

# Future Generations University



Academic Catalog  
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# Future Generations University Future.Edu

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## **Nondiscrimination Policy**

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

## **Institutional Policies and Disclaimer**

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

## **Institutional Status**

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



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# General Information

## Mission

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

## Vision

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

## Core Values

Future Generations University promotes respect for all life and the conditions for harmonious coexistence. It recognizes the dignity of every human being with particular interest in the well-being of families, children, and communities. The University's programs adopt a holistic, integrated, and ecological approach to community change. These programs emphasize equity, empowerment, and self-confidence, especially among marginalized peoples. The University

commits itself to ethical standards of community change, sustainable livelihoods, conservation, and peacebuilding. The University strongly supports freedom of expression and the pursuit of truth in teaching and learning.

## History

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

## Accreditation

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

# Programs

## CERTIFICATES AND DIPLOMAS

Future Generations University offers short-term learning opportunities, such as Certificates and Residential Courses, as well as the Master of Arts in Applied Community Development. We are committed to ensuring that our training opportunities in community-based change are available to as broad an audience as possible. While the master's degree offers a deep dive into knowledge and skills critical for community development, the certificates and field courses are opportunities for Continuing Education.

### Courses

Students may take courses by themselves or part of a larger package – a graduate certificate or our master's degree. Courses can be audited (no credit) or taken for credit – this would need to be indicated on the appropriate application form. To transfer into the master's degree, the student would first need to be admitted into the master's program.

### Graduate Certificates

There is currently one Graduate Certificate in Applied Community Development. In order to earn a Certificate, students must complete Introduction to Community Change (ACC 601) and three additional courses chosen from the list below. A minimum of 12 credits is necessary to earn a certificate.

### Courses for the Graduate Certificate in Applied Community Development

ACC 601 – Introduction to Community Change (required)  
ACC 603 – Taking Impact to Scale  
ACC 604 – Sustainable Communities  
PRC 602 – Social Research for Social Change  
PRC 603 – Monitoring & Evaluation  
PSK 601 – Nonprofit Management for Impact  
PSK 602 – Community Resource Mapping  
PSK 604 – Strategic Communications for Change  
PSK 605 – Social Entrepreneurship  
PSK 618 – Leadership in Community Building  
PSK 619 – Fundraising & Resource Development  
Any residential course

Just as it is not necessary to have an undergraduate degree to take individual courses, a student can earn a certificate without an undergraduate degree. However, if the student desires to later transfer these courses into the M.A. in Applied Community Development, they must be an admitted master's student. To enroll in a graduate certificate, the student must complete the [Certificate Application](#).

### Diploma

A graduate diploma program offered in Linguistic Development Education. This diploma is specifically for Vietnamese students in the Bending Bamboo program. The following courses are necessary to earn this diploma:

### Linguistic Development Education:

PSK 607 – Theory and Practice of Language Acquisition  
PSK 608 – Lifelong Development Education  
PSK 610 – Bridging and Negotiating Differences  
PSK 611 – Action Research for Learning Enhancement



## OVERVIEW OF THE MASTER OF ARTS

The Master of Arts calls upon student creativity, knowledge, leadership, relational skills and self-discipline to develop strategies for change relevant to a community.

Several features distinguish this Master of Arts:

- We are flexible. Students may attend part-time and don't need to relocate. We give options of Prior Learning Assessment and Independent Study.
- We are diverse. Students come from 40 countries and faculty from seven.
- We are applied. Every course includes a Community Lab in which students immediately apply what they are learning.
- We are innovative. Our blended learning approach uses technology platforms to create a dynamic learning environment.

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

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

## Learning Streams

The Master of Arts blends three streams of instruction that draw upon and foster community-based learning. The primary emphasis is the Community Lab through which students apply their knowledge and skills for the benefit of a community, often their own. Face-to-Face interaction and Online access to materials are two other streams that complement Community Lab work.

- 1. Community Labs** The basis of the Master of Arts is experiential learning. Through Community Labs, students practice in real situations the knowledge and skills learned in class. Students conduct this work in and for the benefit of their own community. This degree program is informed by [www.Future.Org](http://www.Future.Org), a network of our graduates whose commitment to improved livelihoods models applied Community Lab learning.
- 2. Online Learning** Technology platforms enable a dynamic and coherent learning experience. Our Moodle learning management system displays course content, facilitates student and faculty discourse, and verifies content comprehension. Our master's portfolio challenges our students to present their summative and formative learning. This is a useful tool for future employment, community discussions, and project branding.
- 3. Face-to-Face** Zoom audio-video conferencing is our effective alternative to being physically present in a classroom of four walls. Students and faculty view each other on one screen. Or they divide into smaller discussion groups called "breakout rooms." Classes virtually visit the communities of classmates, witness a worldwide network of empowered communities, and hear from experienced development practitioners.

## Specializations

Only Vietnamese students participating in the Bending Bamboo project will be enrolled in a specialization (Linguistic Development Education). All other newly matriculating students will follow the primary Master of Arts track without a specialization.

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

## Program Learning Objectives

These Program Learning Objectives (PLOs) follow upon the Mission of the University, and are focused on three fundamental goals: promoting research, learning, and action that achieve inclusive, sustainable change worldwide.

- Graduates can purposefully apply SEED-SCALE and related social change theories as comprehensive frameworks.
- Graduates can critically analyze and synthesize information from online, print, and experiential sources, resulting in accessible concise written and oral exposition.
- Graduates can design quantitative and qualitative evidence-based methods to monitor and critically evaluate programs.

- Graduates can articulate and apply relevant leadership and management styles in various community and professional contexts.
- Graduates can effectively integrate technology and knowledge-based competencies that advance collaborative research leading to community change.
- Graduates can demonstrate skills in respectful dialogue, facilitation, and cross-cultural communication.
- Graduates can employ context-appropriate management strategies for natural, human, and capital resources.
- Graduates can ethically demonstrate vision and imagination in their community work and engagement with others.
- Graduates can create a master's portfolio that documents the integration of knowledge and competencies acquired from field evidence-gathering, experiences, interactions with peers and the community, and lessons from coursework.

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## MASTER OF ARTS COURSES

### Course Requirements for Graduation

Students are required to complete at least 32 credit-hours. The University strives to be as student-directed and relevant as possible. These credit hours can be completed through a combination of taught courses, independent study and research, internship, prior learning assessment, and transfer credits. Details regarding the various options open to students to complete the required credit hours are described in more detail in a following section.

There are four required courses for graduation with a MA in Applied Community Development. Two – ACC 601 – Introduction to Community Change, and ACC 603 – Taking Impact to Scale – are to be taken in sequence; ACC 601 followed by ACC 603. PRC 602 - Social Research for Social Change should be taken toward the beginning of the degree. PRC 604 - Synthesis & Integration should be taken as one of the last courses in the degree, preferably in the final semester.

