

1981

A High School Mini-Course Program

Darrell Dean Tucker

Eastern Illinois University

This research is a product of the graduate program in [Educational Administration](#) at Eastern Illinois University. [Find out more](#) about the program.

Recommended Citation

Tucker, Darrell Dean, "A High School Mini-Course Program" (1981). *Masters Theses*. 2988.
<https://thekeep.eiu.edu/theses/2988>

This is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Masters Theses by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

THESIS REPRODUCTION CERTIFICATE

TO: Graduate Degree Candidates who have written formal theses.

SUBJECT: Permission to reproduce theses.

The University Library is receiving a number of requests from other institutions asking permission to reproduce dissertations for inclusion in their library holdings. Although no copyright laws are involved, we feel that professional courtesy demands that permission be obtained from the author before we allow theses to be copied.

Please sign one of the following statements:

Booth Library of Eastern Illinois University has my permission to lend my thesis to a reputable college or university for the purpose of copying it for inclusion in that institution's library or research holdings.

Mar 24, 1981

Date

I respectfully request Booth Library of Eastern Illinois University not allow my thesis be reproduced because _____

Date

Author

A High School Mini-Course Program

(TITLE)

BY

Darrell Dean Tucker

Field Experience

~~THESIS~~

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education Administration

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1981
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

March 12, 1981
DATE

March 12, 1981
DATE

March 12, 1981
DATE

March 12, 1981
DATE

A HIGH SCHOOL MINI-COURSE PROGRAM

By

DARRELL DEAN TUCKER

FIELD EXPERIENCE

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1980

402409

A HIGH SCHOOL MINI COURSE PROGRAM

BY

DARRELL DEAN TUCKER

B.S., Eastern Illinois University, 1969

M.S., Illinois State University, 1973

Ed.S., Eastern Illinois University, 1981

ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the requirements
for the degree of Master of Arts in Psychology at the Graduate
School of Eastern Illinois University

CHARLESTON, ILLINOIS

1981

ABSTRACT

A High School Mini Course Program

Most schools are designed for adults, for the comfort and convenience of faculty and administration. The faculty is divided by the administration into specified areas of the facility and given tasks for which they are specifically trained. This has been the traditional method of educational instruction.

One of the major responsibilities of the principal is that of educational leader in instruction. The effective principal must be constantly in search of methods of improving instruction.

An important program has been implemented at Windsor High School. This program is designed to enrich the traditional curricular offerings. The program is called the mini-course program.

The mini-course program expands on the traditional approach to learning by incorporating the faculty, facilities, and area resources into a program of learning instruction. The idea is to provide a learning situation for the student that incorporates the idea that learning is a life long process. The program attempts to illustrate, by the use of hands on activities, that the entire world is a learning station.

The program is designed to demonstrate that hobbies, careers, or individual activities of a personal nature are part of the life-long educational process. The program points out that the school is not the only place to learn and learning does not end with the completion of a formal educational program.

The most important aspect in the work of developing a mini-course program is promotion of the concept to the superintendent, the board of education, the community, and the students. The main thrust must be directed at receiving student support. If the student is not interested in the final product, the enrichment program will be a failure.

In order to gain acceptance, the mini-course program director must be aware that there are problems in program development. The main problems are developing good public acceptance, faculty acceptance, transportation difficulties, and many administrative procedures.

Regardless of the problems of program implementation, the program administrator must constantly focus his attentions and efforts on the positive aspects of the program. These include:

1. a better understanding of the school by people of the community
2. a better understanding of the teacher/student relationship
3. the development of carry-over value for the student
4. actual on the job contact in career areas
5. the development of better administrative faculty interaction
6. the use of the course as a public relations tool.

The mini-course program has been used twice at Windsor High School. The students, faculty, and community have an extremely positive attitude toward the program and look forward to its implementation.

ACKNOWLEDGMENTS

The writer of this paper wishes to express his appreciation to Dr. Matzner, Faculty Advisor, for help in arranging the course work necessary for completion of requirements of the Specialist in Education Degree in Educational Administration. Special appreciation is given to Dr. David Bartz, Supervisor of this Field Experience, for the help and guidance given to the writer of this paper.

