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## **EDS 285/EDLD 730: Leadership for the Future**

Future studies, long-range planning, demographic trends, technology, and brain theory.

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## **COURSE DESCRIPTION**

### **Leadership for the Future**

Addresses interdisciplinary influences on leadership practice within learning organizations. Contributions from scholars in future studies will be used to explore topics such as long-range planning, demographic trends, technology, and brain theory.

## **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 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 in the context of leadership practices;
- produce forecasting data and analysis to inform their dissertation;
- work as collaborative thought leaders with their peers.

### **Course Assignment**

The course is driven by one major question: How will artificial intelligence, robotics, gene editing and other new and developing technologies influence economic and educational inequities in America? We will begin by delving into the latest writings about these topics and then turn our attention to economic and educational inequities. To make this course as applicable to educational contexts as possible, we will apply our learning to an initiative that is just underway in the Oceanside Unified School District, Oceanside Promise. The major goal of the initiative is to substantially increase the number of students from the district who are college and career ready by 2026. Oceanside Promise is led by an advisory board of representatives from Oceanside Unified School District, the City of Oceanside, MiraCosta College, Palomar College, and CSUSM. Our class will collaboratively design and produce an electronic magazine that will be used as a resource for the board as they identify specific interventions and benchmarks. Students will have the opportunity to present to the board at one of their monthly meetings, later this fall or early spring 2017.

You will work in groups of 2 or 3 and identify a topic related to our class. Your task is to produce a 1200 to 1500 word article for the electronic magazine with graphics and resource links.

### **Your final grade will be based on the following:**

#### **Magazine Article Assignment (70%)**

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

Your attendance and active participation during our class 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 and professional voice.

## **CSUSM School of Education 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 CSUSM School of Education 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

## **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 who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, 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 during office hours or, in order to ensure confidentiality, in a more private setting.

## **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)

## **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.**

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 READINGS**

**Oceanside Promise**  
**Oceanside Unified School District**  
<http://oceansidepromise.org/>

ARTIFICIAL INTELLIGENCE AND LIFE IN 2030 ONE HUNDRED YEAR STUDY ON ARTIFICIAL INTELLIGENCE | REPORT OF THE 2015 STUDY PANEL | SEPTEMBER 2016  
[https://ai100.stanford.edu/sites/default/files/ai\\_100\\_report\\_0916fnl\\_single.pdf](https://ai100.stanford.edu/sites/default/files/ai_100_report_0916fnl_single.pdf)

The AI Now Report The Social and Economic Implications of Artificial Intelligence Technologies in the Near-Term A summary of the AI Now public symposium, hosted by the White House and New York University's Information Law Institute, July 7th, 2016  
[https://artificialintelligencenow.com/media/documents/AINowSummaryReport\\_3.pdf](https://artificialintelligencenow.com/media/documents/AINowSummaryReport_3.pdf)

## CLASS MEETING SCHEDULE

Date	Topic/Activity	Reading/Course Assignment	Due Date
<b>Session 1</b>	Overview of Syllabus Introduction/Expectations		
<b>Session 2</b>	Artificial Intelligence	<a href="https://ai100.stanford.edu/sites/default/files/ai_100_report_0916fnl_single.pdf">https://ai100.stanford.edu/sites/default/files/ai_100_report_0916fnl_single.pdf</a>  <a href="https://developer.softbankrobotics.com/?gclid=CLKo7L3Wr88CFQOSfgodSfYEog">https://developer.softbankrobotics.com/?gclid=CLKo7L3Wr88CFQOSfgodSfYEog</a>	
<b>Session 3</b>	AI and the Digital Economy	<a href="http://www.msn.com/en-au/money/financephotos/20-jobs-where-robots-are-already-replacing-humans/ss-BBuN7Qn?ocid=se#image=10">http://www.msn.com/en-au/money/financephotos/20-jobs-where-robots-are-already-replacing-humans/ss-BBuN7Qn?ocid=se#image=10</a>  <a href="https://www.theguardian.com/sustainable-business/2016/sep/26/why-we-must-embrace-digital-disruption-and-ensure-no-worker-is-left-behind?cmp=oth_b-aplnews_d-1">https://www.theguardian.com/sustainable-business/2016/sep/26/why-we-must-embrace-digital-disruption-and-ensure-no-worker-is-left-behind?cmp=oth_b-aplnews_d-1</a>  <a href="http://www.npr.org/2016/09/24/495186758/as-our-jobs-are-automated-some-say-well-need-a-guaranteed-basic-income">http://www.npr.org/2016/09/24/495186758/as-our-jobs-are-automated-some-say-well-need-a-guaranteed-basic-income</a>  <a href="https://artificialintelligencenow.com/media/documents/AINowSummaryReport_3.pdf">https://artificialintelligencenow.com/media/documents/AINowSummaryReport_3.pdf</a>	
<b>Session 4</b>	Genome Editing	<a href="https://www.youtube.com/watch?v=JXQ4giCFwDg">https://www.youtube.com/watch?v=JXQ4giCFwDg</a>	
<b>Session 5</b>	Technology Impacts on the Economy	<a href="http://www.japantimes.co.jp/opinion/2016/09/23/commentary/japan-commentary/ai-revolution-begun/#.VsP45MrLEY">http://www.japantimes.co.jp/opinion/2016/09/23/commentary/japan-commentary/ai-revolution-begun/#.VsP45MrLEY</a>	

		<a href="http://insights.dice.com/2016/09/23/bots-automation-tech-support/">http://insights.dice.com/2016/09/23/bots-automation-tech-support/</a>	
<b>Session 6</b>	Presentations		