### Course Scheduling

Courses will be offered as stated in the Academic Calendar. Courses may be canceled if there is insufficient enrollment or other unforeseen circumstances, but the University will ensure that students have the courses required for Graduation.

### Course Descriptions

All courses are listed below, including those not currently scheduled on the Academic Calendar.

## APPLIED COMMUNITY CHANGE (ACC)

### ACC 601 – Introduction to Community Change (3 credits) REQUIRED COURSE

This course offers a how-to introduction to the field of community change. It simultaneously equips you with the theoretical underpinning for effective community change and the practical knowledge on how to apply this to your community work. You will gain a foundational understanding of SEED-SCALE, the theory of change used by Future

Generations to grow inclusive, sustainable community change in over 40 countries and three decades. As you learn, you will begin to mobilize action and grow momentum in your community with faculty and peer guidance.

### **ACC 602 - Health for All (3 credits)**

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

### **ACC 603 – Taking Impact to Scale (3 credits) REQUIRED COURSE**

This course answers the persistent question of how to scale solutions and achieve long term systemic community change. You will learn a new model of growth that creates positive momentum and mutually reinforcing projects, movements, groups and communities to engage more people. The accompanying course to ACC 601, you will finish this course with a detailed plan to scale a community project complete with evidence gathering, monitoring and evaluation tools as well as a set of localized key indicators of sustainable growth. [ACC 601 is a prerequisite for this course]

### **ACC 604 - Sustainable Communities (3 credits)**

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

### **ACC 605 - Empowerment (3 credits)**

Offers students a theoretical and practical understanding of empowerment from the literature and the action occurring in their communities. It provides a range of understanding about definitions, frameworks, and strategies including the role of human energy, and inclusive options that can be used within empowerment-based community change (gender-driven, natural resources, conflict and peace, poverty alleviation, role of corporations, and technology).

### **ACC 607 – Bottom-Up Economics (3 credits)**

This course will build students' capacity to help foster bottom-up sustainable community development in their contexts. This course will begin with a critique of the trickle-down model of economics, which dominates most economic development thinking, priorities, and resource decisions. Students will be able to see how this applies in their own country and community. Based on that understanding, students will become familiar with the rich body of bottom-up alternatives, learning to adapt and use community-based solutions in their work.

## **PROFESSIONAL SKILLS & KNOWLEDGE (PSK)**

### **PSK 601 - Nonprofit Management for Impact (3 credits)**

This course offers a hands-on program for innovative nonprofit

managers. You'll learn the fundamentals of the nonprofit sector, from understanding need and developing effective programs, to measuring impact, managing human and financial resources and building strategic relationships across the sector. You will leave with an understanding of what drives social change, the benchmarks of sustainable programs, pathways to resources, and the tools of measurement and evaluation.

### **PSK 602 - Community Resource Mapping (3 credits)**

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

### **PSK 603 - Natural Resource Management (3 credits)**

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

### **PSK 604 – Strategic Communication for Change (3 credits)**

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

### **PSK 605 - Social Entrepreneurship (3 credits)**

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

### **PSK 606 - Peacebuilding & Conflict Transformation (3 credits)**

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

### **PSK 607 - Theory & Practice of Language Acquisition (3 credits)**

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

### **PSK 608 - Lifelong Development Education (3 credits)**

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

### **PSK 610 - Bridging & Negotiating Differences (3 credits)**

How do we, as educators, bridge and negotiate differences? This course explores that topic by focusing on specific areas related to culture, language, and translation in the broader context of development defined as the understanding and betterment of socioeconomic conditions. We will consider the choices we make as teachers when developing courses and choosing materials designed to extend a student's understanding of a second language. This course takes into account the theory and practice of incorporating culture into language and literature courses.

### **PSK 611 - Action Research for Learning Enhancement (3 credits)**

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

### **PSK 612 - Social Movements, Social Change (3 credits)**

Supports the work of local leaders who positively channel the energy of diverse groups (age, nationality, race, ethnicity, caste, gender, religion, and socio-economic status) for effective community change. Tools for social movements will be explored such as inter-group dialogue, community activism, leadership frameworks, effective communication, and consensus-building.

### **PSK 613 - Natural Resources & Conflict (3 credits)**

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

### **PSK 614 - Strategies for Conservation (3 credits)**

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

### **PSK 615 - Food & Water Security (3 credits)**

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



### **PSK 617 - Leading Enterprise, Education, & Movements (3 credits)**

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

### **PSK 618 – Leadership in Community Building (3 credits)**

What does it take to help others succeed and to build community? Drawing on key concepts from SEED-SCALE and community development, this course will help you develop the skills to thrive as a leader. You will gain understanding of foundational concepts of leadership while honing your leadership style and delving into the psychology of followership. You will leave this course able to actively build community and mobilize change.

### **PSK 619 – Fundraising and Resource Development (3 credits)**

Finding financial resources to support programs and services is necessary to make them sustainable. This course offers the opportunity to understand fundraising in all its forms. You'll learn about grant writing, individual giving, campaign tools such as crowdfunding, social media fundraising campaigns, and prospecting, earned income/social entrepreneurship, and how each one works. Hands-on labs will give you the skills to develop fundraising plans and strategies to achieve the next funding goal.

## PROJECT RESEARCH IN COMMUNITY (PRC)

### PRC 601 - Graduate Study Foundations (3 credits)

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

### PRC 602 - Social Research for Social Change (3 credits)

Social research is foundational to engaging communities and developing a more equitable society. This course introduces you to the fundamental research skills that will allow you to move beyond assumptions and engage in participatory community-based research that contributes to social progress. With a focus on both theory and field methods, this course equips you to become a community-based researcher with a skillset in a diversity of social research methods such as interviewing, participant observation, transect walks, collecting oral histories, documentary storytelling, and analyzing data.

### PRC 603 - Monitoring & Evaluation (3 credits)

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

### PRC 604 – Synthesis and Integration (3 credits)

This course will focus on synthesizing your graduate work into a final master's portfolio and integrating the concepts of applied community development and SEED-SCALE into your professional growth. The course also includes reflection on what you have learned and planning how that knowledge and skills can be projected into your future growth.

### PRC 605 - Base Camp: Community-based Learning (1 credit)

Through the skills presented in this course, students will be able to turn their community into a place of learning. At the end of the two weeks, they will know how to navigate online platforms, collaborate effectively, and take responsibility for their own learning.

