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**ROWAN COLLEGE
CURRICULUM COMMITTEE**

PROPOSAL TITLE: THE FORCES OF ~~SOCIAL~~ CHANGE IN AMERICAN SOCIETY 08.27.71.3

 UNDERGRADUATE X GRADUATE 3 CREDIT HOURS

SPONSOR(S): Jacqueline Benevento

DEPARTMENT & TELEPHONE# Educational Administration Department
Doctoral Program Development Team X-4702

CHECK ONE: X COURSE MINOR PROGRAM CONCENTRATION SPECIALIZATION
 ACHIEVEMENT CERTIFICATE CERTIFICATION PROGRAM MAJOR PROGRAM

STEP #1 (DEPARTMENT)	STEP #2 (RECEIPT)	STEP #3 (SCHOOL)
<u> </u> APPROVED/DATE: <u> </u> NOT APPROVED/DATE: <hr/> DEPT. CURRICULUM CHR. <u> </u> REVIEWED/DATE: <hr/> DEPT. CHR.	SCC# <u>45-96-17</u> DATE RECEIVED: <u>Ronald J. Goshen</u> SENATE CURRICULUM CHR.	REVIEWED DATE: <u>11/1/95</u> <input checked="" type="checkbox"/> RECOMMEND TO APPROVE <input type="checkbox"/> RECOMMEND NOT TO APPROVE FORWARD FOR OPEN HEARING <input type="checkbox"/> WITHOUT RESERVATIONS <input type="checkbox"/> WITH RESERVATIONS COMMENTS: <hr/> <u>[Signature]</u> SCHOOL COMMITTEE CHR.

STEP #4 (ACADEMIC DEAN) <input checked="" type="checkbox"/> RECOMMEND <input type="checkbox"/> NOT RECOMMEND <input type="checkbox"/> CONDITIONALLY RECOMMEND (SEE COMMENTS) DATE & SIGNATURE, DEAN OF SCHOOL	COMMENTS: <u>[Signature]</u> <u>11/21/95</u>
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STEP #5 (SENATE CURRICULUM COMMITTEE) DATE OF OPEN HEARING <u>11/1/95</u> APPROVED BY SENATE CURRICULUM COMMITTEE (DATE) <u>11/21/95</u> <u> </u> RETURNED TO SPONSOR(S) FOR THE FOLLOWING REASONS: <hr/> <hr/>

SEN. #6 (SENATE) DATE PRESENTED TO SENATE <u>11/22/95</u> <input checked="" type="checkbox"/> APPROVED <input type="checkbox"/> NOT APPROVED NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE) <u> </u> SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE <u>Ronald J. Goshen 11/22/95</u>

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED 12-4-95

APPROVED: YES NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS 3

FACULTY LOAD HOURS 3

EQUALIZED CREDIT HOURS _____

OFFICIAL COPY & APPROVAL SHEET FILED (DATE) 12/5/95

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST [Signature]

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 10 Jan 96

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED 0827-713

DATE/SIGNATURE OF REGISTRAR B. J. Kelley 10 Jan 96

NOTIFICATION FORWARD:

SENATE CURRICULUM COMMITTEE CHAIRPERSON

DEPARTMENT CHAIRPERSON(S)

ACADEMIC DEAN(S)

REGISTRAR

SPONSOR(S)

Course Proposal

1. Details:

- a. Course Title: **Forces of Change in American Society**
- b. Sponsors: Dr. Jacqueline Benevento, Educational Administration Department, and Doctoral Program Development Team
- c. Credit hours: 3
- d. Course level: Doctoral
- e. Curricular effect: Major Requirement
- f. Prerequisite: Leadership Theory
- g. Suggested time & scale of implementation Fall 1
- h. Adequacy of present staff: As part of its 1994 action approving the Feasibility Study for the Doctoral Program in Educational Leadership, the Board of Trustees committed to a six FTE faculty complement. Existing faculty, along with six individuals who will be hired over a five year period, will teach in the program; the new faculty will teach both in the doctoral program and in other degree programs at the college.
- i. Short term evaluation: N/A: new course

2. Rationale:

This course is part of a new Doctoral Program in Educational Leadership that was prepared in keeping with both the College's Strategic Plan to continue the development of the institution's mission and our Long Range Vision and Planning Paper which projects our near term evolution to a Carnegie Classification as Doctoral University II. The Doctoral Program has been planned to meet a documented need and demand for opportunities for advanced graduate education for leaders at all levels of the educational system in this region of the State. The program has been carefully designed to provide its graduates with the knowledge and abilities required for successful educational leadership in the years ahead.

