change and conservation have not mastered English. Hence if we are to serve students from many places, a creative response to language is necessary.
- In learning and applying a new language, a person learns humility and gains confidence. Through language study, you are likely to cross many paths, engage diverse people, and face questions of social change and conservation. All Master's students, therefore, work on a second language while enrolled in this program.
- The inter-cultural communicative competence (IC3) online learning platform teaches diverse languages, draws upon inter-cultural lessons, and furthers understanding of social change and conservation methods, information technology, and applied learning and analysis.
- You must complete two levels of the language you have identified in your student learning plan. You may earn up to two credits toward graduation for this work. Submit to the Registrar a transcript or affidavit of completed work. This affidavit must explain the language study you engaged, your form of instruction, and the number of hours you studied a new language each term.

# Time Management

How should students balance important commitments to family, community work, and their engagement of this Master's program?

- What takes priority – a course assignment or a community's demand to lead some function? Future Generations values a holistic approach to life in community. Hence all concerns are valued.
- Only by the combined effort of you, your communities, and our delivery of the Master's program, can we discern a balance that values competing academic, community, and personal needs.
- Are you certain that this is the right time to pursue challenging graduate-level work? Only you can attest to the underlying support of your family and community.
- Of communities, we look to your Personal Community Statement for evidence of an embedded relationship and trust between you and your community. We follow up on applications to discern whether your referees attest to the fact that you enjoy the support of your community. We ask if you can leave to participate in four month-long residential studies abroad. We ask that communities and employers be sensitive to the pre- and post-residential workload you will face.
- Of the Master's program, we seek learning effectiveness and time management in these ways:
  - Staggering the assignments and requirements of online and residential-based studies
  - Leaving you a two-week window of time before and following residential-based studies to prepare for travel, job management, and recuperation
  - Constructing terms so you can focus on only two courses at a time
  - Standardizing syllabi so you can easily move from course to course
  - Maintaining a clear and interactive "virtual campus" website

- Providing IC3 lessons and an English tutor to enable your linguistic and analytical skills
- Providing an Interactive Online Learning Coordinator to trouble-shoot online problems
- Maintaining a web profile of your communities

## Academic Honesty

How shall students and professors understand academic integrity?

- When a person does not understand something, what is an acceptable response? One student may keep silent; another may confront the professor; still another may not quit until he has unearthed an answer; and another student may copy directly the materials that a classmate is writing. There is no simple answer to this question.
- This concern is complicated by the reality of group work. While collaboration is encouraged, when it comes time to submit your final work, this product should be your own work.
- The responsibility to foster academic honesty rests with all members of the graduate program. As mutual trust is valued, all students and faculty members are expected to uphold this behavior.
- When any member of this community of learning lies, cheats, or steals, it is considered a serious violation of the academic and community integrity.
- Plagiarism, the intentional use of ideas and words taken from another source without proper credit, is not allowed. This concern covers books and materials introduced in class, data and analysis downloaded from the Internet, and the work product of other students and instructors. Knowingly helping or allowing someone else to plagiarize is also an act of academic dishonesty.
  - When there is evidence of academic dishonesty, there should be instructor-student dialogue as soon as possible.
  - Mindful that each culture feels and acts differently, it may be appropriate to bring in a third party to facilitate this dialogue.

- Only after there has been dialogue may an instructor assign a grade.
- It is left to the instructor's discretion to assign a failing grade for the particular assignment or for the entire course.
- Or the instructor may require that the student resubmit a completely new assignment.
- In either event, this process should allow for inter-cultural understanding.
- If academic dishonesty occurs, the matter is reported in written form to the Academic Dean, who keeps a file of such reports. Only the Dean has access to this file.
- Realizing that the stress to complete work may contribute to the problem of plagiarism, Future Generations will provide Student Services, especially reading and writing skill-building.

## Variance

If you find for any reason that your family life, work schedule, or community responsibilities receive a variance from academic policies, submit your concern in writing to the Academic Council. It will respond to your concern as promptly as possible.



# Grievance Procedure

How shall students, professors, staff, and administrators process a grievance?

- The main concern in any grievance is to bring reconciliation and growth in ways that enhance community.
- The American Council on Education defines grievance thus:

“Grievable issues are those in which there is the possibility of an error in the institutional policies (or lack of them), in its prescribed procedures for carrying out the policies, in the administration of those procedures or in varying combination of these.”
- If it is determined that an institutional error has occurred, the second concern of a grievance procedure is to provide a process for appropriate redress.
- This process should be non-adversarial and open, undertaken for the sake of understanding, and hopeful for a solution.
- Future Generations has established a Grievance Committee consisting of the Dean, an outstanding graduate of a prior Master’s class, and a rotating appointed member of the Academic Council.
- After there has been dialogue between the aggrieved party and a representative of the institution, or between the grievant and the person who is alleged to have violated or mishandled policy, it is hoped that reconciliation and problem-solving will have occurred.
- If a grievance remains, then the grievant is asked to submit in writing a full description of this to the Grievance Committee, which will convene within two weeks, consult with the parties, and seek reconciliation and/or problem-solving as promptly as possible.
- Our Master’s classes are small and students come from communities spread across the globe. Hence to allow for all classmates to remain focused on community life and coursework while still allowing for grievance procedures, we believe it is unwise to place any current students on this Grievance Committee. Interested graduates, however, are invited to submit their names to serve on this committee.

## Policies

### Nondiscrimination

Future Generations admits students of any race, color, gender, sexual orientation, religion, creed, and national or ethnic origin to all the 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, color, gender, sexual orientation, religion, creed, and national or ethnic origin in administration of its education policies, admissions policies, financial aid, and other related programs.



## Code of Conduct

You are expected to act in a mature and responsible manner during all residential site-based periods of instruction. The right is reserved to dismiss from the program and send home any individual whose conduct, in the opinion of the Academic Council, is detrimental to Future Generations. The basis of this finding could include uncooperative or disruptive behavior, alcohol abuse or illegal drug use, sexual harassment, or failure to perform satisfactory academic work. Fees will not be refunded. Students sent home from a residential bear all associated costs.



## Sexual harassment

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and/or verbal or physical conduct or written communications of an intimidating, hostile, or offensive nature, or action taken in retaliation for reporting such behavior, regardless of where such conduct might occur when:

- Submission to such conduct is made a term or condition of academic progress.
- Submission or rejection to such conduct is used as a basis for academic decisions affecting students.
- Such conduct has the purpose or effect of interfering with academic performance or creating an intimidating, hostile, or offensive academic environment.
- The difference between voluntary sexual relationships and sexual harassment are the elements of coercion, threat and/or unwanted attention that exist in a non-reciprocal relationship. Such harassment may occur between two students, or between a student and a professor, or between a student and an administrator or staff member of Future Generations.





# **STUDENT SERVICES**

## **Admissions Process**

Your application to the Graduate School is a four-step process. The Admissions Committee first examines your completed application form. If you successfully meet the criteria for admission, you have passed phase one of the process. Future Generations then informs you if any further information is needed. At this point, we are also likely to interview you over the telephone or in person. We generally interview one or more members of the community where you intend to apply your learning and research. In all instances, applicants must have an active base within a community. You must be endorsed by this community to participate in this academic program. If community involvement and support are evident, you have passed phase two of the application.