## RESIDENTIAL COURSES (FBC)

The Master of Arts invites students to participate in highly recommended immersion opportunities. While these residential courses are optional, they are a key component of student learning. The University website ([www.Future.Edu](http://www.Future.Edu)) maintains up-to-date information and a registration link for upcoming residential courses.

### FBC 602 - Learn to Make the Change You Wish to See (India) (2-3 credits)

Mahatma Gandhi gave the world an important gift: a proven method for how to shape our lives. Students will embark on

the experience of a lifetime to learn Gandhi's methods where he taught them: his ashram in Sevagram, India. Students will eat as he did, study on the same mud floors where he taught, and leave with the skills to use words and his action models to improve their communities. This trip also includes field visits to other sites in India important to Gandhi's life and teachings, as well as to NGOs that are embodying his method of change.

### FBC 603 – SEED-SCALE: WV and DC (United States) (2-3 credits)

In 1995, Future Generations released a study of SEED-SCALE at the United Nations Social Summit in Copenhagen. For the past 25 years, this community-based methodology has had an impact in communities around the world. Students will celebrate 25 years of SEED-SCALE and explore ways in which SEED-SCALE is and can be implemented in rural Pendleton WV, urban Washington DC, and in their communities. They will talk with local people and community leaders, visit community institutions, and learn from each other and Future Generations faculty throughout the 13 days together.

### FBC 604 – Profiles of Vietnamese Sustainability and Resilience (Vietnam) (2-3 credits)

Surviving six 20th Century wars on its own turf, Vietnam enters this new millennium with hope. The country's positivism is palpable. Even still, achieving sustainability and resilience today is as daunting a challenge as any during wartime. This Field-Based Residential tracks the decision making, strategy, publication, and experimentation by eleven Future Generations University graduates – all Mekong Delta educators – who are creating a new English Language & Sustainability curriculum that suits their context and heralds their future. Their aim is to pave a lifelong learning path that is of, by, and for Vietnam. The country did not secure independence only to subject itself to the educational norms of foreign powers. Collaborative online study precedes field study that starts in Ho Chi Minh City and then spends an extended time in the Mekong Delta.

### FBC 605 – Telling a Different Story: Resilience in Appalachia (United States) (2-3 credits)

The commonly accepted narrative about Appalachia is one of entrenched poverty, drug addiction and economic decline. While it is true that the region lags much of the rest of the nation in terms of economic, social and public health indicators, pockets of community resilience are evident throughout. This conference examines several examples of communities coming together to lift themselves up. Over 12 days, you will travel through southern and central West Virginia, eastern Kentucky, and southwest Virginia to learn how local communities are addressing issues of food security, celebrating local culture through the arts, strengthening their children's education, and beginning to reframe the narrative about themselves.

### FBC 606 – Community Development in the Himalaya (Nepal) (2-3 credits)

Future Generations University has a long and storied history in the Himalayas. From helping to set up the first national parks

in Tibet, to establishing women's self-help groups and village enterprise initiatives in Arunachal Pradesh in India to building a Sustainable Development Learning Chapter in Nepal, Future Generations has been assisting community development efforts in the region for decades. This residential will focus on best community development practices in Nepal through field visits, focus groups, presentations, and personal interactions.

### **FBC 607 – Where the Andes meets the Amazon – Land use challenges and successes (Bolivia) (2-3 credits)**

A common pattern around the world is that biodiversity hotspots are located in countries with low development indices. Bolivia is one of those places. Bolivia, one of the poorest nations in the Western Hemisphere, lays claim to the most biodiverse National Park in the world; Madidi National Park. On this Residential Course, we will travel through spectacular scenery visiting shrinking glaciers, gold mining, slash and burn agriculture, deforestation and mechanized agriculture. Some of the challenges facing the Bolivian Amazon of today. The trip will include a Scale Squared center that trains students from around the world in successful agroforestry systems as well as a world-pioneer cacao central cooperative producing organic and fair trade chocolate.

## **SPECIAL STUDIES COURSES (SSC)**

Special Studies Course (SSC) designations are used for all courses not included in the general categories listed above. The number of credits earned is determined by the Chief Academic Officer and Registrar. This category of courses includes the Personalized Learning Options described in greater detail in subsequent sections of the Academic Catalog.

### **SSC 691-694 - Special Topics (TBD)**

These are formal courses on a topic or subject of special interest. They may be offered one time only, infrequently, or

on a trial basis in anticipation of a new permanent course. Several different topics may be taught in one year or semester. A specific title is used in each instance and entered on the student's transcript.

### **SSC 695 - Seminars (TBD)**

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

### **SSC 697 - Independent Study (TBD)**

These are individually supervised creative projects in subject areas that fall outside the scope of formal courses offered. Or they may build upon the scope of existing courses for students bringing a depth of knowledge in a given subject area. It is a prerequisite that faculty give prior approval for a proposed internship. A specific title is used in each instance and entered on the student's transcript. More information on Independent Studies is included in the Personalized Learning Options section below.

### **SSC 698 - Internship (TBD)**

Internships are supervised individual activities or work experiences in authentic non-academic settings, arranged by the student, faculty, and a third party who offers this opportunity. It must be reported in the student's master's portfolio with appropriate artifacts. It is a prerequisite that faculty give prior approval for a proposed internship. A specific title is used in each instance and entered on the student's transcript. More information on Internships is included in the Personalized Learning Options section below.

### **SSC 699 - Supervised Research (TBD)**

This designation is for supervised, individual research. It is a prerequisite that faculty give prior approval for a proposed internship. A specific title is used in each instance and entered on the student's transcript.



## PERSONALIZED LEARNING OPTIONS

Personalized Learning Options allow master's students to obtain academic credit for experience outside of formal courses offered at Future Generations. These options can be tailored to meet individual student experience, interest, and need. Using Personalized Learning Options may also allow for students to complete their Master of Arts degree more quickly and for less cost than taking only traditional courses.

### Personalized Learning Credit Limits

To obtain a Master of Arts degree, students must complete a total of 32 credits. The following credit limits on Personalized Learning Options apply:

- A minimum of 18 credits must be obtained by taking regularly taught classes listed in the Academic Catalog (typically 6 courses from the ACC, PSK, and PRC series). This does not include Field Based Courses or Personalized Learning Options. The two courses listed below are required and must be taken sequentially.
  1. ACC 601 – Introduction to Community Change
  2. ACC 603 – Taking Impact to Scale
- A maximum of 10 credits may be obtained from Transfer Credits.
- The required course ACC 601 (Introduction to Community Change) must be taken before requesting PLA, Independent Study, or Internships. This requirement is in place since these Personalized Learning Options must align with the concepts learned in this introductory course.
- A maximum of 10 credits may be obtained from Prior Learning Assessment.
- A maximum of 10 credits may be obtained from Independent Study.
- A maximum of 6 credits may be obtained from Internships.

