

<b>Course Number</b>	<b>EDS 285/EDLD 730</b>
<b>Course Title</b>	<b>Leadership for the Future</b> Future studies, long-range planning, demographic trends, technology, and brain theory.
<b>CRN Number</b>	<b>43338</b>
<b>Days</b>	<b>Arranged</b>
<b>Time</b>	<b>Arranged</b>
<b>Course Location</b>	<b>Arranged</b>
<b>Semester / Year</b>	<b>Fall 2015</b>
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<b>Instructor</b>	Kenneth P. Gonzalez, Ph.D.
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<b>Office</b>	CSUSM University Hall 468E
<b>Hours</b>	Mondays & Tuesdays 2pm to 4pm

### **SCHOOL OF EDUCATION MISSION & VISION STATEMENT**

*(Adopted by SOE Governance Community, January 2013)*

#### *Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

#### *Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

### **BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK**

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

## **PROGRAM LEARNING OUTCOMES**

At the conclusion of the Ed.D. program, candidates will be able to:

PLO 1: Demonstrate and engage in critical analysis around creating and sustaining organizational conditions that promote socially just and equitable learning environments.

PLO 2: Use evidence-based decision-making.

PLO 3: Generate and use applied research.

PLO 4: Demonstrate and apply leadership skills and dispositions that are applicable to positively impact organizational culture and practice.

## **COURSE OVERVIEW**

This course, like your other courses, is an opportunity to experiment – experimenting with different ways of knowing, relating, and of self-identification. To fully engage in this course, I encourage you to take on the identity of a futurist, even as you recognize that you know very little about what a futurist is at this moment. Your task is to be open and curious about the future; and then, to learn and develop tools that futurists use in their work.

Leaders, unlike managers, are able to answer three important questions relevant to the future: (1) How does change happen? (2) What are future possibilities? and (3) What can be done now to prepare for it? This course will rely on theories and concepts from the fields of future studies, long-range planning, forecasting, data analytics, and organizational change to effectively answer these questions.

“Future studies” is a multi-disciplinary approach to understanding change in the context of the future. It draws from a wide variety of fields including economics, engineering, sociology, politics, systems theory, creativity, and community building, to name a few. “Future studies” is not about predicting the future, but rather about considering possible alternative futures, and then identifying the indicators that suggest which way the future may unfold. This approach is used to help educational and other organizations come up with more creative and innovative strategies and to better understand the future needs of their students.

This course is designed to provide students with an opportunity to:

- intentionally and thoughtfully consider one’s understanding of the future with leadership practices;
- produce forecasting data and analysis to inform their dissertation;
- work as collaborative thought leaders with their peers.

### **Course Assignments: How Program Learning Outcomes are Addressed in this Course**

Each of the program’s learning outcomes are addressed in this course. However, PLO 4 will be assessed in the context of the following two course assignments: (1) developing a forecasting profile and (2) using multiple forecasting profiles to inform one’s dissertation. The following rubric will be used during the assessment. Please take this rubric into account as you prepare your assignment.

**Forecasting Profile Assignment:** A forecasting profile examines one major area relevant to macro-level change, such as jobs and the economy, college graduates, demographics (subsets include age, race/ethnicity, immigration, language), ethnic/racial/gender representation of teachers and educational leaders, technology and pedagogy, health factors (e.g., food insecurity, disease, and death), income inequality, homelessness, climate change, and global politics. **The forecasting profile should be no more than six pages, not including data displays.**

## **RUBRIC FOR FORECASTING PROFILE**

**A highly effective forecasting profile** would have the following elements (1) rich trend data, including the last 20 to 30 years, current data, and 10 to 20 years of forecasting data, (2) more than three, user-friendly, data displays (3) a highly effective summary of trend data that highlights the major “storylines” of historical, current, and forecasting data; (4) an engaging and compelling presentation to the class; and (5) a highly effective discussion of the data from more than three different perspectives. For example, if producing a forecasting profile on climate change, the forecaster would present perspectives with regard to temperature increases, effects on land, effects on the number and severity of natural disasters, increases in costs and income lost to victims/cities/counties experiencing a disaster as a result of climate change. With regard to course grade, a highly effective forecasting profile and presentation would be equal to an A or A-. The score would be a range from 8 to 10.