Phase three is the Scholarship Committee's decision based on its review of your financial disclosure. If financial assistance is needed and requested, Future Generations will work closely with you and your community to ensure that your merit and need match available resources for this program of applied graduate studies. Finally, phase four includes a signed agreement between you and Future Generations to the terms for delivering and covering the costs of this applied graduate education.

## **Provisional Acceptance**

The Admissions Committee looks for candidates who are teachers of social change, nature conservation, and moral agency. Many of these people will have come to show these leadership gifts in the context of communities traumatized by conflict. The Admissions Committee looks for unusual circumstances in background or training that augment one's ability to complete the program. Provisional acceptance may be considered in special cases.

## **Student and Time Management**

Our Interactive Online Coordinator and language tutor will work with you to ensure online connectivity, English language competence, and basic time management skills before the start of Term I coursework.

Thereafter, our personnel will continue to work with class members on a regular basis. While many campuses in certain countries promise “24/7” – around-the-clock – student support services for computer and coursework questions, this is still impractical for our Graduate School. Our students are spread across the globe. They live in different time zones. They have varied levels of Internet connectivity. Some spend weeks at a time in remote and rural areas. Others are situated in places of instability and post-conflict rebuilding.

Given these challenges, steady communication is critical. The Interactive Online Coordinator will work with students by telephone, email, Skype, Blackboard, and mail to facilitate reliable contact among classmates and professors.

## **Principles of Equity and Understanding**

### **Inter-Cultural Communicative Competence (IC<sub>3</sub>)**

Students whose academic and community-based work requires enhanced English-language competency are to complete two levels of inter-cultural communicative competence (IC<sub>3</sub>) materials prior to or during their four terms of Master's program studies. Completion of this work is evaluated by Future Generations tutors.

Those students coming from English-speaking cultures or degree programs are also to study another language during this graduate program. This may be a language essential to the work of Future Generations or the community in which a Master's candidate works. Besides traditional language studies, this requirement may be fulfilled with one's study of another medium of communication such as photography or GIS mapping.

A student must submit a transcript or affidavit for this language or alternative communication coursework. As determined by the Registrar, this must be the approximate equivalent of coursework expended by classmates honing their English language competency.

## Tutorials

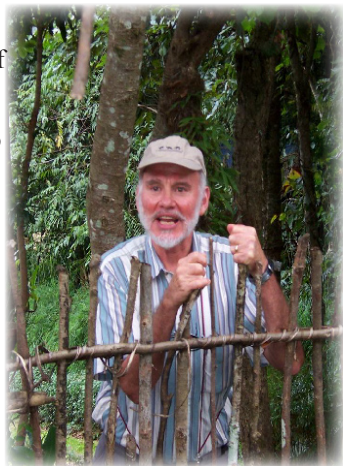
Future Generations provides two avenues of English language assistance. From the point that students pass phase four of the admissions process, if they need English language skill building, Future Generations provides online IC<sub>3</sub> resource materials. Also, during most evenings of the residential study programming in India, the United States, Peru, and Nepal/Tibet, an English language instructor leads optional review sessions of the day's lectures and IC<sub>3</sub> tutorials.



# Information Systems

## Requirement of sufficient connectivity

Interactive online courses and applied practicum work are fundamental components of the program. Both require reliable Internet and email connectivity. You must have the ability to access the Internet on a regular basis. Ensuring this access is your responsibility.



## Laptop access or ownership

Students must own or enjoy full-time use of a laptop computer. A laptop is essential in field situations as well as during the residential-based studies of this Master's program.

## Blackboard

Future Generations provides Blackboard CourseSites online services to its students, faculty, and staff. Beginning with the first two months of online coursework before the Term I India residential, the Interactive Online Coordinator provides tutorials on accessing and using Blackboard. Similarly, each June, the Faculty College conducts workshops for faculty members to further their effective and innovative use of Blackboard and other web-based cybrary and resource materials.

## FTP server

During the India Residential, the Interactive Online Coordinator provides a tutorial for your access to our server for accessing reading materials and Future Generations reports. This generally occurs before the start of Term I classes, and to some extent continues throughout the Master's program. On the FTP server, you will find current Future Generations reports, research, and publications.

And here you may post your community-based research and analysis. Rely on Blackboard for all syllabi, course documents, interactive forums, chat space, and assignments for your coursework.

## Substantive Materials

### Provision of all course books and materials

At the beginning of Term I, you are to access initial reading materials via Blackboard and/or Future Generations FTP server. During the Term I India residential, you will receive all other course books for Terms I and II. During the Term II U.S. residential, you will receive all books for Term III. And during the Term III Peru residential, you will receive Term IV books. You remain responsible for downloading any other materials posted to Blackboard by your professors.

### Cybrary

Future Generations has contracted with the Head of Electronic Collections for the Yale University Library System to introduce, train, and enable access to cybrary and online database services in areas of health, conservation, and agriculture. We are negotiating with West Virginia University, Paul Smith's College, and Eastern Mennonite University to broaden your access to online resources and cybrary training in other fields. Much of this instruction occurs during the Term II U.S. residential.



## Residential-Based Studies

### Travel costs and visas

You and your supporting community are responsible for passport, visas, and airline tickets to each residential period of instruction. While traveling, if you lose such documents or other possessions (for example, your clothing, computer, or books), it is your financial responsibility to replace them.

### Accommodations

During the residential studies, we all live simply and according to the lifestyle of our host villages and institutions. In some cases, heat will be by fireside. There may be irregular electricity. Water may need to be purified.

### Food requirements

Similarly, all participants will eat according to the standards and lifestyle of our host villages and institutions. If you have special dietary needs, you must plan for this in advance. Vegetarian diet can generally be accommodated, though Future Generations cannot guarantee this option for every meal in every location.





## Packing

You are responsible for your own baggage. Please do not bring more than 20 kg of personal clothing and books on a residential. At Gandhi's Ashram during the Term I India residential, you will receive a Future Generations duffel bag. Its size limitation should suit well your extensive travel by small vans and buses. Especially, during the Term IV Nepal residential trek, Sherpas are engaged as porters. It is essential that we carry as little baggage as possible. For all residentials, carry your laptop, converter for different electrical currents, and memory stick.



## India Residential Packing List



- **Luggage:** You will be presented with a Future Generations duffel bag while you are in India. This is our welcome gift. We also hope that in preparation for the next three residential trips, you can all pack within the size limit of this duffel (53cm x 30cm x 25cm or 21" x 13" x 10"). If possible, as you get ready now, pack your supplies in a duffle-type bag, thus enabling you to switch to the Future Generations duffel later in the trip. You need to pack efficiently and lightly! You will have to travel for the entire residential with what you bring.
- **Clothes:** You should bring clothes that are comfortable, loose and casual (you will often be sitting on the floor). It may be pretty warm, but you will want to be able to cover up at night. Also, the temperatures can fluctuate a great deal depending on the location. Temperatures will range from a low of 5<sup>o</sup> C (41<sup>o</sup> F) to a high of 29<sup>o</sup> C (84<sup>o</sup> F)
  - **Pants:** Bring 3-4 pairs; make sure to bring at least one sturdy pair of pants (such as jeans) and one light-weight pair of pants comfortable for travel and walking in warm weather. You may also want to bring a pair of shorts.
  - **Shirts:** Bring 3-5 T-shirts and 3 other long sleeve shirts that can be worn out in the field or as a tourist.
  - **Raingear:** This is very important! Bring a good rain-jacket.
  - **Undergarments:** Bring enough for a week without washing.
  - **Socks:** Bring enough for a week without washing. Try to

bring some quick drying ones as well.