### Transfer Credits

Students may in some cases transfer credits earned at other institutions. Transfer credits will be handled on a case-by-case basis, evaluating acceptable substitutions for the courses listed in the Academic Catalog.

Transfer credits will only be considered if all of the following criteria are met:

- Credits were obtained at a regionally accredited institution.
- Credits were completed at graduate level.
- The final grade for the potential transfer course is a C-grade (or better).
- The course does not duplicate, overlap, or regress previous coursework taken at Future Generations University.
- Credits were not already applied to a degree.
- Credits were obtained within the previous ten years.

### Transfer Credit Request Process

1. Students submit a [Transfer Credit Request Form](http://www.Future.Edu/for-students) available on [www.Future.Edu/for-students](http://www.Future.Edu/for-students).
2. The completed form will be reviewed by the Registrar and Chief Academic Officer. These administrators are likely to request additional evidence, such as course syllabi and transcript. Their decision is based on aligning

the proposed transfer course and the Course Learning Objectives of the course that would be replaced.

3. The student will be informed in writing of the decision.

A student may earn up to 10 credits total through Transfer Credits as part of the 32 credits required for a Master of Arts degree.

### Prior Learning Assessment (PLA)

Prior Learning Assessment enables students to get academic credit for relevant learning and experience gained through their life and work. The PLA process gives students a way to validate what they already know how to do in community development. PLA is aligned to a course in our catalog and is assessed on a Pass/Fail basis. Assessment is based on course level learning objectives - these are the learning outcomes for which credit is being sought.

In order to earn credits through PLA, students will need to create a PLA ePortfolio which aligns prior learning with the course learning objectives of the course being replaced and comprehensive documentation of the prior learning. Students may not use PLA for the two required courses (ACC 601 and ACC 603).

### PLA Process

1. Students request to begin the PLA process via the [Prior Learning Assessment Inquiry Form](http://www.Future.Edu/for-students) available on [www.Future.Edu/for-students](http://www.Future.Edu/for-students).
2. After discussion with the Registrar and faculty, the student creates their ePortfolio independently.
3. When the ePortfolio is complete, the student will submit it to the Registrar.
4. The Assessment Team will assess the portfolio for course credit, using the PLA Rubric. The PLA ePortfolio is assessed as Pass/Fail by an Assessment Team made up of the Director of Assessment and a content expert in the course for which the student hopes to obtain PLA credit.
5. PLA credit is reflected on the student's transcript.

A student may earn up to 10 credits total through PLA as part of the 32 credits required for a Master of Arts degree.

### Independent Study

The Independent Study option gives flexibility to the student to design a course around a topic that is relevant to their course of study but not offered in the M.A. curriculum. An Independent Study should have well defined course level learning objectives and have relevance to the Program Learning Objectives (PLOs) of the Future Generations Master of Arts program. This is an excellent opportunity for students to customize their studies to be even more relevant to their personal community, goals, contexts, and objectives.

The following process applies to students who want to request an Independent Study course:

1. Students submit an Independent Study Application, available on [www.Future.Edu/for-students/](http://www.Future.Edu/for-students/).
2. The completed form will be reviewed by the Chief Academic Officer who may:
  - Request additional information or documentation regarding the request.

- Approve or reject the request for Independent Study.
  - If approved, appoint a supervising faculty member.
3. If the request is approved, the Chief Academic Officer and supervising faculty member will work with the student to develop a detailed workplan and course learning objectives for the Independent Study course.
  4. The student must complete the independent study and required documentation. Regular meetings with the supervising faculty member will assure that appropriate progress is being made toward the course learning objectives.
  5. The student will incorporate documentation of the Independent Study into his/her ePortfolio.
  6. The Supervising Faculty will assign a letter grade when the Independent Study is complete, and the course will be reflected on the student transcript.

A student may earn up to 10 credits total through Independent Study courses as part of the 32 credits required for a Master of Arts degree.

### Internship

The Internship option gives flexibility for the student to incorporate a relevant Internship at an outside organization or with an expert into the M.A. curriculum. An Internship should involve working closely with an approved organization or expert to deepen a student's experience and expertise in the area of applied community development. Learning objectives for the Internship, and the relation to Program Learning Objectives, should be identified during the design process. This is an excellent opportunity for students to customize their studies to be even more relevant to their personal

community, goals, contexts, and objectives.

The following process applies to students who want to request an Internship for credit:

1. Students submit an Internship Application available on [www.Future.Edu/for-students/](http://www.Future.Edu/for-students/).
2. The completed form will be reviewed by the Chief Academic Officer who may:
  - Request additional information or documentation regarding the request.
  - Approve or reject the request for a for-credit Internship.
  - Contact the organization/expert with which the Internship may take place for additional information.
  - If approved, appoint a supervising faculty member.
3. If the request is approved, the Chief Academic Officer and supervising faculty member will work with the student to develop a detailed workplan and course learning objectives for the for-credit Internship.
4. The student must complete the Internship and required documentation. Regular meetings with the supervising faculty member will assure that appropriate progress is being made toward the course learning objectives.
5. The student will incorporate documentation of the Internship into his/her ePortfolio.
6. The Supervising Faculty will assign a letter grade when the Internship is complete, and the course will be reflected on the student transcript.

A student may earn up to 6 credits total through Internships as part of the 32 credits required for a Master of Arts degree.



# Admissions & Financial Aid - Master of Arts

## Admissions Process

Future Generations University actively recruits those who are committed to community-based change. The Admissions Office provides guidance to prospective students throughout the application process. Because of the rigor of the degree, the Admissions Office will sometimes recommend to a student that they take one course before being officially admitted into the degree program. This course would then transfer in upon acceptance. To take one course, the prospective student would complete the Course Application available at <http://www.future.edu/admissions-and-aid>.

## Initial Steps

- Complete the online application found under Apply Now at <http://www.future.edu/masters-degree/masters-degree>.
- Submit academic transcripts, a current CV or résumé and Statement of Purpose with the application. Or if these are unavailable when applying, email them to [Registrar@Future.Edu](mailto:Registrar@Future.Edu).
- Request a letter of recommendation from someone who knows you and your work and who can attest to your skills and ability. Future Generations University will contact your recommender when your application is submitted.
- Respond promptly to any communication from the Admissions Committee. The applicant may be asked for more information or for a personal interview.
- At all times, feel free to pose questions to [Admissions@Future.Edu](mailto:Admissions@Future.Edu).

## Requirements

### Record of Professional or Volunteer Experience

Future Generations University recognizes the value of previous community-based experience. This section of the application allows applicants the opportunity to highlight any previous volunteer or paid experiences that have helped motivate their desire to pursue a degree in Applied Community Development.