The writer would also like to acknowledge the help given by the faculty, students, and lay teachers of the community toward the development of this program.

CHAPTER I

Introduction

Most schools are designed for adults, for the comfort and convenience of faculty and administration.¹ The traditional American method of educating high school students is the idea of a building with a faculty. The building provides the basic structural facility that is to be used to provide the setting for educational instruction. The faculty is assigned various areas of the building. The faculty adapts the building to their particular style of instructional methodology and uses their area of the building from which to teach their particular subject matter.²

The students use the facility and the faculty as it is provided for them. On occasion, the student's program is enriched with a field trip or speaker. This enrichment provides a break from the normal instructional routine of the student and teacher.

One of the major responsibilities of the principal is that of educational leader in instruction. The effective principal must be constantly in search of methods of improving instruction. An important

¹James Cass, "A School Designed for Kids," Saturday Review, Vol. 53, No. 12 (March 21, 1970, pp. 65-67; reprinted., New Brunswick, N. J., Maurice Hillson, and Ronald T. Tyman, 1970), pp. 386-387.

²Harold B. Gores, "The Congenial School," Educate Vol. 2, No. 2 (March 1969, pp. 24-30; reprinted., New Brunswick, N. J., Hillson and Tyman 1970), pp. 398-399.

part of this instructional leadership responsibility is to fully utilize the faculty and facilities.³

An important program that has been implemented at Windsor High School is an instructional enrichment program. This enrichment opportunity is called the mini-course program.

The mini-course program expands on the traditional faculty/building approach to teaching. This expansion takes place by incorporating the faculty, facilities, lay people of the area, and the facilities into a program of instruction. The basic idea is to provide a learning environment for the student that incorporates the idea that learning is a life long process.⁴ The idea attempts to illustrate, by the use of many hands on activities, that a school building is not the only place to learn. The program is directed to illustrate that hobbies, careers, or individual activities of a personal interest are part of the life-long educational process. The mini-course program also illustrates that all activities are part of the learning process and that the learning process does not end with a diploma or successful career selection.⁵

³Dale G. Findlay, Everett W. Nicholson, and Charles L. Wood, The Secondary School Principal Manager and Supervisor (Boston: Allyn and Bacon Inc, 1979), pp. 36-39.

⁴O. L. Davis, ed., Perspectives on Curriculum Development 1776-1976, (Washington, D.C.: Association for Supervision and Curriculum Development, 1976), p. 238.

⁵Henry S. Resnih, High School With No Walls--It's Happening in Philadelphia (November-December 1969, pp. 33-36; reprinted., New Brunswick, N. J., Hillson and Tyman, 1970), pp. 391-393.

CHAPTER II

The Windsor High School Mini-Course Program

School Community Information

To help understand the mini-course program, both the problems and advantages of the program, it is necessary to have some basic knowledge of the school, community, and area. Windsor is a community of approximately 1,100 people. The community of Gays is consolidated with Windsor and has a population of 250.

Approximately one-half of the students serviced by Windsor High School are bused. The high school has a population of 160 students and a faculty of 11 full-time teachers and 4 part-time teachers. The school has a principal who also serves as the counselor.

The community has primarily an agricultural economic base. A substantial number of non-agricultural residents are employed by business or industry in Mattoon, Effingham, Shelbyville, or Decatur. The largest community employer is the school district.

The school district also serves the community as the primary center of recreational activity. These activities include cultural and athletic activities. The school also provides many extracurricular activities for students' interest and curricular program promotion. This is evidenced by the fact that 98 percent of all Windsor High School students are members of an extracurricular club.

This community interest in the school provides an excellent base for soliciting lay people in the community to work in the mini-course program.

The location of the community allows for excellent opportunities to use the facilities of near-by larger communities for the implementation of courses.

Program Implementation

The most important aspect in the work of developing a mini-course program is promoting the concept to the superintendent, the board of education, the faculty, the community, and the students. Regardless of the sequence of contacts made in developing acceptance of the program, the main thrust must be directed at receiving student support. If the student is not interested in the final product, the enrichment type of program will be a failure. The student must be made aware that an important objective is to demonstrate that the individual's entire life is part of the education process.