- Jacket/Sweater: Bring a fleece plus one other warmer jacket/sweater. It is always good to bring clothes that you can layer.
  - Night clothes: The evenings can be quite cool, so pack accordingly for sleeping.
- **Shoes:** Bring one pair of sturdy walking shoes, one pair of comfortable quick-drying shoes, and if you wish, a pair of sandals.
  - **Gift:** Bring a gift to exchange with one of your classmates. This gift should not be expensive, but should be a meaningful representation of yourself and your culture.
  - **Other Items:**
    - Sun protection: Hat, sunglasses, sunscreen.
    - Medication: Any medication that you are currently taking, Pepto-Bismol for diarrhea (this medication is not available in India), iodine tablets (for water purification in some places) and whatever toiletries you deem necessary.
    - Small flashlight
    - Water bottle/canteen
    - Photocopy of your passport (keep these separate from your passport)
    - Spare pair of eyeglasses or contacts (dust can make contacts burn)
    - Small towel
    - Laptop, if you have one, and a memory stick
    - Inoculations record, if you have one
    - Notebook/sketchbook
    - While each of you knows best whether and how much you might wish to spend on souvenirs and personal items, we recommend that you bring a minimum of \$50 USD/EU cash for such miscellaneous expenses. Future Generations will cover your in-country travel, meals, and educational expenses.

## United States Residential Packing List

- **Clothes:**

- Good walking shoes: Lightweight walking, running, or hiking shoes.
- Second pair of light footwear, sandals, or flip flops: Our time in the United States is in early summer, so the days can be fairly hot.
- Socks: Carry perhaps three pair, as well as some detergent to wash and hang-dry your socks for future use.
- Slacks and dresses: Medium-weight slacks and dresses for times spent on campuses; a heavier and warmer pair of jeans or slacks/pants for field work in the Adirondacks; and if you wish, one or more pairs of shorts.
- Shirts and blouses: Since our time will be divided between indoor classrooms and outdoor field work, pack both short and long sleeve shirts/blouses.
- Parka and jacket: We will likely encounter rain in upstate New York, so pack a lightweight parka or waterproof jacket; nights can be cool in West Virginia and New York, so a vest, sweatshirt, or jacket is recommended.
- Swimsuit: There will be at least two opportunities to enjoy lake and stream swimming.
- Hat: One lightweight hat (with a tie) or baseball cap is recommended for protection against the wind, sun, and black flies (in the Adirondacks).
- Cultural garment: On several occasions, we'll enjoy inter-cultural dress, music, and cooking, so bring one change of clothes that represents your culture.
- Underwear, of course! Remember, to pack as lightly as possible, using a small bit of detergent to wash and hang-dry small clothing articles.

- **Personal items:**

- Passport (and extra paper copy, packed separately) and 2 passport photos. You will have already processed your visa to the United States from your home country.
- Small towel and washcloth.
- Personal medications.
- Lip balm, sunscreen (high SPF), hand soap, detergent (small bag), Kleenex, extra pair of prescription glasses or eye contacts, and two pair of sunglasses (that filter out UV light).
- Comfort food! You may wish to carry a small amount of granola bars, chocolate bars, cheese sticks, nuts, raisins, and jerky for a quick boost of energy.

- **Other equipment:**

- Flashlight.
- Daypack to carry your immediately accessed needs/goods, while trying to fit everything else within your Future Generations duffel bag.
- Water bottle.
- Camera, lenses, film, extra camera batteries, and binoculars (if you have a pair).



## Peru Residential Packing List



- **Clothes:**
  - Good walking shoes: Lightweight walking, running, or hiking shoes.
  - Second pair of light footwear, sandals, or flip flops: Climate varies in the areas of Peru we will be visiting; be prepared for both cool and hot days.
  - Socks: Carry perhaps three pair, as well as some detergent to wash and hang-dry your socks for future use.
  - Slacks and dresses: Medium-weight slacks; a heavier and warmer pair of jeans or slacks/pants for field work in colder areas; and if you wish, one or more pairs of shorts.
  - Shirts and blouses: Since our time will be divided between indoor classrooms and outdoor field work, pack both short and long sleeve shirts/blouses.
  - Parka and jacket: We will likely encounter rain, so pack a lightweight parka or waterproof jacket; also a vest, sweatshirt, or jacket is recommended.
  - Swimsuit: There may opportunities to enjoy swimming.
  - Hat: Bring a rimmed hat for sunny days, a woolen or fleece hat for cold nights, and a waterproof hat for rainy weather.
  - Underwear, of course! Remember, to pack as lightly as possible, using a small bit of detergent to wash and hang-dry small clothing articles.

- **Personal items:**

- Passport (and extra paper copy, packed separately) and 2 passport photos. You will have already processed your visa to Peru from your home country.
- Small towel and washcloth.
- Personal medications.
- Lip balm, sunscreen (high SPF), hand soap, detergent (small bag), Kleenex, extra pair of prescription glasses or eye contacts, and two pair of sunglasses (that filter out UV light).

- **Other equipment:**

- Flashlight.
- Daypack to carry your immediately accessed needs/goods, while trying to fit everything else within your Future Generations duffel bag.
- Water bottle.
- Camera, lenses, film, extra camera batteries, and binoculars (if you have a pair).



## Nepal/China/Tibet Residential Packing List

- **Clothes:**

- Good walking shoes or boots: Break in a pair of shoes/boots with tread - a good grip sole (that is, not a smooth surface shoe bottom) long before the Nepal residential. There are lightweight all-nylon hiking shoes just a little heavier than running shoes. Consider this option, as these shoes are easier to break in.
- Second pair of light footwear to use around the Sherpa villages after your days of trekking.
- Socks: “Layer” your socks, wearing a lighter wicking pair of socks inside a woolen pair of socks. The lighter socks, too, are useful for Kathmandu, Lhasa, and evenings in the Sherpa villages after you’ve changed to some lighter footwear. Carry perhaps three pair, as well as some detergent to wash and hang-dry your socks for future use.
- Slacks: Medium-weight pants for the time in Nepal; a heavier and warmer pair of jeans or slacks/pants for Tibet; and if you wish, a pair of hiking shorts.
- Shirts and blouses: Short sleeve shirts/blouses for Kathmandu; long sleeve shirts/blouses for all destinations in Tibet.
- Long underwear: The temperatures in Tibet will drop below 0° C, so bring light but warm long underwear – probably two pair.
- Parkas, jackets, and coats: As with the socks, here too you will want to “layer” your clothing. Since we aim to trek in Nepal immediately after the monsoons, and to cover our itinerary in Tibet just before the first significant snowfall, you will likely want three different outer garments. First, carry a light weight rain poncho. Second, you will want a medium weight sweater or vest (with thin nylon wind jacket). Third, pack a warm down jacket (or if possible, a “Thinsulate” Parka) that will keep you warm down to -10° C. You can rent these in Kathmandu at the beginning of the month and return after returning from Tibet.
- Hats, gloves and mittens: One lightweight hat (with a tie) for protection against the wind and sun, and a second warm hat for protection against the Tibetan cold. Carry, too, a lightweight pair of gloves for protection from the sun, and a pair of mittens for the Tibetan cold.