### Educational Background & Transcripts

Applicants are to have completed a bachelor's degree (or equivalent) from an accredited college or university to apply to the MA program. Applicants are required to submit a transcript from each institution of higher education they have attended, both undergraduate and graduate. **This includes any other program they are currently enrolled in.** If the transcripts are not in English, original copies in the original language plus English translations of all academic records are required.

Transcripts must contain the institution's stamp or some other form of certification that clearly indicates authenticity. Transcripts must include this information: the dates the student attended the institution; the titles of the specific courses or subjects in which the student enrolled; the number of hours of instruction involved in each course or subject; and the degree, diploma, or certificate awarded for completion of the studies. Transcripts must be attached to the online application. Future Generations University reserves the right

to contact the institution to validate the authenticity of the information provided on the transcript.

### Personal Statement

It is expected that applicants be engaged in some significant form of community-based work (either volunteer or paid). The Personal Statement should highlight how the student means to use the Master of Arts in Applied Community Development to improve their ability to serve a community. This statement serves as a letter of professional introduction. "Community" refers to the setting where the applicant will apply learning while enrolled in the Master of Arts program. Examples are towns, neighborhoods, schools, nonprofits, businesses, or self-identifying groups. The Personal Statement should clearly articulate personal goals.

### Letter of Recommendation

An applicant is to arrange for a letter of recommendation from a current community supervisor, employer, leader, or mentor. An applicant names this referee in the Application. The University contacts this person directly and asks that they address the following:

- The applicant's professional experience and community-based work.
- The relevance of this Master of Arts program to the applicant's role in community life.
- The support of community for the applicant's course of study.
- Any financial support that the community or employer may offer in support of the applicant.

### English Proficiency

All students in the Master of Arts program must be able to participate fully, both verbally and in written work, in English. Non-native speakers of English must demonstrate English language competency in at least two of the following ways, as deemed sufficient by the Admissions Committee:

- Completion of a degree or diploma program using English as the medium of instruction, and as reflected in a transcript (if applicable).
- Personal Statement (mandatory)
- The Admissions Office may request an interview and/or proctored written assignment to assess English proficiency and readiness for the Master of Arts program.
- A TOEFL score, if available, will be reviewed, but it is not required. Applicants unable to submit a TOEFL score may be required to complete an interview and a proctored written assignment.

### Internet Connectivity

Students must be able to access the Internet on a regular basis. Ensuring this access is each student's responsibility. Each student must own or have access to a computer with reliable internet access for the following:

- Course materials posted online require at least weekly access.
- Weekly Zoom classes require hour-long internet

- connectivity adequate for video conferencing.
- Regular e-mail access.
- The ability to view videos embedded within online lessons.

### Provisional Acceptance and Prior Vetting

The Admissions Committee seeks candidates who are social change agents and leaders in their community (whether this be an organization, geographic community, or movement). The committee takes into consideration unusual circumstances in background or training that may strengthen an application with evidence of one's ability to complete this Master of Arts successfully. Provisional admission may be offered in special cases. Upon successfully completing one semester, the student will be considered fully admitted.

In some circumstances, we may recommend that a candidate first take one of our courses before going through the formal admissions process. This is considered a vetting mechanism

to ensure that the candidate is prepared for the rigor of the master's degree. This course would then transfer seamlessly into the Master of Arts degree once the candidate is admitted to the program.

### Alternative Admissions Process

Students who demonstrate their ability to perform at graduate level by successfully completing four 3-credit courses, one of which must be ACC 601 Introduction to Community Change, for 12 credits total, at Future Generations University with a grade of B or better in each course can bypass the formal application process. For these individuals, admission to the master's program will be based on: their Future Generations University transcript; a letter of recommendation from a Future Generations faculty member; and a modified Personal Statement that demonstrates both the student's record of professional experience and how the student has used lessons learned from Future Generations University courses in his/her community.

# Academic Policies - Master of Arts

## Graduation Requirements

Students must:

- Complete 32 credit hours of courses.
- Complete a master's portfolio that demonstrates learning in community.
- Maintain a minimum GPA of 2.8
- Make full payment of all tuition, fees, and other financial obligations.

Upon meeting these requirements, the award of the Master of Arts degree is authorized by a vote of the Future Generations University Board of Trustees.

## Financial Policies

### Financial Aid Process

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

### Financial Aid Application

Upon admission, an applicant receives an Acceptance Letter along with an online Financial Aid Application. The Financial Aid Application must be completed in order for the Financial Aid committee to determine whether to award a scholarship. The Committee sends a Financial Aid Award Letter to the applicant outlining the Financial Aid package and the amount deemed to be his or her responsibility. The applicant must sign and date this agreement. While the University does all that it can to meet financial need, applicants and students should expect to pay some tuition each semester.

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

Future Generations University is accredited by the U.S. Department of Education. This enables U.S. students to apply

for Federal Loans. The University adheres to all federal student aid guidelines. It can advise U.S. students on how to access Federal Title IV Aid. This entails completing and submitting the Free Application for Federal Student Aid (FAFSA) to determine eligibility for low-interest loans. For detailed information and forms concerning the Financial Aid process for U. S. students, refer to the Financial Aid Handbook at <http://www.future.edu/admissions-and-aid>.

### Tuition Payments

Tuition payments are due the first day of the semester unless other arrangements are made with the Finance Office. It is the student's responsibility to obtain a signed copy of any such arrangement from the Finance Office. Failure to make timely tuition payments according to payment arrangements may result in loss of access to learning platforms. In order to progress to the next semester, students must have fully paid their tuition for the current and previous semesters. Students may use any of the payment options below.

### Payment options

Students may make payments to Future Generations in one of the following ways:

- Checks and money orders should be made payable to Future Generations University and may be mailed directly to Future Generations University, 400 Road Less Traveled, Franklin, WV 26807 USA.
- Students may submit their payment online via Credit Card or PayPal at [www.Future.Edu/admissions-and-aid/](http://www.Future.Edu/admissions-and-aid/).
- Students may pay by wire transfer. To receive this wiring information, please e-mail the Finance Office at: [Accounts@Future.Edu](mailto:Accounts@Future.Edu). Note that students are responsible for wire transfer fees at the initiating bank and at intermediary banks. Please add US\$20 to each wire transfer to cover the costs of those fees.

