NOTICE: All information pertaining to this course at this website, including course policies, is subject to being changed. Check the most recently posted information for current information.

WESTERN KENTUCKY UNIVERSITY
DEPARTMENT OF EDUCATIONAL ADMINISTRATION,
LEADERSHIP AND RESEARCH
EDAD 594: Seminar on Leadership in Auxiliary Programs
(Three Semester Hours Credit)
Web Course

Instructor: Dr. Buddy Hooper, Associate Professor
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Prerequisites
None

COURSE INFORMATION

Catalog Description

Principles and practices of leadership in the development and operation of auxiliary education programs including special education, counseling, extracurricular programs and vocational education!

Purpose

The purpose of this course is to critically examine the leadership role of the administrator in the development of implementation of auxiliary services and programs in education. School leaders are charged with the responsibility of implementing the instructional program and all of the auxiliary programs that occur within a school district. The focus is on using auxiliary programs to improve student achievement.
Course Description

This is a course designed to present an overview of auxiliary programs in school settings. Specifically included in the course are the areas of special education, counseling, extracurricular programs and vocational education. These areas and others are presented in the context of how they can improve student achievement and aid school districts in personalizing the learning environment. Auxiliary programs are the additional programs and services that occur within a school district and support the instructional program. It is imperative that school leaders understand these programs, how to implement them appropriately and how to evaluate their effectiveness for student achievement. Students will develop an awareness of standards and contemporary issues related to the educational administration of special programs in schools.

Course Objectives

This course is designed to enable students to acquire essential knowledge and develop skills in areas that are identified in the Kentucky Administrative Standards and the Interstate School Leaders Licensure Consortium (ISLLC) Standards. Specifically, the student will understand and know how to:

1. Identify legal concepts and practices associated with the implantation of auxiliary programs (ISLLC 3.7)

2. Identify relevant information sources, data collection and data analysis (ISLLC 1.4)

3. Promote an awareness and sensitivity to aspects of human diversity (gender, ethnic, racial, social, economic, political and cultural) in education (ISLLC 2.7)

4. Identify critical information needed by administrators in curriculum design, implementation, evaluation, and refinement (ISLLC 2.4)

5. Plan strategically (ISLLC 1.2)

6. Identify emerging issues and trends that potentially impact the school community (ISLLC 4.1)

7. Apply systems theory to plan design, implantation and evaluation (ISLLC 1.3)

Course Topics

Course topics include: alternative education, activities programs, school-to-work,
gifted/talented, pre-school, extended school services, special education, title programs, school psychologist, & guidance and counseling.

**Required Texts and Materials**

ISBN # 0-205-26205-8  
Web readings from KDE website  
Course Documents Readings

**Suggested Reading List**

**Extra Help**  
Academy for Educational Development, center for Youth Development and Policy.  

**Advisement**  

**Small Learning Communities**  

**Connecting**  

**Teaching Methods**

Students shall be expected to participate in weekly “Discussion Board” activities, group projects, complete reading assignments and complete extensive field assignments. This course will be delivered through web-based research and activities and field-based performance activities. This course uses problem based learning as a central focus of instruction. Case studies may be utilized. Active participation on the “Discussion Board” is required for this class. Students are expected to read outside of class assignments and contribute value added knowledge to the discussion. All activities are mandatory and some will be included in the professional administrative portfolio. No course grade of Incomplete (X) will be changed to an A except in extraordinary circumstances that justify not completing assignments as prescribed. Students and the instructor will discuss this requirement on an individual basis.
Grading/Evaluation

Participation in the class “Discussion Board” and other assigned activities will be evaluated on the quality of the contribution, evidence that assigned material was read, regularity of participation, appropriateness of contribution, attentiveness, and some demonstration that other reference material has been consulted. APA Style is required and the furnished “Rubric” should be followed for all assignments. Projects will be evaluated based on satisfying the requirement as assigned and the quality of the written work. Classroom “tone” is required to be positive and uplifting at all times.