- Graduation garment: We ask that you pack clothing for the graduation ceremony that is representative of your culture. You will likely wear this clothing just once up at Rongbuk Monastery on the day of graduation. The accommodations there are warm inside, and there are indoor facilities to change into this ceremonial clothing.
- Underwear, of course! Remember, to pack as lightly as possible, using a small bit of detergent to wash and hang-dry small clothing articles.

- **Personal items:**

- Passport (and extra paper copy, packed separately), 6 passport photos and \$30 U.S. cash for visa. You may only apply for your Nepal visa at the Kathmandu airport upon arrival.
- Small towel and washcloth.
- Personal medications needed regularly; we will supply diamox, which is a tablet to help with higher altitude acclimatization.
- Lip balm, sunscreen (high SPF), hand soap, detergent (small bag), Kleenex, extra pair of prescription glasses or eye contacts, and two pair of sunglasses (that filter out UV light).

- **Other equipment:**

- Flashlight and headlamp (or reading lamp): No guaranteed electricity, so bring this gear and extra batteries.
- Lightweight down sleeping bag (for warmth at night down to  $-10^{\circ}\text{C}$ ) – again, this can be rented in Kathmandu if you do not own a sleeping bag.
- Daypack: You will carry your own daypack with immediately accessed needs/goods that are not packed into your Future Generations duffel bag, which will be carried by porters and zos, a crossbred cattle that is part yak and part cow.
- Water bottle – we will supply water purification tablets/iodine.
- Camera, lenses, film, extra camera batteries, and binoculars (if you have a pair). Large plastic bag(s) to contain all of your belongings inside your duffel bag on the back of the zos, for it may rain!



## Health

Consider the physical requirements of the residential study portion of this program. We trek and study at high altitudes in the Andes and Himalayas. You will have a ten-day trek at high altitude during the Term IV Nepal residential as well as field work in Tibet/China and Peru at even higher altitudes. Students who are concerned about their potential performance under these conditions must make responsible decisions.

We strongly suggest that you presently prepare for the rigor of this Master's. If you haven't a good pair of hiking shoes or boots, break in a pair now. Walk up and down hills. Or if you live in a flat area, climb as many stairs as you can. Make this part of your daily exercise. Watch your diet. Work toward a healthy weight for your body build. Also, for smokers, now is the best time to quit.

### Health alerts

Prior to each residential course of study, consult the public information and health advisories made available by the Center for Disease Control at <http://wwwn.cdc.gov/travel/default.aspx>.



## **Health insurance**

You are required to carry health and accident insurance that is valid outside of your home country and in the countries to which you are traveling. In the case of the Term I U.S. residential, Future Generations provides student health insurance. This is required for issuing an I-20 Visiting Scholar visa to enter the United States.

## **Health disclosure and waiver**

You should be in good health prior to departure for any of the residential periods of instruction. Future Generations should be made aware of your medical history and any physical or other limitations. You are responsible for obtaining all immunizations based on the travel itinerary, and any other medical precaution per your medical history. Do so in accordance with the advice of your physician. On the first day of the Term I India residential, you are asked to sign a Health Waiver, Medical History Form, and Permission to Allow Treatment Form.

Future Generations is not responsible in any way for illness or accidents suffered by students. Should either occur, we make every effort to ensure timely and appropriate care for you. In such case, you are responsible for all expenses involved. Future Generations may, if necessary, advance funds needed for immediate settlement of bills. Reimbursement of such advances must be made promptly to the United States office of Future Generations.



**Health Form**

FutureGenerations

HEALTH INFORMATION, MEDICAL HISTORY, PERMISSION TO ALLOW TREATMENT,  
AND HEALTH WAIVER

PERSONAL INFORMATION

Name: \_\_\_\_\_ Birth date: \_\_\_\_\_ Age: \_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Telephone: \_\_\_\_\_ e-mail: \_\_\_\_\_

Identification Number: \_\_\_\_\_

Passport Number: \_\_\_\_\_

Name of Spouse, Parent, or Guardian if there is need to contact a relative in case  
of emergency: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Home telephone: \_\_\_\_\_; work telephone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

INSURANCE INFORMATION

Insurance Company: \_\_\_\_\_

Policy/Subscriber #: \_\_\_\_\_

Group #: \_\_\_\_\_

HEALTH INFORMATION

Physicians Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Telephone: \_\_\_\_\_ e-mail: \_\_\_\_\_

MEDICAL HISTORY

Name \_\_\_\_\_

Have you ever had or do you now have any of the following?

1.       Yes     No     Head Injury (concussion, skull fracture)\_\_\_\_\_
2.       Yes     No     Uncorrected hearing/sight problems\_\_\_\_\_
3.       Yes     No     Fainting spells/Convulsions/Epilepsy\_\_\_\_\_
4.       Yes     No     Neck or Back Injury\_\_\_\_\_
5.       Yes     No     Asthma \_\_\_\_\_
6.       Yes     No     High Blood Pressure/Abnormal EKG/  
Coronary Heart Disease/ Other Heart  
Problems\_\_\_\_\_
7.       Yes     No     Kidney Problems/Bladder Infections\_\_\_\_\_
8.       Yes     No     Hernia \_\_\_\_\_
9.       Yes     No     Diabetes\_\_\_\_\_
10.      Yes     No     Eating Disorder\_\_\_\_\_
11.      Yes     No     Allergies \_\_\_\_\_
12.      Yes     No     Depression \_\_\_\_\_
13.      Yes     No     Malaria \_\_\_\_\_
14.      Yes     No     I am currently under the care of a physician  
If yes, condition and type of treatment:\_\_\_\_\_
15.      Yes     Please read carefully and sign:

In the event of sickness or injury of myself, I \_\_\_\_\_  
(name of Master's student), hereby authorize the Future Generations faculty  
member or leader in charge during the residential course of studies to secure  
whatever treatment is deemed necessary, including the administration of an  
anesthetic and surgery or similar invasive procedure.

I accept full financial responsibility for any medical costs, not covered by insurance, incurred during the cross-cultural program.

The above information is true as represented to the best of my knowledge.

\_\_\_\_\_  
Master's Student Signature

\_\_\_\_\_  
Date

Again, please read carefully and sign:

I \_\_\_\_\_ (name of Master's student), understand the rigor of this Master's program and my personal responsibility to carry health and accident insurance (with the exception of Future Generation's purchase on my behalf of health insurance for the duration of my U.S. residential stay during Term II). I am responsible for consulting the CDC website for health alerts and travel advisories for the countries to which I am traveling. I am responsible for obtaining immunizations based on the travel itinerary, for acting in accordance with the advice of my own physician, for taking any necessary precautions based on my own medical history, and for tending to any special dietary needs that I have. Furthermore, I do not hold Future Generations and its faculty/staff members liable for their due diligence in offering this Master's program.

\_\_\_\_\_  
Master's Student Signature

\_\_\_\_\_  
Date

# Finance

## **Student accounts**

The business office of Future Generations will send monthly billing statements to all enrolled students, beginning with the down payment that is due prior to the start of Term I. All correspondence regarding financial matters should be directed to the business office, and not to faculty members.