## Tuition Refunds

Tuition Costs Refund	Period of Time
100% tuition refund	Week 0 – Week 2 of the semester
0% tuition refund	Week 6 and onwards

- If a student drops a course during the first two weeks of the course, they will be refunded 100% of tuition costs paid by the student, less any banking fees. Both tuition and scholarship amounts will be re-calculated as a percentage based on credit hours.
- After the official fifth week, the student will not receive any tuition refund.
- For international students who plan on continuing to take classes at Future Generations University, the refund will be credited to the next semester in order to save on wire transfer fees for the student and the University.
- A student who needs to withdraw from a course at any time during the semester due to unforeseen circumstances which may include but are not limited to medical or family emergencies, domestic unrest, or required military service, can go through an appeal process at the discretion of the Chief Operating Officer. Students with an approved appeal will be issued a full refund and the credit will be applied to the student's next courses.

## Student Evaluation

### Course-Level Assessment

Students are evaluated on the basis of the fulfillment of course objectives and requirements as specified in syllabi that are distributed at the beginning of each course. Assessment is a major responsibility of both students and faculty. Students engage in and receive feedback from self, peer, and faculty-driven assessment in each course. Assignments are framed as paired learning activities and artifacts that are worth a designated number of points. Some activities and artifacts may be required and others optional.

Each course will have activities and artifacts in three learning streams:

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

### Academic Standards

To graduate, a student must have passing grades on 32 credit hours of coursework. A student must maintain a minimum grade point average of 2.8 (B-) . No course in which a grade below C- (1.8) is earned may apply toward the degree completion. A student's final course grade is reported as the number of points earned out of 100 total points attempted. The

point system translates to letter grades. The grade point scale ranges from A (4.0) to F (0.0) as follows:

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

### Part-time Enrollment

Students are welcome to enroll on a part-time basis for financial or workload reasons. This would mean taking one or two courses in any given semester rather than the full three and taking more time to complete the degree. Any student interested in the option should consult the Registrar or the Chief Academic Officer. Note: U.S. students receiving Federal Student Aid may not drop below 6 credits and still be eligible for aid.

### Incomplete Work

A student may request an Incomplete from a professor if they are behind in a course due to extenuating circumstances or is working steadily toward course completion but needs more time. It is the decision of the professor to grant an Incomplete. If granted, the professor and student agree to a completion date, but in no case may that date extend for more than one additional semester. If the student does not submit the work by the approved date, the professor awards a grade that reflects coursework completed up to that point.

U.S. students must realize that Incomplete grades and/or a GPA below 2.8 will affect compliance with Satisfactory Academic Progress and the ability to keep Federal Student Aid. For any questions regarding status, please contact the Financial Aid Office.

### Incomplete Grade Request 3-Step Process

1. Student completes the Incomplete Grade Request Form (located at [www.Future.Edu/for-students/](http://www.Future.Edu/for-students/)).
2. The Incomplete Grade Request is automatically sent to the Registrar upon submission. The Registrar will contact the Professor for approval.
3. Professor approves or denies the request.

The incomplete request deadline is two weeks prior to the end of the semester. An incomplete carried beyond the end of the following semester will automatically convert to a grade that reflects the coursework completed up to that point.

### Course Add/Drop

- In order to add or drop a course, the student will need to complete the Course Add-Drop Form found at [www.Future.Edu/for-students](http://www.Future.Edu/for-students).
- The deadline for adding a course will be one week from the day of the first meeting of the course in question.
- Dropping a course after the start of the semester will have financial implications, see Tuition Refunds.
- Students may drop a course up until two weeks before the

end of the semester in order to remove the course from the transcript. This coincides with the deadline for requesting an incomplete. As outlined in Tuition Refunds, there would be no tuition refund if a course is dropped after Week 5.

- Completely withdrawing from a semester will be treated as withdrawing from each course that the student is enrolled in and will necessitate completing the Course Add-Drop Form.

### Withdrawal & Leave of Absence

Future Generations is conscious of the balancing act that many students face as they engage in studies, research, work, family commitments, and pressing current events. There are occasions when students may need to withdraw from the program. Students must explain these circumstances in writing to the Dean's Council by way of the Registrar ([registrar@future.edu](mailto:registrar@future.edu)) and request permission to withdraw. The Dean's Council will also instruct when and how a student may re-enroll. The Registrar is responsible for tracking a student's completion of coursework. When a student re-enrolls, he/she is not guaranteed the same level of Financial Aid as before. The Financial Aid Committee reevaluates assistance considering student needs and current resources.

### Pass/Fail Courses

At the beginning of each semester, before the beginning of the ninth week, a student may choose Pass/Fail evaluation for one course. A grade of Pass will not affect a student's grade point average. A maximum of 12 credits in total can be Pass/Fail over the course of the MA program. The student should notify both

the instructor and the registrar in writing of their intention to take a course on a Pass/Fail basis no later than the beginning of the ninth week of the semester. A student must earn at least a 70% in order to get a Pass.

### Satisfactory Academic Progress

To maintain Satisfactory Academic Progress, a student's academic history at Future Generations University must show that they have:

- Grades consistent with graduation requirements of a minimum grade point average (GPA) of 2.8 (rounded to one decimal point)
- Not exceeded two Incomplete grades in a semester.

Failure to maintain Satisfactory Academic Progress may result in probation, dismissal, and discontinuation of institutional Financial Aid. U.S. students who are recipients of Title IV Federal Financial Aid must maintain a 2.8 GPA and a 75% completion rate of courses each semester to remain eligible.

### Academic Probation and Dismissal: Failure to Meet Academic Standards

A student will be placed on Academic Probation if one of the following occurs:

- Receives two incompletes.
- Receives two grades below C-.
- Receives one Incomplete and one grade below C-.
- Grade point average falls below B (2.8; rounded to one decimal point).





Academic Probation status is automatic, not a subjective determination. A student's notice of grades and grade point average is the only notice given to the student. Probationary status beyond one semester results automatically in dismissal.

### **Reinstatement**

In the event that a student has been Dismissed from the Master of Arts and wishes to be reinstated, the student must write a Letter Requesting Reinstatement to the Dean's Council by way of the Registrar ([registrar@future.edu](mailto:registrar@future.edu)). This letter must state clearly the student's plan for completing satisfactory and timely work in the future. This letter should also explain why the student's prior work product fell below required standards and address how the student will maintain Satisfactory Academic Progress going forward. The Dean's Council will review requests on an individual basis.

If a request is denied, a student may write a second Letter Requesting Reinstatement after the lapse of one semester. Once reinstated, the student's grade point average is the same as when they were dismissed. A reinstated student will be dismissed if they fail to attain a grade point average for the next semester of 2.8 (rounded to one decimal point) or higher. A Letter of Reinstatement or Letter of Denial will be issued to the student and the student's file. A reinstated student is not guaranteed the same level of institutional Financial Aid as before. (Note that this restriction does not apply to Federal loans available to U.S. students.)

