New Course "Planning for the Seventies: Creating the Future of the University"
DAYTON, Ohio, October 1, 1970 --- The University of Dayton's "Plan for the Seventies" program will tie itself directly to the University curriculum with the initiation of the course "Planning for the Seventies: Creating the Future of the University." Developed by the Center for Interdisciplinary Studies, the two-credit course is designed to meet the educational and learning needs of the task forces involved in the "Plan for the Seventies." It will work under the premise that total planning is necessary, integrating individual department plans into the whole.

The course, which is being offered to administrators, faculty and students, has two main purposes: (1) to make the "Plan for the Seventies" a learning experience which combines theory and practice; and (2) to insure that the task forces involved in the "Plan for the Seventies" will be exposed to a synthesis of the ideas which are shaping society in the '70's. Course members will be presented with a comprehensive view of the future of society, especially as it will affect the University of Dayton, and will be introduced to the methodologies of social system design and institutional change as they apply to the University.

"A course such as 'Planning for the Seventies: Creating the Future of the University' is almost an imperative for the people engaged in the 'Plan for the Seventies' program," stated Rev. George B. Barrett, S.M., University Vice President. "University problems can't be attacked in a fragmentary way. You must work with a comprehensive view."

Father Barrett cited a quote by John W. Gardner from his book The Recovery of Confidence to explain the idea behind both the "Plan for the Seventies" and the associated course. "We are creating new problems as rapidly as we solve the old," Gardner says. "The crucial task is to design a society (and institutions) capable of continuous change, continuous responsiveness."

The process of the course will be divided into three contexts. The first of these, the school context, is concerned with developing a structure of knowledge as the basis for planning.

This context will consist of six separate lectures, beginning October 8, and continuing through December 10. The lectures will cover such topics as "Educating Students for the Right World," "Current Planning Practices in Higher Education," and "Models of Education."

The laboratory-studio-work context is the second phase which will be used in the course. This will involve the actual experience of "creating the future of the University of Dayton." This will be the actual planning effort of the people in the course.

The third context, the community seminar, will allow the educational process to be stimulated by outside innovators and resource people who can contribute different perspectives on educational, ethical and economic questions involved in university change.

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Presently, three workshops are scheduled to implement the community seminar context. These workshops will bring together the larger regional community--educators from the Consortium schools, people from the East and West sides of Dayton, high school students, dropouts, etc.--to study the problems of education and to search for new solutions.

Warren Zeigler, Associate Director of the Educational Policy Research Center at Syracuse University, will address the first of these workshops, October 24. This session will be directed toward "The Future: A Perspective in Planning American Education."

The second workshop set for November 7, will be centered on the "Alternative Future Models of Education." Alternative models of education will be presented by guest panelists who have been instrumental in developing new structures which provide for a continuous learning experience.

November 13, at the Bergamo Center the third workshop will focus on "Education and Community in the Future." The main address at this session will be given by Dr. Thomas Green, Director of the Educational Policy Research Center and Professor of Education at Syracuse University. Green is the author of Schools and Communities: A Look Forward and Post-Secondary Education: 1970-1990.

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