## **Scholarship and financial assistance**

A limited amount of scholarship support and financial aid is available on the basis of student merit and need. Future Generations only discusses financial assistance with prospective students after we have received a completed application.

If you are applying for financial aid, you must provide full Financial Disclosure of personal, family, supporting community and/or organization, and outside scholarship/grant resources in your application to the Master's program.

Once admitted, you receive a separate Financial Aid Worksheet and Agreement from our Business Office. Both Future Generations and you are to sign and date this document before beginning your graduate studies.

Following are examples of the Financial Award letter, a statement, and a student invoice:

# FutureGenerations

To Research, To Demonstrate, To Teach – How Communities Change

## TRUSTEES

Tom Acker, S.J.  
Beckley, WV

James M. Brasher III  
New York, NY

William Carmichael  
Greenwich, CT

Christopher Cluett  
Seattle, WA

James Hoggan  
Vancouver, Canada

Peter Ide  
Tunis, Tunisia

Patricia Rosenfield  
New York, NY

Michael Stranahan  
Aspen, CO

David Schwimmer  
Moscow, Russia

Daniel Taylor  
Franklin, WV

Dear \_\_\_\_\_:

Congratulations on your provisional admission to the Future Generations Graduate School of Research and Applied Community Change. As explained in your letter of admittance from Dan Wessner, you must still meet certain English language criteria.

Future Generations endeavors to admit the most qualified students to this program in applied graduate studies. It assists with scholarships based on student need and merit. Our Financial Aid Committee is pleased to award you a scholarship in the amount of \$ \_\_\_\_\_ for your first year of study in this program. If you agree to the following terms for financing your studies, Future Generations requires that you return a signed original copy of this document no later than 1 August 2007. Keep a copy for your own records.

The annual program fee for this Master's degree program is \$17,500. The cost of this program over four semesters (two years) is \$35,000. This fee covers tuition, interactive online learning, on-site residential expenses (food, lodging, and in-country travel), course books and materials, certain language tutoring, and information technology fees.

If you maintain a minimum grade point average of 3.3 (out of 4.0), Future Generations will award a similar scholarship to you for your second year of study. This award decision will be made by 1 September 2008. This second scholarship decision will be based on the results of your first two years of graduate study (to be completed by 22 August 2008). The schedule for payment below is only for your first year of studies.

Also, please note that each student must pay for his or her own travel and visa costs to and from the four site-based residential. The first two residential in year one are to India (Term I) and the United States (Term II). The final two residential in year two are to Peru (Term III) and Nepal/Tibet (Term IV and graduation ceremony). Attached to this letter is a schedule of the two-year course of study.

At this time, a deposit of \$250 is required for your admission to this program. This deposit must be paid in full no later than 1 August 2007. You may make your payment by check, credit card, or bank wire transfer (*see* attached sheet for payment instructions). This deposit holds your place in the next class, which begins online on 9 September 2007.

Here is a schedule of payment for year one of your studies:

Atul Tayeng

Description	Due Date	Amount
Deposit for year one of studies	1 August 2007	\$ _____
Balance for 1 <sup>st</sup> half of year one	15 September 2007	0
Balance for 2 <sup>nd</sup> half of year one	15 February 2008	_____
Total (apart from \$ _____ scholarship):		\$ _____

If you are guaranteed graduate education financial support from your community or another organization, please provide the following information:

(1) Institution/scholarship name \_\_\_\_\_  
 Institutional level of support \_\_\_\_\_  
 Contact person address \_\_\_\_\_  
 Address \_\_\_\_\_  
 \_\_\_\_\_

Home Telephone \_\_\_\_\_ Business Telephone \_\_\_\_\_

(2) Institution/scholarship name \_\_\_\_\_  
 Institutional level of support \_\_\_\_\_  
 Contact person address \_\_\_\_\_  
 Address \_\_\_\_\_  
 \_\_\_\_\_

Home Telephone \_\_\_\_\_ Business Telephone \_\_\_\_\_

Indicate your approval of these financial terms with your signature below. Scan or fax a copy of your approval as soon as possible. You email your scanned and signed copy to [jim@future.org](mailto:jim@future.org), or you may fax your signed copy to 304-358-3008. In any event, submit by mail or express delivery an original copy of your signed acceptance, so that Future Generations is guaranteed receipt no later than 15 August 2007.

If you have any questions about your financial award, please feel free to contact me by email ([jim@future.org](mailto:jim@future.org)). If you have concerns or questions about the Master's degree program, contact Dan Wessner, Director of Academic Programs ([wessner@future.org](mailto:wessner@future.org)). Both Dan and I may be reached by telephone at 304-358-2000 (Eastern Standard Time, United States). Future Generations looks forward to your participation in the next entering class of Master's students in Applied Community Change and Conservation.

For Future Generations	For Applicant
_____	_____
James Hollowood	
Comptroller and Administrative Officer	
Date	Date



**Future Generations**  
 HC 73, Box 100  
 Franklin, WV 26807  
 USA

# STATEMENT

Statement Date: Oct 4, 2007  
 Customer Account ID: Said Habib Arwal

Voice: 304-358-2000  
 Fax: 304-358-3008

To:

--

Amount Enclosed  
 \$ \_\_\_\_\_

Date	Due Date	Reference	Paid	Description	Amount	Balance
9/10/07	9/30/07	Class3 Term1 SHA	Part		3,250.00	3,250.00
9/10/07		Country Program		Payment	-1,500.00	1,750.00
<b>TOTAL</b>						<b>1,750.00</b>

0-15	16-30	31-45	Over 45 days
0.00	1,750.00	0.00	0.00

You may have forgotten this bill. Thanks for your attention.

# Future Generations

HC 73, Box 100  
Franklin, WV 26807  
USA

# INVOICE

Invoice Number: Class3 Term1 TD  
Invoice Date: Sep 10, 2007  
Page: 1

Voice: 304-358-2000  
Fax: 304-358-3008

<b>Bill To:</b>

Student Name	Date Due	Contact Person
	September 30, 2007	Michelle L. Simon

Description	Amount
Class 3, Term 1 Tuition	USD 8,750.00
Tibet Scholarship	-1,750.00
Chun-Weui Scholarship	-1,500.00
Unrestricted Scholarship	-2,000.00
Payment Received	500.00
<p><i>In order for Future Generations to complete reservations for the India residential study program, your account must be fully paid no later than 30 September 2007. Thank you.</i></p>	

<b>TOTAL</b>	USD	<b>3,000.00</b>
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## **Refunds and withdrawal**

In carefully selecting students and developing relations with communities, Future Generations plans and makes financial commitments well in advance of each term and site-based residential program. We have developed a refund policy, therefore, that reflects our commitments yet recognizes the exigencies of your lives.

If you withdraw within the first month of a term, three-quarters of fees paid for that term will be refunded. If you withdraw after the first month but prior to thirty days before departure for a residential program, one-half of fees paid for that term will be refunded. If you withdraw within thirty days of departure for a residential, or anytime thereafter in the term, you forfeit all fees paid for that term.

If you withdraw from one or more courses, but not from an entire term, we will pro-rate your refund depending on the number of courses taken.