The ultimate responsibility of the mini-course program is to the student. In order to develop a highly accepted program, the program initiator must develop a plan to achieve positive acceptance by:

- 1) the superintendent or immediate supervisor
- 2) the board of education
- 3) the community
- 4) the students
- 5) the faculty

Development of a successful mini-course program necessitates tremendous cooperation between all publics involved in the program. To incorporate properly all of the peoples involved in developing a program, the principal must develop a timeline to organize the program.

This timeline should be adhered to as closely as possible. This timeline will allow the principal a structure to follow in developing the program. Appendix A contains a sample timeline.

Positive Aspects of the Program

A major reason for implementing a mini-course at the high school level is the many positive results obtained through the program. The program offers all the participants an opportunity for self-improvement and development.

One of the most important positive aspects is the development of a better understanding of the school by people of the community and area that participate directly in the program. The lay people that work directly with teachers or conduct classes themselves are able to have direct contact with the high school students. The firsthand contact in a teacher/student situation offers the lay person an opportunity to better understand the teacher's position. This teaching situation affords a mutual basis for communication in future teacher/lay person contact.⁶

The contact made by the lay teacher will be passed throughout the community. Providing the teaching situation was a positive experience, the contact through the community will be of a positive nature. This positive contact by lay teachers in the community will develop a better attitude in the community toward the school.

A second important area is the development of a better understanding of the relationship of the teacher and the student. The use of this non-traditional program approach is based on the idea that the teacher and the student have a common medium to exchange ideas. The teacher is instructing in an area of interest; the student is taking the course because of an interest in that particular program.

⁶Findlay, The Secondary School Principal, p. 72-73.

This mutual interest in a particular curriculum area offers an opportunity for the teacher and student to see each other in a way not otherwise provided in the traditional setting. This mutual understanding can provide a relationship between the student and teacher that can have a positive effect in future relationships.

An important area of positive development of better student/teacher relationship in the mini-course program is better discipline. As the program develops better understanding between the student and teacher, a foundation is developed for a more positive understanding concerning discipline. The student and teacher, through the program, have a mutual communication ground that may not otherwise have been developed. A primary goal of the program is development of understanding that can be used to reduce disciplinary conflict situations.⁷

A third area of positive importance is the carry-over value into the future of the course offerings. Two clusters of course offerings are hobby interest and career interests.

In the cluster of hobby interests, students are given the opportunity to expand on current hobbies. The student also has the opportunity to explore a hobby area previously unfamiliar to him. The student handbook that is developed offers the student the opportunity to consider enrollment in hobbies. A goal of the program is to allow for contact with hobbies that will provide carry-over value for the student.

Another important cluster is the career cluster. The student is provided the opportunity to have actual on-site career contact. Students are interviewed by the counselor concerning career interests and goals. Based on the findings from these student interviews,

⁷Findlay, The Secondary School Principal, p. 237.

as many actual on-site career opportunities as can be arranged are provided. These work sites provide the student with learning opportunities and experiences that could not otherwise be obtained in the traditional setting.

The career cluster is one of the most exciting parts of the mini-course program. From the viewpoint of carry-over value, the career cluster is of extreme importance. As the program develops, this cluster will receive more emphasis.

A fourth positive development of the program is the interaction of the principal and the faculty. In organizing and developing the program, the principal must work directly with the faculty in discussing advantages, disadvantages, general organization, and course description development. During the course of these discussions, the principal is able to develop a better and more complete knowledge of each faculty member. The principal is able to communicate directly with each teacher concerning a topic of interest familiar to the teacher. The principal is able to develop a more complete understanding of each faculty member. This understanding and knowledge can be of tremendous future value in future communications and interactions between the principal and teacher.⁸

Related to the principal-teacher interaction, is that all non-certified personnel should be involved in the program as teachers. The non-certified personnel are able to teach students skills or hobbies. Thus, the principal is able to develop better communications with the non-certified personnel and use the program to break down some of the traditionally implied barriers between certified and non-certified

⁸Findlay, The Secondary School Principal, p. 69-71.

personnel. The principal is able, through the mini-course program, to put all the employees of the high school on an equal instructional basis. The student is afforded an opportunity to see the non-certified person in a different setting. This opportunity for the non-certified personnel has a very positive influence on non-certified staff morale.

