

ROWAN COLLEGE
CURRICULUM COMMITTEE

(P)

PROPOSAL TITLE: FUTURE STUDIES 0827. 744

 UNDERGRADUATE X GRADUATE 2 CREDIT HOURS

SPONSOR(S): Laurence R. Marcus

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>15-46-18</u> DATE RECEIVED: <u>Ronald J. Zacher</u> <hr/> SENATE CURRICULUM CHR.	REVIEWED DATE: <u>11/18/95</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: <u>[Signature]</u> <hr/> SCHOOL COMMITTEE CHR.

STEP #4 (ACADEMIC DEAN) COMMENTS:

RECOMMEND

NOT RECOMMEND

CONDITIONALLY RECOMMEND
(SEE COMMENTS)

DATE & SIGNATURE, DEAN OF SCHOOL [Signature] 11/21/95

STEP #5 (SENATE CURRICULUM COMMITTEE)

DATE OF OPEN HEARING 11/21/95

APPROVED BY SENATE CURRICULUM COMMITTEE (DATE) 11/21/95

RETURNED TO SPONSOR(S) FOR THE FOLLOWING REASONS:

STEP #6 (SENATE)

DATE PRESENTED TO SENATE 11/22/95 APPROVED NOT APPROVED

NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE) _____

SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE [Signature] 11/22/95

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED 12-4-95

APPROVED: YES NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS 2

FACULTY LOAD HOURS 2

EQUALIZED CREDIT HOURS _____

OFFICIAL COPY & APPROVAL SHEET FILED (DATE) 12/8/95

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST C. M. [Signature]

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 10 Jan 96

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED 0827. 744

DATE/SIGNATURE OF REGISTRAR [Signature] 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: **Future Studies**
- b. Sponsors: Laurence R. Marcus, Educational Administration Department, and Doctoral Program Development Team
- c. Credit Hours: 2
- d. Course Level: Doctoral
- e. Curricular Effect: Major Requirement
- f. Prerequisites: The Policy Environment
- g. Suggested time and scale of implementation: Summer 3
- 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 Evaluations: 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.

One of education's most important roles is to prepare students for the future. Thus, educational leaders must have an understanding of the major trends that are shaping our evolving society. While the number and complexity of potential variables make it impossible for educators to predict the future with any surety, one can study the future in an interdisciplinary, methodological, systemic, and analytical way in order to facilitate an envisioning of what the future might be like, whether hopeful, assuring, or alarming. Forecasts can be made by identifying what has happened, what thresholds are imminent,

what implications they portend, and what applications are possible. Forecasts stimulate creative thinking regarding potential scenarios. Indeed, the most important function of future studies is to provide a basis for action in the present that will lead to more desirable futures.

3. Essence of the Course:

a. Objectives of the course in relation to student outcomes: The student will learn how to analyze and project from trend data, and to identify the potential future implications of recent events in order to develop insightful forecasts of the educational context of the future and to provide an informed basis for educational direction-setting.

b. Topical Outline/Content:

- (1) Envisioning the future
- (2) The future and ideology: globalist/environmentalist; conservative/libertarian; liberal/moderate; progressive/left
- (3) Developing a framework for analysis
- (4) Futures methodologies: issue identification techniques; methods of data collection (including Delphi technique and other methods of surveying); techniques of analysis (including simple forecasting using regression analysis, estimating probability, cross-impact analysis, and scenario generation)
- (5) Trends, events and forecasts in areas that are reshaping America and the world, including population, science and technology, information and communications, the physical environment, geo-political factors, and socio-economic trends. The effect on the individual, families, communities, and institutions will be studied with an emphasis on the implications for education.
- (6) Critical analysis of the works of prominent futurists (including the Tofflers, Naisbitt, Drucker, etc.)
- (7) Trends and forecasts in education (including research project)

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. Grading and evaluation procedure of students: Each student will be required to make a class presentation regarding the trends and events in one of the areas cited in part (5) of the topical outline, as well as to make and defend a forecast for that area. Additionally, each student will complete a research project that will utilize future studies methodologies to make a forecast pertinent to education, to discuss its implications, and to suggest policy or programmatic scenarios to accommodate to that future.

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

An introduction to the field of future studies, including its concepts and methodologies. Students will study trends and forecasts in areas that are reshaping America and the world, including population, science and technology, information and communications, the physical environment, geo-political factors, and socio-economic trends. The effect on the individual, families, communities, and institutions will be studied with an emphasis on the implications for education. Students will utilize futures methodologies in a research project on futures in education.

Prerequisite: The Policy Environment