Points Assignment

The following procedures will be used for determining final grades:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Blackboard (17 Chapters and Classroom Introduction)</td>
<td>180 points</td>
</tr>
<tr>
<td>Principal Interview/Reflection</td>
<td>100 points</td>
</tr>
<tr>
<td>Auxiliary Program Report</td>
<td>100 points</td>
</tr>
<tr>
<td>Case Study</td>
<td>100 points</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>20 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>500 points</td>
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The final grade will be based on the following scale:

- A = 450-500
- B = 400-449
- C = 350-399
- D = 300-349
- F = 299 and below

Final Examination:

There is no final exam but there are several final products including the case study, principal interview/reflection paper, auxiliary program report, and final reflection.

Course Assignments

As educational administrators, you continually will be expected to express your ideas logically, both orally and in writing; that same expectation exists for this course. Unless instructed otherwise, written materials should be typed or word-processed in 12-point font, Times New Roman, double spaced, 1.25” left/right margins, 1.0” top/bottom margins. Only headings, titles, etc. are to be bold print. Papers should be presented in narrative format. Bullets and tables are not to be used unless pre-approved or instructed
by the professor. All materials should be proofed for accuracy. In accordance with policies of the Department of Educational Leadership, APA style will be used for all papers and written assignments unless otherwise indicated. All presentations should be neat in appearance grammatically correct. **All documents are to be submitted as a Microsoft Word document unless otherwise specified by instructor.** Assignments will be submitted electronically to buddy.hooper@wku.edu

Due dates are explicit and assignments submitted late will be penalized 10% for each day late.

**Course assignments include:**

**Blackboard (17 Chapters and Classroom Introduction) 180 points**

You will be expected to read each chapter in the textbook and formalize a summary that you post online (in Blackboard) in the area of “Discussion Board”. Each post should include APA Style, references from the textbook and outside readings and is a 200-300 word response, and double spaced. No attachments please! You will also be responsible for posting response of 100 words or more to two or more classmates. This means post early in the week and check Blackboard every day. Posting later than the due date will not be counted as a post. This does not allow other students to read your information and respond accordingly. You will also be responsible for posting a “Classroom Introduction” during the first week of class.

**Principal Interview/Reflection 100 points**

You will conduct an interview with your principal regarding the implementation of auxiliary programs and submit a reflection paper. This paper should be 3-5 pages, double-spaced, APA Style, and use references. A cover page is required on all assignments other than “Discussion Board” assignments. Set this meeting up early with your principal and turn your assignment in on time. It should be submitted as an attachment to my email buddy.hooper@wku.edu. What questions do you ask the principal? If you have been reading the textbook as required you should have absolutely no concern coming up with questions concerning Auxiliary Programs that you can ask your principal. Each student may have different questions to ask. Turn in the assignment on time.

**Auxiliary Program Report 100 points**

Choose one or more Auxiliary Programs and research them. Include in your report vital information that is key to the operation of an Auxiliary Program at your school. This report should be 3-5 pages, double-spaced, APA Style, and use references. A cover page is required on all assignments other than “Discussion Board” assignments. Begin researching this topic early and continue to gather information until time to write the report. This assignment should be submitted as an attachment to my email buddy.hooper@wku.edu Turn in the assignment on time.
Case Study

The “Case Study” assignment is very interesting and exciting. You may want to search for case studies on the internet a view several examples before developing your own. You should pick a “High Needs Student” to use as in your “Case Study”. Follow the posted “Rubric” on all assignment. This case study should be 3-5 page, double-spaced, APA Style, use references. A cover page is required on all assignments other than “Discussion Board” assignments. This assignment should be submitted as an attachment to my email buddy.hooper@wku.edu. Turn in the assignment on time.

Here is some information on what a “Case Study” is that might prove helpful in completing this assignment. A case study is one of several ways of doing social science research. Other ways include experiments, surveys, multiple histories, and analysis of archival information. Rather than using samples and following a rigid protocol to examine limited number of variables, case study methods involve an in-depth, longitudinal examination of a single instance or event: a case.

Don’t forget a title page including your name, date, and etc.

Final Reflection

The “Final Reflection” should be two pages in length (with a title page attached to the front) – this makes 3 pages in all, double-spaced, APA Style, use references and submitted to my university email at buddy.hooper@wku.edu. This reflection should include what you have found valuable in the course and what suggestions you may have for the improvement of the course.