The public relations function of the principal is another positive aspect of the mini-course program. The mini-course program offers the principal the opportunity to come into contact with many publics. The principal is afforded the opportunity to sell a program to the community and area from a positive position.

Using the primary goal of the program, the entire world as a learning situation, the principal is able to recruit people for the program. The principal is able to approach people for help from a positive standpoint of seeking their individual expertise. The principal is also able to ask help from them in any way the lay person is willing to help in developing the program. Every person approached is able to help in some manner.

The principal is afforded an excellent opportunity to speak with civic and service groups. The lay people can be recruited with the philosophy that any skill, hobby, interest, or time that can be given to the program is of value. This positive program is an excellent opportunity to promote the school. In the mini-course program, the principal has a powerful tool to use for public relations.

Administrative Implementation Problems

To achieve the optimum administrative organizational goal of successful implementation of the program, four problems of significant importance must be addressed. The four problems are:

- 1) Faculty problems
- 2) Transportation problems
- 3) Lay personnel problems
- 4) Time scope of the program

The first major problem that must be overcome is that of proper in-service education for the faculty.⁹ The orientation of the faculty must include program goals and the purpose of the program. The reason a good faculty orientation must take place is that the mini-course program is not the traditional curricular instructional idea. The traditional idea of subject content and well developed teacher/student lesson plans is not used.

Because of the implementation of a nontraditional program in a traditional educational setting, the following faculty member concerns must be addressed:

- 1) The faculty member is often uncomfortable in the non-traditional setting. The faculty member can have a threatened feeling because of the different instructional situation. This threatened feeling can be caused by the materials presented, the presentation format, and the often unfamiliar environment of the teaching/learning setting.
- 2) The traditional teacher/learner curriculum development plan is developed around the concept of course content. A primary concern of the traditional classroom teacher is to cover a maximum amount of content. A concern of the traditional teacher is that a goal of maximum subject content may not be achieved.

⁹Findlay, The Secondary School Principal, pp. 96-99.

To help break down this traditional content, the principal must emphasize the importance of the goals of the mini-course program. The teacher must realize that some loss of content will be replaced by the values intrinsically incorporated in the mini-course program.¹⁰

- 3) Closely related to the loss of content concept is the problem of loss of instructional time. A faculty concern is that time used for the mini-course program could better be used for planning and instruction of traditional materials.

The instructor may believe that the extra time taken to research, plan, and organize the mini-course program could better be used to improve traditional course content materials.

This fear can be alleviated in the following ways:

- 1) Use release time and workshop time to allow development of mini-course offerings.
- 2) Work directly with the teachers in developing their particular materials. This direct principal/teacher contact will allow the principal the opportunity to define better the goals of the mini-course program for the teacher. The optimum idea of this direct contact approach is to demonstrate, to the teacher, the course values through goal definition by application.

A second problem of significance is the problem of transportation. One of the goals of the program is to acquaint students and teachers with learning settings of non-traditional nature. To achieve this goal, each teacher that uses the school facilities as the primary instruction setting is encouraged to take a field trip related to his mini-course offering.

¹⁰Findlay, The Secondary School Principal, p. 137.

The problem of transportation can only be solved with the cooperation of the transportation director.

Field trips are arranged in the following manner:

- 1) Teachers contact the principal concerning time and destination of the trip.
- 2) Teachers with a bus driving license are allowed to drive their own trips.
- 3) Teachers with small classes may drive their own cars.
- 4) Lay people who help the teachers may drive their own cars.
- 5) The transportation director arranges drivers for all trips the teacher cannot take care of personally.

A third problem is the recruitment and orientation of lay personnel of the community and area. The principal can use the following strategies to recruit personnel:

- 1) Approach personally the people of the area known to have skills or hobbies of student interest.
- 2) Formally write possible teachers of learning stations. Those persons who need to communicate with a superior for permission often must have a formal written request.
- 3) Speak with as many civic groups as possible. Explain the program and the need for help.
- 4) Ask each teacher to get a lay helper for the teacher's particular mini-course program.
- 5) Write articles for area newspapers asking for lay teachers, helpers, or interested people who would like to help.