If you are reinstated in a future term, you must pay full fees for courses taken at that time.

## **Advising**

The Master's program stresses that you are to apply coursework, residential learning, and research in your community. Your specific learning needs and community require that you have someone who is knowledgeable about your particular situation. Call upon the advice of colleagues near to your work in the field. For your applied Practicum research, view our Dean, who instructs the Practicum course across all four terms, as a key advisor. For particular disciplines, consult your professors who are teaching in those fields. And for practical concerns in using our website, online materials, and language tutorials, view our Online Learning Coordinator as an important advisor.



# ACADEMIC PROGRAM

## Introduction

You are an important participant and critic of our attempt to deliver blended learning for applied studies and research in the context of your own community's change and conservation. Whether through course evaluations, informal dialogue, or end-of-residential evaluation sessions, your honest feedback is invaluable. We will continue to assess this approach to academic programming and lifelong learning.

## Blended Learning

First, in terms of pedagogical design, the program blends three modes of instruction:

- **Interactive Online Instruction** - internationally experienced faculty guide students as they master core concepts through comprehensive online materials and interactive exchange. Through this instruction, you increase your inter-cultural communicative competence by acquiring stronger second-language skills.
- **Study Abroad Residentials** – you participate in four one-month residential programs in India, the United States, Peru, Nepal and Tibet/China where students conduct field research, engage in classroom studies, and learn from international community experience.
- **Ongoing Applied Practicum Work** - you apply and evaluate your newly acquired skills and knowledge in your communities with guidance from faculty and advice from peers.

Second, this program design is appropriate in the context of international and cross-cultural learning. It encourages you to engage with your communities while learning from global experience. It trains you to become a scholar-practitioner, who in turn is called upon to serve and teach. Besides students enrolled in this Master's program, broader communities become learners, too.

Third, this program creates a framework for learning and relationships that engage you and your communities in a process of connected lifelong learning.

## **Interactive Online Learning**

Interactive online learning and practicum applications of program studies in your community are integral. Prior to each residential period of instruction, there are required interactive online learning readings, lessons, and assignments. You must be prompt in completing this online work to participate in the residential period of instruction.

Practicum applications in one's community occur before and after the residential periods of study. You must complete the applied Practicum research, assignments, and writing promptly to participate in the next term.

## **Residential-Based Studies**

The experiential learning incorporated into all residential periods of instruction are essential features of this program. As such, you must attend all sessions during the four residential periods of instruction. If for reasons of health, emergency or visa difficulties, you are unable to attend all or part of a certain residential study, the Academic Council will decide when and how your residential study may be made up.





## Practicum Research

Your community is your primary place of learning and application. The purpose is to apply your learning in real life. You are expected to maintain your present community-based work throughout this course of studies. Across all four terms, apply your coursework, questions, and research prospectus in the context of your ongoing community commitments.

## Community Web Profiles

Future Generations is a worldwide family of organizations and partnering communities. At our website, <http://profiles.future.org>, you will find web profiles many organizations and communities who share our mission to teach and enable a process for equitable and sustainable community change have posted. Among the points on this web are Future Generations affiliate organizations in four countries, the students and faculty of our Master's Program, organizational partners in research and learning, and the staff of North Mountain.



To use this web, single-click to open any of the community profiles. Learn of the vision, workplans, research questions, and successes being advanced by these communities. Together, they weave inter-cultural, inter-lingual wisdom across health, governance, conservation, peacebuilding, and the development sectors. For more information on the Future Generations Community Web Profiles or directions on how to post your information, please contact the Community Web Profile Administrator at [leann@future.org](mailto:leann@future.org).

## Distribution of Courses

Here is a summary of Master's program courses, credit hours, modes of instruction, and place of instruction. Detailed course descriptions are in your Course Catalog 2007 – 2009. The five integrated categories of courses are:

- Community-based development
- Globalization, localization and sustainability
- Community change skills
- Monitoring and evaluating community change
- Applied practicum work



## **Community-based development**

Introduction to Community Change and Conservation

(Interactive online learning, 1 credit; residential instruction, India, 1 credit)

Nature Conservation and Management

(Interactive online learning, 1 credit; residential instruction, United States, 1 credit)

Going to Scale with Community Development

(Interactive online learning, 1 credit; residential instruction, Peru, 1 credit)

## **Globalization, Localization, and Sustainability**

Sustainable Development

(Interactive online learning, 1 credit; residential instruction, India, 1 credit)

Food and Water Security

(Interactive online learning, 1 credit; residential instruction, Peru, 1 credit)

Human Ecology

(Interactive online learning, 1 credit; residential instruction, Nepal, 1 credit)

## **Community change skills**

Healthy People, Health Communities

(Interactive online learning, 1 credit; residential instruction, India, 1 credit)

Inter-Cultural Communicative Competence

(Online language study; residential and online tutoring; up to 2 credits)

Leadership and Organization Dynamics

(Interactive online learning, 1 credit; residential instruction, United States, 1 credit)

Social Change and Conflict Transformation

(Interactive online learning, 1 credit; residential instruction, United States, 1 credit)

**Monitoring and evaluating community change**

Applications of Nonprofit Management

(Interactive online instruction, 2 credits)

Empowerment

(Interactive online learning, 1 credit; residential instruction, Peru, 1 credit)

Pedagogy of Place: Home and India

(Interactive online contributions; introduction of self in India; residential colloquium, India, 1 credit)

Pedagogy of Place: United States

(Residential colloquium, United States, 1 credit)

Pedagogy of Place: Peru

(Residential colloquium, Peru, 1 credit)

Pedagogy of Place: Nepal and Tibet

(Residential colloquia, Nepal and Tibet, 1 credit)





### **Applied practicum work**

Practicum: Research Design and Methods

(Interactive online learning, 1 credit; residential instruction, India, 1 credit)

Practicum: Prospectus Design

(Prospectus completed; presentation in United States, 2 credits)

Practicum: Applied Research I

(Home community research iteration one; analysis; work plan for iteration two, 2 credits)

Practicum: Applied Research II

(Home community research iteration two; analysis completed; presentation in Tibet, 2 credits)

Synthesis and Integration

(Interactive online learning, 1 credit; residential instruction, Nepal, 1 credit; final presentation, Tibet, 1 credit)

# General Academic Policies

## Academic credit and standards

You earn academic credit toward your degree through successful completion of courses and applied Practicum research and analysis. In order to graduate, you need passing marks on 37 credit hours of coursework. The 4.0 grading scale ranges from A (4.0) to F (0.0) as follows: A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), and F (0). You must maintain a minimum grade point average of 2.7 (B -). No course or Practicum in which a grade below C – (1.7) is earned may apply toward your Master’s degree.

## Incomplete work

You may carry no more than two Incomplete marks at any time. After the conclusion of one term of study in which an Incomplete mark is given, you have until the last day of the next term of study to finish required work for this Incomplete. If you satisfactorily submit such work, the professor will award a revised grade. If you do 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 you receive a grade of F at any point in your studies, then you may carry no more than one Incomplete mark at any point through to the completion of the Master’s program.

Incomplete marks are allowed at the discretion of a professor after consultation with you. Ordinarily, you must have faced extenuating circumstances that precluded timely course completion.