Poised on the edge of the 21st century, we Americans live in a time of uncertainty. Powerful forces have converged to unsettle all sectors of our lives. We find old rules unworkable, and proposals difficult for new ways of thinking and acting. Changes have taken place with dizzying rapidity in the economy, in demographic composition, in family life, and in politics at the domestic and international levels. The forces of change cannot be neatly separated, but are intertwined and complex. These changes are reflected with shocking clarity in educational institutions. Educators have experienced first-

hand the problems contingent upon the forces of societal change in the United States, and know from experience that there are no easy answers. Furthermore, there is no immutable set of questions.

Educational leaders must frame newly arising questions based in comprehensive knowledge about current American society, and must develop plans for action based on the best available evidence. This course is designed to provide opportunities for educational leaders to examine the complex social issues at work in education and to explore alternative responses to these issues.

3. Essence of the Course

a. Objectives

- (1) Examine the forces of change at work in American society.
- (2) Examine evidence of the impact of social change on educational institutions.
- (3) Examine past and current responses to educational issues and the results of these responses.
- (4) Frame the appropriate questions to newly arising issues in light of knowledge.
- (5) Consider alternative responses and formulate appropriate courses of action.

b. Topical Outline/Content

- (1) International forces
 - (a) Political: end of Cold War; reconfiguration of nations; ethnic conflicts
 - (b) Economic: increased global competition due to international free trade and rise of new trading blocs; rise of multinational corporations; population shifts
- (2) Domestic forces
 - (a) Demographic: aging population; increasing racial and ethnic diversity; immigration
 - (b) Political: public discontent with traditional solutions and the political process; trend toward decentralization and local control; limits to taxation; demand for recognition by non-dominant groups
 - (c) Technological: rampant technological change that helps our society to advance but that challenges our beliefs and what we do
 - (d) Economic: diminished demand for low-skilled labor; corporate and governmental downsizing; increasing employment competition and uncertainty; declining personal income
 - (e) Quality of life: erosion of traditional family; health care concerns; loss of sense of community; anxiety caused by economic uncertainty, increasing crime rates, fear of the future, etc.

(3) Impact on education

- (a) Increasing public view of education as the primary vehicle for increased opportunity
- (b) Conflict between the increasing importance of education and resource constraints
- (c) Need to be more successful with a school and college population that is more diverse in terms of race, ethnicity, culture, special needs, etc.
- (d) Need to be more successful with a school and college population from families in trouble
- (e) Need to adapt to technological advances, including looking anew at schooling and the educational process
- (f) Need to improve the nature of parental and community involvement

Among the goals of this course is the development of the student's capacity for self-reflection and reflective practice, as well as the ability to improve the effectiveness of educational settings for persons of diverse backgrounds. Integrated into the course are the development of research skills as they pertain to educational leadership and the incorporation of communications and instructional technology (as appropriate).

c. Evaluation and grading procedure of students

Reviews of books from recommended reading list which distill students thoughts about each book in the light of their developing understanding of the issues.

Short papers critiquing current newspaper or magazine articles, citing the implications for the student as an educational leader.

An ongoing organizational case study selected from professional experience, focusing on the ways in which the student's developing understanding of course content applies to the case. Oral presentation and a written analysis (20-25 pages) of the case study will be required.

d. Course evaluation: Student evaluations, departmental curriculum review, program review.

4. Results of Consultations:

The process of the development of the Doctoral Program included the advice and counsel of prominent external consultants, including Dr. Burt Nanus, one of the pre-eminent experts on leadership, and Dr. John Daresh, one of the most prominent reformers of preparation programs for educational administrators. Dr. Nanus recently retired from

the University of Southern California, where he served as Professor of Management in the School of Business Administration and as director of research for USC's Leadership Institute. He was also director of the university's Center for Futures Research. He is the author of eight books, including the seminal work, *Leaders: The Strategies for Taking Charge*, which he co-authored with Warren Bennis. Dr. Daresh, also well-published, is chair of the Department of Educational Administration and Foundations at Illinois State University. He has been prominently involved in Danforth-funded projects to improve the preparation of principals and other educational leaders. For five years he served as co-director of the University Council for Educational Administration (UCEA) Center on Field Relations in Educational Administration Training Programs. Both consultants have reviewed and approved this course proposal.

Catalogue Description

This course provides opportunities for educational leaders to examine the complex demographic, social, political, and economic forces at work in society as they affect education and to explore alternative responses to the issues that arise.

Prerequisite: Leadership Theory