A final problem is the time scope problem. This problem encompasses the following questions:

- 1) How long will the program last?
- 2) When will the program be offered?
- 3) How often should the program be offered?

These problems can only be solved through constant evaluation of the program and the goals of the program.

The Mini-Course Program in Curriculum Development

The high school principal has an important function as leader in the development of curriculum.¹¹ The principal can use the mini-program as a tool to develop class offerings. The curricular offerings can be of a service nature related to an existing program. They can also be separate course offerings with school board approved credit applied toward graduation.

The programs developed from the mini-course program at Windsor High School are:

- 1) Nursery school help--this program is a career orientation program. It is based with a child care class in the Home Economics curriculum. Students attend a nursery school in the community as helpers. They do not receive credit but do go to the program on released time one morning per week. This program offers students an excellent opportunity to explore the child care career segment of the world of work in a hands-on practical application.
- 2) The Cooperative Work Training Program--the C.W.T. program is a study program. Students are screened by the C.W.T. coordinator.

¹¹Findlay, The Secondary School Principal, pp. 136-139.

The students accepted into the program are placed at work sites throughout the community and area. A positive attempt is made to place students in work sites that offer opportunities in career development. Students are encouraged to seek job opportunities that enhance their future career development.

In the C.W.T. program, each student is provided:

- 1) A work opportunity
 - 2) A school supervisor
 - 3) Two credits toward graduation
 - 4) Released time from school to work.
- 3) The teacher helper program--the teacher helper program is one in which applying students are screened and interviewed by elementary teachers of the district. The students are given released time by the school and credit toward graduation in this program. The student works with an assigned teacher in the elementary program as a service person. The student is given an excellent opportunity to develop career attitudes toward educational or child care goals. The student is also able to provide a service to the school district. The helper also develops a far better understanding of teachers, school situations and younger children.
- 4) Photography--the photography program is a one-semester class which offers one-half credit toward graduation. This program is developed around hobby interest. It is also used as a program to develop photography students as a service people to help with the yearbook extracurricular program.

- 5) Library Helper Program--the library helper program is used as a service program for the school librarian. The librarian assigns tasks to the students in the library situation. Students are given credit toward graduation.
- 6) Basic Guitar--a hobby program that has developed into a curricular offering. Students are allowed to receive one-half credit toward graduation in this one-semester course. The class is taught by the music teacher.

The mini-course program can be effectively used as a recruiting tool for curricular classes and extracurricular activities. Through the mini-course program, the students have the opportunity to become involved in a career, hobby, or curriculum related interest on a short-term contact. This short-term contact can provide the initial incentive to expand the students' interest into the curricular or extracurricular area.

Summary

The mini-course program has become an important part of the curricular program at Windsor High School. The students are given the opportunity to expand their learning experiences in the areas of hobbies, careers and traditional curricular classes. The students are also provided the opportunity to explore career and hobby interests that may not otherwise have been available. The mini-course program provides an experiential learning situation that has lifetime carry-over value.

The principal has, in the mini-course program, a tool that can be used for many purposes. These purposes include:

- 1) A program that can develop the role of the principal as instructional leader in curriculum.

- 2) A program that can develop the role of the principal in the management area of plant and faculty utilization.
- 3) A program that can develop the role of the principal as a leader in public relations.
- 4) A program that can develop the role of the principal as a communicator with the school faculty and staff.
- 5) A program that can develop the role of the principal as a communicator with the students.
- 6) A program that can develop the role of the principal in the development of disciplinary problems reduction.

There are problems related to the promotion and development of a mini-course program. Some of these problems are:

- 1) convincing the faculty the program is of value to the school
- 2) transportation of students.
- 3) developing a lay teacher faculty.
- 4) related to how long the program will last, when will the program be offered, and how often should the program be offered.

The problems must be approached by the principal from a positive position. The principal must demonstrate the value of the program as compared to the problems.

In the mini-course program, it is the primary responsibility of the principal to promote and to administer the program. The principal can use this positive program to help develop the goal of life as a learning situation.

CHAPTER III

Mini-Course Handbook

Introductory Letter

Dear Students:

This is an experimental week at Windsor High School. You will have educational opportunities that you probably have never before experienced. This experience can be as exciting as you want it to be.