**An effective forecasting profile** would have the following (1) rich trend data, including the last 20 to 30 years, current data, and 10 to 20 years of forecasting data, (2) three data displays, (3) an effective summary of trend data that highlights the major “storylines” of historical, current, and forecasting data; (4) an adequate presentation to the class; and (5) an effective discussion of the data from three different perspectives. With regard to course grade, an effective forecasting profile and presentation would be equal to a B or B-. The score would be a range from 6 to 7.

**An unacceptable forecasting profile** would have the following characteristics (1) superficial trend data, including the last 20 to 30 years, current data, and 10 to 20 years of forecasting data, (2) Two or fewer data displays, (3) an insufficient summary of trend data that highlights the major “storylines” of historical, current, and forecasting data; (4) the lack of an engaging presentation to the class; and (5) an insufficient discussion of the data from two or fewer different perspectives. With regard to course grade, this type of forecasting profile and presentation would be equal to a C and would not be acceptable for this course. The score would be 5 or lower.

Please note that you will be uploading your forecasting profile to Cougar Courses and conducting a 10-minute presentation of your profile in class with 5-minutes of questions and answers. Also, you are required to assess each of your classmates’ profiles using the rubric above. Your grade for this assignment will be an average of the scores submitted by your peers (50% weight) along with my assessment and score (50% weight).

## **Final Project Assignment: The Four Components with Forecasting Considerations**

For your final assignment, you will use forecasting profiles submitted by your classmates in a review of the major components of your dissertation, in addition to the design of a possible intervention. You will use the Four Components Framework (Gonzalez 2009; 2014) for this assignment (see concept model in Cougar Courses). At a minimum, you will use 5 forecasting profiles. For each profile, you will provide a discussion of how it informs at least one of the following: (a) component 1, (b) component 2, or (c) component 3 of the framework. Basically, this is the application of forecasting profiles on your dissertation work. **The final project should be no more than eight pages, not including data displays.**

### **RUBRIC FOR FINAL PROJECT**

**A highly effective final project** would have the following elements (1) rich trend data, including the last 20 to 30 years, current data, and 10 to 20 years of forecasting data, (2) more than three, user-friendly, data displays, (3) a highly effective integration of five forecasting profiles that illuminate distinct implications for your dissertation work; (4) an engaging and compelling presentation to the class; and (5) a highly creative intervention design based on multiple forecasting profiles. With regard to course grade, a highly effective final project would be equal to an A or A-. The score would be a range from 8 to 10.

**An effective forecasting profile** would have the following (1) rich trend data, including the last 20 to 30 years, current data, and 10 to 20 years of forecasting data, (2) three data displays, (3) an adequate, but not outstanding integration of five forecasting profiles that illuminate distinct implications for your dissertation work; (4) an adequate presentation to the class; and (5) a basic intervention design based on multiple forecasting profiles. With regard to course grade, an effective forecasting profile and presentation would be equal to a B or B-. The score would be a range from 6 to 7.

**An unacceptable forecasting profile** would have the following characteristics (1) superficial trend data, including the last 20 to 30 years, current data, and 10 to 20 years of forecasting data, (2) less than three data displays, (3) a lack of an integration of five forecasting profiles that illuminate distinct implications for your dissertation work; (4) a lack of an engaging presentation to the class; and (5) a basic intervention design based on a few forecasting profiles. With regard to course grade, this type of forecasting profile and presentation would be equal to a C and would not be acceptable for this course. The score would be 5 or lower.

Please note that you will be uploading your final project to Cougar Courses and conducting a 10-minute presentation of your profile in class with 5-minutes of questions and answers. Also, you are required to assess each of your classmates' profiles using the rubric above. Your grade for this assignment will be an average of the scores submitted by your peers (50% weight) along with my assessment and score (50% weight).