## Withdrawals

Future Generations is conscious of the balancing act that many students face as you engage studies, research, work and family commitments, and pressing current events. Indeed, a number of students in this program come from and serve communities that are in a state of ongoing conflict or post-war rebuilding. Thus for reasons of health, personal exigencies, and socio-political turmoil, there

are occasions when you may need to withdraw from certain coursework. You must explain these exigencies in writing to the Academic Council, and request permission to withdraw from one or more classes, or from one or more terms of study.

### **Pass/Fail**

By the end of the residential course of study for each term, you may choose Pass/Fail evaluation for one course. This provision allows you to set priorities for your Master's studies, continued community-based work, and ongoing language studies. A grade of Pass will not affect your grade point average. A mark of Fail, however, counts as zero (0) and seriously lowers your overall grade point average. You may not take any Practicum course Pass/Fail.

### **Probation**

You 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. You may also be placed on academic probation if your grade point average falls below B – (2.7). Probationary status beyond one term will result in automatic dismissal.

### **Reinstatement**

If you are dismissed from the Master's program and wish to be reinstated, you must write a letter of request to the Director of Academic Programs. This letter must state clearly your plan for completing satisfactory and timely work in the future. This letter should explain why your prior work product fell below standards and address means by which this will not recur. The Academic Council reviews requests on an individual basis. It may decide to reinstate, ask that you reapply, or deny readmission. If your request for reinstatement or readmission is denied, you may apply again after the lapse of one year.

Upon reinstatement, your grade point average is the same as when you were dismissed. You may not use grades from other colleges or universities to raise

your grade point average. If reinstated, you will be dismissed if you fail to earn a grade point average for the next term of 2.7 or higher.

## Syllabi

You may expect courses to follow approximately the same syllabus format. These syllabi are all uploaded onto the Blackboard site. The standard Future Generations syllabus includes these elements:

- Course title
- Faculty contact information
- Course description
- Learning objectives
- Explanation of how blended learning will apply in this course
  - Interactive online learning
  - Residential studies
  - Applied research
- Reading resources
  - Assigned book(s) and article(s)
  - Online materials
- Blackboard functions and portals for this course
- Writing assignments with guidance – while professors may present a writing rubric, general goals are that you state great questions and hypotheses, conduct basic research, reason clearly and critically, rely on data and facts, and make meaningful applications in the context of your community.
- Participation online and during the residential
- Clear statement of online office hours
- Honorable work and plagiarism
- Evaluation of submitted work
- Grading basis and rubric
- Schedule of online and residential components of this course

## Student Learning Plans

At the beginning of Term I, you are to submit your own Student Learning Plan (SLP) that clearly identifies your community context, research questions, language and skill-building needs, and expectations from this applied graduate course of studies. You will revise this SLP at the beginning of each term. Evaluate whether you are meeting your expectations each step of the way.



## Research of the Graduate School

Depending on your specific community-based research, you may be invited to work alongside other Future Generations personnel in research projects of diverse types, including in fields of health, conservation, peacebuilding, youth, empowerment, and SEED-SCALE applications. All of you are asked to help Future Generations with its assessment process. Help us critique, enhance, and implement genuinely great applied graduate-level learning.

## Student Outcomes

This table lists Future Generations anticipated core competencies, concepts, principles, and professional skills for all participants in this Master's program.

Core Competencies	
1	Work as a catalyst for change
2	Provide group facilitation and leadership
3	Observe and gain confidence in collaborating with communities
4	Learn to assess community needs
5	Draft community work plans
6	Carry out population surveys
7	Use quality improvement techniques
8	Monitor and evaluate progress
9	Write project proposals
Core Concepts and Principles	
1	Ethical standards of community change and conservation including public health ethics
2	Approches to community change, including SEED-SCALE methodology and non-violent strategies for change
3	Local and global application of nature conservation and ecology, including natural resources management and protection
4	Experiential learning in successful community development programs
5	Goals of equity, empowerment, and social change at the individual, household, and community levels
6	Geopolitical forces and economics affecting communities
7	Food and water security studies, covering current production, availability, distribution, agrology, management decisions, alternative farming systems, agriculture systems
8	Community-based approaches to health improvement with special emphasis on reproductive health, child health, HIV/AIDS, tuberculosis, malaria, water, and sanitation
9	Organizational management, group decision making, and leadership as they apply to community change and organizational behavior
Core Professional Skills	
1	Critical analysis
2	Inter-cultural communicative competence, including proficiency in a second language - English or another language - relevant to the student's community work or Future Generations Country Program Projects
3	Methods for working in community, such as listening, facilitating, resource and leadership identification, empowerment, networking, training, and consensus building
4	Skills in nature conservation and environmental improvement, such as discerning environmental resource stakeholders, environmental problems, expertise, negotiation potential, and ecological principles
5	Applied principles of economics for sustainable economic development, household wealth and income, and the effects of regional/global economics on local communities
6	Skills in food and water security measurements
7	Health, nutrition, and demography skills, including public health and primary care models, demographic and health surveys, and knowledge of first aid, oral rehydration, water potability, iodine content, and warningsigns of primary health threats
8	Skills in program design, monitoring and evaluation, such as participatory techniques, census taking, survey collection, computer-based survey analysis, grant proposals, budgeting, and assessment
9	The ability to present professionally before diverse audiences



## Graduation

There is symbolism and significance to your being hooded and receiving your graduate diploma at the foot of Qomolangma (Mt. Everest) by the monastery at Rongbuk, Tibet. You could say that our classes receive the “highest” degrees on earth, for Rongbuk is the place on earth for highest year-round human habitation. The elevation is 17,600 feet. We will provide means for you to breathe in the thin air of Rongbuk, but only you will be able to process and absorb the majesty of Qomolangma with Tibetan prayer flags fluttering in the wind, yak tea warming on the stove, and classmates synthesizing two years of rich study and exchange. If you enter our Master's degree program from your own community, we hope that you will sense a larger community of colleagues in change and conservation as you graduate.



## 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. Changes necessary to carry out the purposes and objectives of the program will be made with the approval of the Academic Council. Students enrolled in or under active application will be given notification of such changes. All changes are made with the approval of the Academic Council.

## Faculty and Country Directors

Future Generations provides three modes of education. First, the Master's program draws upon the academic and field expertise of more than one dozen professors. Second, faculty and administrators work with Country Program directors and local officers in Peru, Afghanistan, Nepal, India, and Tibet/China to deliver workshops and certificate degree programs. Finally, staff and administrative personnel collaborate in delivering online educational materials. The overall objective of Future Generations is that education be a lifelong learning process that begins in community, is enhanced through graduate studies, and then finds application and scaling-up potential from a community base.

### Endowed professors

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. Bob 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.

Henry Perry, Carl Taylor Professor for Equity and Empowerment, Health  
Ph.D., Sociology and Anthropology (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.



Henry 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.

## **Full-time administrative personnel with faculty responsibilities**

Jim Hollowood, Comptroller and Administrative Officer

Ed.D., Administration, Planning and Social Policy, Harvard University

M.B.A., Public and International Affairs, 1973

B.S., University of Pittsburgh, 1969

Jim Hollowood has provided financial and operations management in a dozen countries for educational, social service, and real estate development programs.

He has served as a trustee on several educational and civic boards. Dr.

Hollowood is the financial comptroller and chief administrative officer of Future Generations.