### **Community Requirement**

Students must remain engaged with their community throughout the length of the program, as this is how Community Lab assignments are completed. It is understood that most students work across multiple community settings while they are enrolled in a program. Students are individually responsible for ensuring that they always have at least one community in which they are actively engaged (volunteer or paid), while in the program in order to have a "laboratory" for learning and action.

### **Advising**

A student in the Master of Arts receives different types of advisement to ensure that his/her course of applied learning is relevant to the individual and community. University faculty and staff are available to help with specific content and skill areas. The Chief Academic Officer ensures that all students receive support that is personal and timely.

### **Letters of Recommendation from Faculty & Staff**

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

## Academic Ethics

### Research Ethics

All Future Generations University students who engage in research must do so with integrity and honesty at all times and with appropriate regard for human and/or animal subjects. Research proposals are reviewed by the Institutional Review Board. Students must not fabricate data or results, change or knowingly omit data or results, intentionally misinterpret results in the research record, or intentionally misappropriate the ideas, writings, research, or findings of others.

Students must pursue the advancement of knowledge while meeting the highest standards of honesty, accuracy, and objectivity with respect to communities. They are accountable for use of funds from any sponsors of the research. They must comply with the conditions of contracts and grants, as applicable.

### Academic Integrity

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

### Dishonesty and Reporting Dishonesty

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

Future Generations University faculty and employees are required to report to the Chief Academic Officer all acts of academic dishonesty committed by students. The faculty member or employee should discuss the matter with the student and then make an academic judgment about the student's grade on the work affected by the dishonesty. Acts of dishonesty by graduate students may result in a lower grade, or if more serious may lead to Probation or Dismissal from the University. The latter two consequences are the decision of the Chief Academic Officer.

### Probation and Dismissal for Dishonesty

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

## Grievance Procedure

A grievance is a complaint by a student who alleges that they have been adversely affected in his/her professional or educational activities as a result of an arbitrary or capricious act, or failure to act, or a violation of a University procedure or regulation by one of his/her advisors, a faculty member, or other administrator or administrative body. A grievant is a student currently enrolled in the University who brings a grievance according to this procedure. This sets forth a procedure whereby a student may grieve an adverse action or failure to act, or for a violation of University policy.

Typically, complaints or disputes are brought to the attention of the Chief Academic Officer and are resolved through informal discussion. If the complaint concerns the Chief Academic Officer, the Chief Operating Officer shall replace the Chief Academic Officer in the grievance procedure. The formal procedure set forth below is not meant to replace attempts at resolving complaints through informal means. When at all possible, complaints and disputes should be settled through informal discussion, though there are no circumstances under which a grievance must be settled informally. The procedures presented here apply only after every effort has been made to settle disputes informally. Whether settled informally or formally, the grievance process should move expeditiously without sacrificing the integrity of the process. Nothing in this document should be construed to impinge upon the responsibilities of any office and/or regularly constituted body of the University. Moreover, no action may be taken with respect to a grievance that would conflict with or modify any policy approved by the Board of Trustees of the University, any policy of the University, any federal, state or local law or regulation, or any contract to which the University is a party.

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

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

1. Complaints alleging discrimination or harassment on the basis of race, color, sex, religion, age, sexual orientation, national or ethnic origin, disability, marital status, or veteran status are to be referred to the Chief Operating Officer and are not addressed by this procedure.
2. Disputes involving grades or other evaluation of the grievant's academic work may be addressed by this procedure only if the evaluation is alleged to be arbitrary or capricious.

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

In the event that informal discussion fails to resolve a dispute, the grievant may initiate formal grievance procedures. The grievant may decide to submit a formal grievance at any time

while at the University. Students may also file a grievance within one year of degree completion.

1. The formal grievance must be submitted as a signed and dated written statement, and should include the following: A factual description of the complaint or dispute resulting in the grievance:
  - The name of the person(s) against whom the grievance is initiated.
  - A brief description of all informal attempts at resolution.
  - Any other information that the grievant believes to be relevant or helpful. The grievant should attach to the written complaint a copy of any relevant documentation in his/her possession.
2. The grievant should bring the case directly to the Chief Academic Officer, though he and she may consult with the Chief Operating Officer in preparing the documentation.
3. All grievances will be handled as confidentially as possible. The grievant is cautioned that the initiation of a formal grievance is a serious matter and must not be undertaken in bad faith or over trivial matters. If a formal or informal grievance is found to have been maliciously motivated or based on false evidence, the Chief Academic Officer may take appropriate disciplinary action against those responsible. If the formal grievance, however incorrect or unsupportable, is initiated in good faith, no retaliatory or disciplinary action will be taken against the grievant, and appropriate measures will be taken to protect the grievant from retaliation. Throughout any informal or formal grievance process, the grievant may consult with a faculty member, or a fellow student of his/her choice as an advocate and for guidance or support. The advocate may participate in the process with the grievant, provided the grievant has so notified the Chief Academic Officer.
4. Upon receipt of the grievance statement, the Chief Academic Officer will review the matter and consider whether informal attempts at resolution should be initiated or reinitiated. If the Chief Academic Officer finds that attempts at informal resolution have been exhausted and/ or are unlikely to lead to resolution, the Chief Academic Officer will inform the grievant that the

grievance is under consideration and refer the grievance to the Grievance Committee. The Grievance Committee will decide whether the grievance statement raises a grievable issue under this policy. If it finds the grievance statement does not raise a grievable issue, the Grievance Committee will so notify the grievant, stating the reasons for the Committee's decision.

5. If there is a grievable issue, the Grievance Committee will notify the person(s) against whom the grievance is filed and will provide a copy of the grievant's statement. The Grievance Committee will assemble all relevant documentation and facts. It may interview and take statements from witnesses, request information in writing from the grievant and respondent(s), convene a hearing, and/or invite the grievant, respondent, and/or other witnesses to come before the panel at a hearing. On the basis of the assembled information, the Grievance Committee will attempt to identify a resolution of the grievance in a manner appropriate to the circumstances. The grievant must receive a summary of the Grievance Committee's findings and an opportunity to provide the Grievance Committee with additional information prior to the panel's report being forwarded to the Chief Academic Officer. Dissenting views within the Grievance Committee are to be noted in the report.
6. The Chief Academic Officer will issue a written determination of the grievance within ten days of receipt of a recommendation from the Grievance Committee. The decision of the Chief Academic Officer will be the final University action in this matter, unless the grievance is against the Chief Academic Officer, in which case the President will make the final determination. When the Chief Academic Officer (or President) deems it appropriate, they may inform the grievant about actions taken arising from the decision.