Your final grade will be based on the following:

#### **Participation (30%)**

Your attendance and active participation online and during face-to-face meetings are essential to achieving the student learning outcomes for this course. Students are expected to come prepared to discuss the readings and to engage in meaningful conversations that support the further development of one's academic voice.

## **RUBRIC FOR PARTICIPATION**

**A highly effective participant** would display for the following characteristics: (1) initiates insightful and constructive comments at appropriate times during class; (2) offer comments that are balanced between general impressions, concrete feedback, and thoughtful criticisms; (3) does not dominate the conversation; (4) makes connections among the class topic and other student responses; (5) listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks; (6) is open to a change in perspective, as indicated by comments that respond to others' remarks. With regard to course grade, a highly effective participant would be equal to an A, A-, or B. The score would be between 7 and 10.

**An unacceptable participant** would display the following characteristics: (1) initiates comments infrequently or during inappropriate times during class; (2) comments offered are not balanced between general impressions, concrete feedback, and thoughtful criticisms; (3) dominates the conversation; (4) infrequently makes connections among the class topic and other student responses; (5) does not listen attentively when others present materials, perspectives, as indicated by comments that build on others' remarks; (6) does not appear to be open to a change in perspective, as indicated by comments that respond to others' remarks. With regard to course grade, an unacceptable participant would be equal to an C or lower. The score would be 6 or below.

## **GENERAL CONSIDERATIONS**

### **CSUSM School of Education Attendance Policy**

Students *must* participate in 80% of the course sessions to receive credit for this course. Additional absences may further impact the course grade. If the absence is predictable (e.g. professional obligation), the student should inform the instructor ahead of time. If the absence is unanticipated, the student should initiate contact with the instructor as soon as possible. Notification of an absence does not constitute an excuse.

### **CSUSM Accommodation Services**

Students with disabilities requiring reasonable accommodations are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905 or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor.

### **CSUSM Academic Honesty Policy**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

**Academic Honesty and Integrity:** Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy

at: [http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

### **Plagiarism**

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

## **OUR LEARNING COMMUNITY**

The following Community Agreements and Teaching/Learning philosophy will serve as the foundational principles by which we relate to each other as we learn together. As a community, we can add specifics to these principles as we need.

### **Community Agreements**

- We speak from our own experience
- We are open to hearing others
- We share air time
- We are willing to have our thinking challenged
- We respect confidentiality
- We share experiences that are issue focused, not necessarily who said it or where
- Each of us participates using a “value added” approach by expanding upon ideas, providing examples, and/or expressing a different perspective.

**If you are unable to submit an assignment by the due date, it is your responsibility to contact the instructor before the due date.**

This rubric represents general guidelines we will use to evaluate your work. As a doctoral candidate it is critical that you communicate your ideas through multiple formats. The written word is a powerful demonstrator of your knowledge, skills, and disposition. Therefore, we hold high expectations of your performance, and we are committed to providing you with useful and meaningful feedback that will support your learning and continued development as an educational leader.

In general, we believe a doctoral student:

- Completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at sophisticated and complex levels.
- Varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- Completes all the reading assignments and develops thoughtful and thorough responses.
- Produces work that reveals a strong commitment to self-discovery and learning.
- Produces work at a highly professional level in terms of both writing and content.

- Develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- Presents confidently and intelligently, demonstrating effective teaching skills.
- Completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- Attends every class meeting and is fully engaged during class.
- Pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- Contributes to the positive environment of the class by respecting all members.

## **COURSE VIDEOS, TEXTS, AND READINGS**

### **VIDEO ONE: Professor Sohail Inayatullah**

Foresight and Strategic Transformation

<https://vimeo.com/94177719>

### **TEXT ONE:**

Delivering Tomorrow: Logistics 2050 A Scenario Study

Publisher: Deutsche Post AG

James Allen Dator – On Looking Into the Futures, pp. 22-26.

Peter Swartz – Winning in an Uncertain Future Through Scenario Planning, pp. 27-33.