Because it is an experiment, there will be problems. The magnitude of these problems will depend on the cooperation of all those people involved in the program.

It is hoped that this week will be used to experience new things or develop skills or ideas that are new or of interest to you. It is an opportunity to learn something you couldn't learn or wouldn't have the opportunity to learn in the ordinary curriculum.

We hope that you will use this week to learn and have an exciting educational adventure. At the same time, we hope you will contribute thoughts that will help this program in the future.

Sincerely,

The Faculty of W.H.S.

Mini-Course Registration

The following procedures must be followed by all students. Any student who does not follow procedures or scheduled times will register last.

1. Registration will be in the cafeteria.
2. Fill out completely one contract for each course and turn in the contracts separated. This must be done before you finish registration.
3. Sign your name only on the course registration sheets. Make sure your contract course numbers match the numbers on the sheet.
4. No more students may sign up for the course than there numbers on the course signature sheets.
5. All contracts must be initialed by Mr. Tucker before you put your names on the signature sheets.
6. Follow the time schedules as closely as possible.

SENIORS

A - L 9:20 - 9:40
M - Z 9:58 - 10:18

JUNIORS

M - Z 10:34 - 10:54
A - L 11:20 - 11:40

SOPHOMORES

A - L 12:35 - 12:55
M - Z 1:18 - 1:38

FRESHMEN

M - Z 2:04 - 2:24
A - L 2:50 - 3:10

Organization and Administration

1. Each teacher and community person will submit a list of courses they would like to teach. A course description will be included.
2. A handbook will be organized by the principal and given to each student.
3. A registration period will be held under the direction of the principal and teachers.
4. The period of interim will be from _____
(dates)
5. Classes will begin at 8:30 each morning. The schedule will be:
8:30 - 11:30 - 1st meeting
11:30 - 12:30 - lunch
12:35 - 3:35 - 2nd meeting
6. Students will meet with instructors prior to the start of the courses to make any necessary arrangements for the class.
7. All students must sign a contract to be in the class. All rules and regulations listed on the contract must be met. The student must meet all instructor requirements.
8. Registration Day will be announced. Times will be posted on the bulletin boards.
9. All classes will be filled on a first come--first serve basis.
10. Transportation will be furnished by the school when necessary. Students will not be allowed to drive without special permission from the principal.
11. An evaluation committee of teachers, students, and community people will be constructed to give guidance for the next year's program.

Course Requirements

1. Twenty-four hours of course time or
2. Twenty-four hours of course and field trip time or
3. Twenty-four hours of course, field trip, or individual projects.
4. Each student must have a full schedule approved by the principal.
5. All fees must be paid at time of registration.
6. All coop students must have 12 1/2 hours of course time except with special permission.
7. Any student who does not register will be placed in courses or supervised study hall.
8. Students will register by classes, alphabetically by last name, and posted times.

Mini-Course Descriptions

<u>COURSE</u>	<u>TEACHER</u>	<u>PLACE</u>	<u>TIME</u>
Introduction to Tennis Rules, equipment, etiquette, basic fundamentals Approximate cost: 0	Mr. Wilhelm	History Room	P.M.
Hunting Hunting techniques and equipment selection, also conservation. Actual trip will be taken Approximate cost: 0	Mr. Wilhelm	History Room	A.M.
Advanced Tumbling History, safety rules, basics, intermediate advanced stunts, double stunts, and routines. Cost: 0	Mr. Heintz	Gym	P.M.
Bowling Basic types of delivery, scoring, spare pick ups and game situations Cost: Bowling trip	Mrs. Branden- burg	Gym & Lanes	A.M.
Basic Acting Stage direction, reading lines developing expression, short plays, small groups Cost: 0	Mrs. Keller	Room 2	A.M.
Self Expression Word drill, tongue twisters, etc. for diction practice, free expression with gestures, facial and body movements. Charades, pantomime, original skits with free expression Cost: 0	Mrs. Keller	Room 2	P.M.
Radio Communication Radio selection, cost, care, maintenance. Air courtesy and etiquette included Cost: 0	Mr. Galligan	Math Room	P.M.
Basic Crocheting Basic stitches, basic design and individual projects. Approximate cost: \$2.00	Mrs. Marsland	Spanish Room	P.M.
Introduction to French Practice in pronunciation of French language, basic vocabulary, phrases Approximate cost: \$1.50	Mrs. Marsland	Spanish Room	P.M.