Additional Information

It is imperative that each scholar in the community of learners stay current with the readings and supplemental assignments and acts as a willing and courteous participant in the discussions. It is not expected that we will agree on all points, but it is expected in this community of learners that we will be tolerant of others and celebrate our diversity in persons and thoughts. The instructor shall read all discussions and may or may not respond in order to allow greater participation of student colleagues. Grades will be based on the fulfillment of the following course requirements.
Plagiarism Policy

Plagiarism is a serious offense. The academic work of a student is expected to be his/her own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one’s own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.

Academic Dishonesty

Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility for withdrawal. Acts of academic dishonesty shall be reported to the Department of Educational Administration, Leadership and Research for possible disciplinary action that may result in permanent disqualification from the program.

Participation

Regular classroom and/or online participation are essential for success. If applicable, students are expected to check the BLACKBOARD daily. Attentiveness and active participation are expected from all students. Any behavior that is disruptive and interferes with other students’ learning is not acceptable and will result in loss of points for class participation credit.

Graduate students should be able and willing to share information and ideas; therefore, regular and productive participation are critical. Students are expected to have read all assignments prior to discussion in class or on the web and be prepared to participate in discussion or other activities. As graduate students, there is an expectation that relevant literature and information beyond what is assigned will be identified, obtained, and read by the students.

There may be personal or professional conflicts due to dates for assignments. The student must prioritize and make decisions related to these conflicts. Absences from class or anticipated lapses from on-line participation should be discussed with the instructor prior to the absence; if circumstances do not permit prior notice, contact the instructor immediately after the absence.
Technology Requirements:

As mentioned under participation and attendance students will be expected to have access to the internet and e-mail and to regularly monitor the course website on BLACKBOARD. Additionally, due to the temperamental nature of technology, the student shall have a contingency plan for connectivity and participation. In other words, perhaps the primary connection planned would be the student’s home computer; a contingency plan may be to access from the student’s school computer.

Statement of Diversity

The Department of Educational Administration, Leadership, and Research believe that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal assumption that this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another’s rights to differing opinions.

Students with Disabilities

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 270 745 5004.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office of Student Disability Services.

Course Adjustments

The instructor reserves the right to modify the course requirements, schedule, and syllabus.

References

Kentucky Administrative Regulations at [www.lrc.ky.gov/KAR/frontpage.htm](http://www.lrc.ky.gov/KAR/frontpage.htm)
EDAD 594 – Seminar on Leadership in Auxiliary Programs

Spring 2009

Course Calendar

Assignments are due by Friday of each week, but it is expected you will turn in all assignment early.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>January 24</td>
<td>9:00 a.m., TPH, Room TBA, (Encouraged, not required)</td>
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<tr>
<td>January 30</td>
<td>Post introduction on discussion board &amp; read syllabus</td>
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<tr>
<td>February 6</td>
<td>Response to Chapter 1 &amp; 2 on discussion board</td>
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<tr>
<td>February 13</td>
<td>Response to Chapter 3 on discussion board</td>
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<td>February 20</td>
<td>Response to Chapter 4 on discussion board</td>
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<tr>
<td>February 27</td>
<td>Response to Chapter 5 on discussion board Principal Interview/Reflection Due</td>
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<tr>
<td>March 6</td>
<td>Response to Chapter 6 on discussion board</td>
</tr>
<tr>
<td>March 11-15</td>
<td>Spring Break</td>
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<tr>
<td>March 20</td>
<td>Response to Chapter 7 on discussion board</td>
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<tr>
<td>March 27</td>
<td>Response to Chapter 8 on discussion board</td>
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<tr>
<td>April 3</td>
<td>Response to Chapter 9 on discussion board Auxiliary Program Report Due</td>
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<tr>
<td>April 10</td>
<td>Response to Chapter 10 on discussion board</td>
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<td>April 17</td>
<td>Response to Chapter 11 on discussion board</td>
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<td>Date</td>
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<tr>
<td>April 24</td>
<td>Response to Chapter 12 on discussion board</td>
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<td>Case Study Due</td>
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<tr>
<td>May 1</td>
<td>Response to Chapter 13 on discussion board</td>
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<td>May 8</td>
<td>Response to Chapter 14 &amp; 15 on discussion board</td>
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<tr>
<td>May 15</td>
<td>Response to Chapter 16 &amp; 17 on discussion board</td>
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<tr>
<td></td>
<td>Final Reflection Due</td>
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