<http://www.futures.hawaii.edu/publications/futures-studies/DHLSzenario-2050.pdf>

### **TEXT TWO:**

Jim Dator – Age Cohort Analysis

<http://www.futures.hawaii.edu/publications/futures-theories-methods/AgeCohortAnalysis2009.pdf>

### **TEXT THREE:**

Stuart Candy, Jim Dator, Jake Dunagan -

**Four Futures for Hawaii 2050**

<http://www.futures.hawaii.edu/publications/presentations/Campuses2060GHEFPpt.pdf>

[http://hawaii2050.org/images/uploads/futures\\_scenarios.pdf](http://hawaii2050.org/images/uploads/futures_scenarios.pdf)

### **VIDEO TWO:**

Juan Enriquez - The next species of human

[https://www.ted.com/playlists/85/what\\_does\\_the\\_future\\_look\\_like](https://www.ted.com/playlists/85/what_does_the_future_look_like)

### **VIDEO THREE:**

Amber Case - We are all cyborgs now

[https://www.ted.com/playlists/85/what\\_does\\_the\\_future\\_look\\_like](https://www.ted.com/playlists/85/what_does_the_future_look_like)

## CLASS MEETING SCHEDULE

Date	Topic/Activity	Reading/Course Assignment
<b>Session 1</b> 9/29/15	Overview of Syllabus Introduction/Expectations	
<b>Session 2</b> 10/6/15	On looking into the futures	Delivering Tomorrow: Logistics 2050 A Scenario Study Publisher: Deutsche Post AG James Allen Dator – On Looking Into the Futures, pp. 22-26. <a href="http://www.futures.hawaii.edu/publications/futures-studies/DHLszenario-2050.pdf">http://www.futures.hawaii.edu/publications/futures-studies/DHLszenario-2050.pdf</a>
<b>Session 3</b> 10/13/15	The next species of human	Juan Enriquez - The next species of human <a href="https://www.ted.com/playlists/85/what_does_the_future_look_like">https://www.ted.com/playlists/85/what_does_the_future_look_like</a>
<b>Session 4</b> 10/20/15	Winning in an uncertain future through scenario planning	Delivering Tomorrow: Logistics 2050 A Scenario Study Publisher: Deutsche Post AG Peter Swartz – Winning in an Uncertain Future Through Scenario Planning, pp. 27-33. <a href="http://www.futures.hawaii.edu/publications/futures-studies/DHLszenario-2050.pdf">http://www.futures.hawaii.edu/publications/futures-studies/DHLszenario-2050.pdf</a>
<b>Session 5</b> 10/27/15	Student Presentations	Student presentation
<b>Session 6</b> 11/3/15	Age Cohort Analysis	Jim Dator – Age Cohort Analysis <a href="http://www.futures.hawaii.edu/publications/futures-theories-methods/AgeCohortAnalysis2009.pdf">http://www.futures.hawaii.edu/publications/futures-theories-methods/AgeCohortAnalysis2009.pdf</a>
<b>Session 7 - Online</b> 11/10/15	Online Session – Four Futures for Hawaii 2050	Stuart Candy, Jim Dator, Jake Dunagan - <b>Four Futures for Hawaii 2050</b> <a href="http://www.futures.hawaii.edu/publications/presentations/Campuses2060GHEFPpt.pdf">http://www.futures.hawaii.edu/publications/presentations/Campuses2060GHEFPpt.pdf</a>  <a href="http://hawaii2050.org/images/uploads/futures_scenarios.pdf">http://hawaii2050.org/images/uploads/futures_scenarios.pdf</a>
<b>Session 8 - Online</b> 11/17/15	We are all cyborgs now	Amber Case - We are all cyborgs now <a href="https://www.ted.com/playlists/85/what_does_the_future_look_like">https://www.ted.com/playlists/85/what_does_the_future_look_like</a>
<b>Session 9</b> 12/1/15	Student Presentations	Student presentation
<b>Session 10</b> 12/08/15	Student Presentations	Student presentation