For complaints regarding Future Generations University processes, you may contact our accrediting agency, the Higher Learning Commission, at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604 (phone: 300-621-7440 or email: [info@hlcommission.org](mailto:info@hlcommission.org)), **OR** our state authorizing agency, the West Virginia Higher Education Policy Commission, at 1018 Kanawha Boulevard, East-Suite 700, Charleston, WV 25301 (phone: 304-558-2101).





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

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

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

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

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

treatment to a student for submitting to sexual conduct, including soliciting or attempting to solicit any student to engage in sexual activity for compensation or reward.

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

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

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

### **Responding to Conduct in Violation of Policy**

**Students:** If a student believes they have been subject to sexual harassment or any unwelcome sexual attention, they may address the situation directly and immediately with the harasser, if possible. If inappropriate conduct does not cease,

or if the student is unable or uncomfortable addressing the harasser directly, they should report the incident to the Residential Course Director, Chief Academic Officer, or Chief Operating Officer, as appropriate. It is helpful, but not required, to provide a written record of the date, time, and nature of the incident(s) and names of any witnesses. Concerns of inappropriate conduct should be reported as soon as possible for management to conduct an immediate, thorough, and impartial investigation and take appropriate action to remediate or prevent the prohibited conduct from continuing.

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

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

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

**Chief Operating Officer:** This administrator is responsible for:

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

### **Complaint Resolution Procedures**

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

To initiate a formal investigation into an alleged violation of this policy, students may be asked to provide a written

statement about the alleged misconduct to the Chief Operating Officer (or other appropriate person in event that the Chief Operating Officer is not appropriate). Complaints should be submitted as soon as possible after an incident has occurred. The responsible officer may assist the complainant in completing the statement.

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

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

### **Withdrawal of Complaint**

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

### **Discipline**

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

### **Confidentiality**

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

### **Consensual Romantic & Sexual Relationships Policy**

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

## CONDUCT POLICIES

### Code of Conduct – Residential Course Attendance

Students are expected to abide by the Student Code of Conduct—Residential Course Attendance, available at: [www.Future.Edu/for-students](http://www.Future.Edu/for-students).

### Conduct Policies

#### Change of Name/Address Policy

It is the student's responsibility to notify the Registrar of any name and/or address change. An email can be sent to Registrar@Future.Edu. Students may also register personal email addresses with the Registrar. Official communication between the University and the student will use the student's Future.Edu email address.

#### Smoking/Tobacco Policy

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

#### Drug/Alcohol Policy

It is Future Generations University's desire to provide a drug-free, healthful, and safe workplace. To promote this goal, students, faculty, staff, and employees are required to report inappropriate use of drugs and controlled substances. Future Generations University expressly prohibits:

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

#### Crime Prevention Policy

Future Generations University makes every reasonable effort, through the cooperation of all programs, to create an environment that is both safe and secure. Although we cannot guarantee safety, through cooperative efforts and appropriate education, we can strive toward that end. The University offers information throughout the year designed to inform students

about safety procedures for Residential Course sessions. Students are informed of these procedures prior to attending Residential Courses.

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

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

#### Hazing/Bullying Policy

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

#### Sexual Harassment Policy

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

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

- Submission to such conduct is made either explicitly or implicitly a semester or condition of an individual's affiliation with the school.



## STATEMENTS OF COMPLIANCE

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

### Title VI, Civil Rights Act of 1964

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

### Non-Discrimination Policy

Future Generations University admits students of any race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, or genetics to all rights, privileges, programs, and activities generally accorded or made available to students enrolled in the program. It does

not discriminate on the basis of race, sex, sexual orientation, religion, creed, and national or ethnic origin in administration of its education policies, admissions policies, financial aid, and other related programs. This policy meets the requirements of the Internal Revenue Service’s Revenue Procedure 75-70, dated March 1976.

### Rehabilitation Act of 1973

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

### Title IX, Higher Education Amendments of 1972

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

### Family Educational Rights & Privacy Act (FERPA)

Future Generations University complies with the Family Educational Rights and Privacy Act (Section 438 of the General Education Provisions Act, Title II of Public Law 90-247), as amended. This Act provides that students attending any post-secondary educational institution that receives federal funds are entitled to access their education records kept by the institution

in order to inspect and review those records. Students are entitled to request the amendment of any information in their records which they feel is inaccurate, misleading, or otherwise in violation of their privacy or other rights. Copies of the complete Statement of Policy and Procedures in compliance with this Act may be obtained from the Registrar's Office. Any student who believes that this institution has failed to comply with the provisions of this Act has the right to file a complaint, in writing, with The Family Educational Rights and Privacy Office, Department of Health, Education, and Welfare, 330 Independence Ave. S.W. Washington, D.C. 20201.

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

Directory information includes:

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

### Student Right-to-Know Act

Future Generations University, in compliance with the Student Right-to-Know Act, makes available to any enrolled or prospective student its completion or graduation rate. This information is available at [www.Future.Edu](http://www.Future.Edu) and from the Registrar.

### Clery Act & Institutional Security Policies

In order to meet compliance with the federal regulations concerning institutional security policies and crime statistics under the Clery Act, a copy of the current year's Annual Security and Fire Safety Report may be requested. Statistics in the annual report will cover the federally mandated period of January 1 through December 31 for the previous three calendar years.

### Drug-Free Workplace Act of 1988

In accordance with the Drug-Free Workplace Act of 1988, the University hereby notifies all faculty, staff, administrators, and students that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited on campus. Any campus member found to have violated this prohibition may be subject to disciplinary action up to and including dismissal, or be required to satisfactorily participate in a drug abuse assistance or rehabilitation program as a condition of continued employment. The drug abuse assistance/rehabilitation program shall be one that

has been previously approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency. The imposition of such disciplinary action or requirement to satisfactorily participate in a drug abuse assistance/ rehabilitation program is premised solely upon a violation of this prohibition and does not require a criminal conviction.

### Institutional Review Board

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



## Academic Calendar\*

**Fall 2023 Semester** (August 14 – December 8, 2023)

**Spring 2024 Semester** (February 12 - June 7, 2024)

**Fall 2024 Semester** (August 12 – December 6, 2024)

**Spring 2025 Semester** (February 10 - June 6, 2025)

**Fall 2025 Semester** (August 11 - December 5, 2025)

**Spring 2026 Semester** (February 9 - June 4, 2026)

See the website for the most current course offerings in upcoming semesters ([www.future.edu/academics](http://www.future.edu/academics)).

Personalized learning options such as independent study, independent research and internships are available every semester.

\*Courses are subject to change according to enrollment numbers.

Note: The Academic Calendar lists the University's regular course schedule. Any special courses will be listed on their own information webpage, such as Residential courses.