Daniel Taylor, President

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 President of Future Generations and had prior positions with Johns Hopkins University, Woodlands Mountain Institute, and the United States Agency for International Development. Daniel is the author of three books and more than thirty articles.

Dan Wessner, Director of Academic Programs

Ph. D., International Relations, University of Denver, 2000

M.Div., Princeton Theological Seminary, 1990

J.D., University of Virginia School of Law, 1983

B.A., Stanford University, 1979

Dan Wessner's work in international education and development links scholars of developing and superpower states. Most of his immersion into the villages and cities of non-western countries has been in China, Thailand, and Vietnam.

Dr. Wessner is Director of Academic Programs for Future Generations. Dan

also teaches International and Political Studies at Eastern Mennonite University, specializing in human rights regime-building, intercultural communication, comparative law/politics, Southeast Asian affairs, and the role of non-state actors in international development. Dan is the author of some twenty articles and is completing a book on Vietnam's state-societal relationship.

Pierre-Marie Metangmo, Academic Dean

M.D., Catholic Medical University, Lille, France, 1986

Master of Public Health, Emory University, 1996

M.B.A., Institute of Business and Administration of the University of Lille II, France, 1986

Dr. Metangmo is a Doctor of Medicine and a Senior Health Professional with over 20 years of public health and management experience and leadership. He has provided technical management leadership in the form of program design, management, implementation, monitoring and evaluation in Child Survival, Maternal and Child Health, Reproductive Health, HIV/AIDS, and Topical Diseases Control including TB in over 30 developing countries in Africa, Asia, and Latin America. Previously, Dr. Metangmo worked as the Child Survival Senior Health Programs Specialist. In that time he backstopped ten Child Survival Projects representing over \$18 million in Ghana, Nepal, Senegal, Burkina Faso, Kenya, Mali, Cameroon.

### **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.

Karen Edwards, Adjunct Professor in Nature Conservation and Management  
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. Karen is pursuing a doctorate in curriculum and instruction from the University of Albany.

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.

Mike Rechlin, Adjunct Professor of Sustainable Forestry

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. Mike holds academic appointments at Principia College and the Yale School of Forestry and Environmental Studies.

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, Daniel farms 25 ha near Rurrenabaque, Bolivia.

Lisa Schirch, Adjunct Professor in Social Movements and Peacebuilding  
Ph.D., Conflict Analysis and Resolution, George Mason University, 1997  
M.S., Conflict Analysis and 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.

Carl Taylor, Senior Scientist, Health  
Dr. P.H., Harvard School of Public Health, 1953  
M.P.H., Harvard School of Public Health, 1951  
M.D., Harvard Medical School, 1941  
B.S., Muskingum College, 1937

Carl Taylor is professor emeritus at the Johns Hopkins University School of Public Health. He has been engaged in international health for eight decades. He has an abiding concern to promote equity and bring better health to the



disadvantaged.

Beginning with helping in clinical care in the jungles of India as a young child, Dr. Taylor has worked in more than seventy countries and chaired numerous international expert groups.

From 1961 to 1984, Carl was Chairman of the Department of International Health at Johns Hopkins University. He has also held professorships at the Harvard School of Public Health and the Christian Medical College in Ludhiana, India, and was the UNICEF Representative in China from 1984 to 1987. He has numerous honorary doctorates and professorships and has published six books and nearly two hundred articles.

George Taylor, Adjunct Professor in Nonprofit Management

M.S., Forestry Resource Management, State University of New York, 1979.

B.A., Wesleyan University, 1972.

George Taylor has twenty-two years' experience in international environment, forestry management, and social change in Asia, Latin America, and Africa under the auspices of the United States Agency for International Development. Mr. Taylor provided program conceptualization, design and evaluation, guidance and technical support, and networking to USAID and other missions across these three continents. He has coordinated development projects among an array of donors, non-governmental organizations, the private sector, government ministries, and social entrepreneurs. George has authored more than a dozen articles and is the recipient of several prestigious environmental, development, and service awards.





## Country Program Directors



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.

Laura 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.

Homayra Etemadi, Country Program Director, Afghanistan

M.A., Girton College, University of Cambridge

B.A., Girton College, University of Cambridge

Homayra Etemadi is an experienced international development and humanitarian assistance manager with a wide range of experience working with donors, project staff and beneficiaries on socio-economic programs. Ms. Etemadi has worked as a senior private sector relations officer for the International Federation of Red Cross and Red Crescent Societies and Chief Executive Officer of the Foundation for the International Federation of Red Cross and Red Crescent Societies.

Frances Fremont-Smith, Country Program Director, China

Ed.M., Interactive Technology in Education, Harvard University, 1985

B.A., Connecticut College 1979

Frances Fremont-Smith has directed the expansion of Chinese language, culture, and history programming in international schools and U.S.-based academies with core international education components. Most recently, Ms. Fremont-Smith has given direction to Future Generations scaling-up of community-based environmental and health projects in the Tibet Autonomous Region. She also teaches Pedagogy of Place for the students' residential in Tibet.



## Special Instructors

Ben Lozare, Professor of Health, Behavior, and Society

Ph.D., University of Wisconsin, 1982

M.S., University of Wisconsin, 1977

B.A., University of the Philippines

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

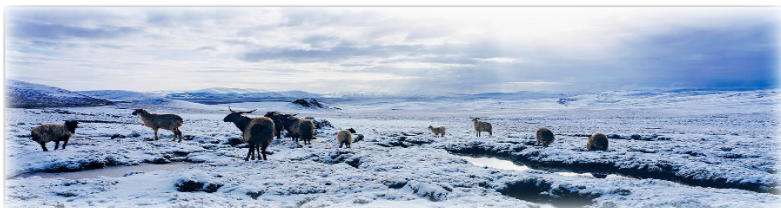
Henry Mosely, Professor of Population and Family Health

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.



## **Student support services**

Christie Hand, Registrar and Interactive Online Learning 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.

Elizabeth Holdeman, Language Advisor and Tutor

M.A., Curriculum and Instruction, English as a Second Language, University of Colorado at Denver, 1990

B.A., Colorado State University, 1981

Elizabeth Holdeman combines the fine arts, English language, curriculum design, and inter-cultural studies to provide Future Generations students with innovative web-based language learning and tutoring. She has worked extensively in Greece, China, Vietnam, and U.S. public schools. She sits on a mental health board in Virginia and formerly directed a Peace Arts Center in Ohio.

LeeAnn Shreve, Admissions Officer

B.A., West Virginia University, 2007

LeeAnn's experience in administration assists her in providing support to potential students throughout the admissions process. She also oversees the community web profiles for each Future Generations student, past and present. She is completing her Master's Degree in Integrated Marketing and Communications.

## **Governance**

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

### **Board of Trustees (Non-profit organization)**

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## **Administrative and Support Staff**

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Daniel Taylor, President

Becky Vaus, Executive Assistant

Dan Wessner, Director of Academic Programs

\* \* \* \* \*

Each student, professor, staff member, and supporting community may pursue a new model for inter-cultural collective learning. In doing so, we learn from the bodies of knowledge, wise change agents, and compassionate people in whose steps we follow.

Thank you for joining this lifelong journey. Use the remaining pages of this Field Guide to record and share your own story of learning.

















































































































