<u>COURSE</u>	<u>TEACHER</u>	<u>PLACE</u>	<u>TIME</u>
Macrame Beginning to advanced (work at own level) Approximate cost: \$5.00	Mrs. Tucker	Bookkeeping Room	P.M.
Bachelor homemaking Simple sewing, laundry-ironing, cooking, decoration Approximate cost: \$5.00	Mrs. Tucker Mrs. Lenz	Home Ec Room	A.M.
Skeet Shooting Gun safety, principles of skeet shooting, history of skeet, sport of shooting, gun care Approximate cost: \$5.00	Sam Fuller	Skeet Course	A.M.
Knitting Basic stitches to advanced projects based on individual needs Approximate cost: \$5.00	Mrs. Buesking	Band Room	P.M.
Preventive Auto Maintenance Battery care, cooling system care, tool use, general tune up Cost: 0	Mr. Hite	Ag. Shop	P.M.
Cake Baking and Decorating Basic baking techniques will be taught with emphasis on individual work Approximate cost: \$3.00	Mrs. Lenz	Home Ec Room	P.M.
Library--Independent study The student will be allowed to select a teacher and a topic for independent study. The student must meet with the teacher before the first day of mini-courses and fill out the proper forms. Cost: Variable			
Office Help The student will work in the office and learn secretarial duties of the high school secretary. Typing is a pre-requisite.	Mrs. Moffett	Office	A.M.
Cook's Helper The student will work in the school kitchen and learn fundamental procedures of preparing meals and menus for large numbers of people.	Mrs. Hale	Kitchen	A.M.
Careers in Special Education Arrangements have been made with Armstrong Center in Mattoon, where students interested in special education careers can receive pre-college exposure. This course will satisfy the 5 hour requirement. Transportation furnished. Approximate cost: Lunch daily.	Armstrong Center		All day

<u>COURSE DESCRIPTION</u>	<u>TEACHER</u>	<u>PLACE</u>	<u>TIME</u>
Coop Work Experience Students who are in the coop work program may be allowed to work on their jobs all day. This must be arranged with Mr. Sims and the office. Cost: 0	Mr. Sims		All day
Quarter Horses Techniques in selection, grooming, feeding and general care of quarter horses will be given. Costs and types of animals, feed and equipment will be presented. Cost: 0	Mr. Tom Hennigh	Hennigh Farm	P.M.
Emergency Medical Care Principles of emergency care and first aide, proper phoning procedures and care of patients until trained help can be reached. Tour of a hospital is planned. Cost: 0	Mrs. Pfeiffer	Study Hall	P.M.
Health Careers Students who plan on a health career will be given the opportunity to get practical work experience and exposure to many health career opportunities. Approximate cost: Lunch daily		Shelbyville Hospital	All day
Flower Arrangement Selected students will be given instruction in flower care, maintenance, and cost. Arrangement techniques will be demonstrated. Information will be given in small shop ownership.	Mrs. Uptmor	Windsor Flower Shop	A.M.
Livestock Evaluation Study of proper judging techniques of beef cattle swine and sheep. Actual live evaluation of each type of animal will be used. Approximate cost: \$2.00	Mr. Sims	Ag Shop	A.M.
Gardening Basics of home vegetable gardening Types of vegetables, planting dates, care, harvest, seed selection. Actual garden work and a field trip included. Cost: \$2.00	Mr. Sims	Ag Shop	P.M.
Basic Lab Procedures Selection and use of materials in actual classroom experiments. Cost: \$1.00	Mr. Sarrazin	Science Lab	A.M.
Mind Games Learn basic rules of mind games and develop winning strategies and techniques. Games will include chess, stratego, master mind and others selected by student and teacher. Cost: \$1.50	Mr. Sarrazin	Science Lab	P.M.
Weight Training, Athletic Training, and Study of Muscles A brief study of muscles in the body, along with a study of preventive care and reconditioning of injuries. Cost: \$1.50	Mr. Heintz	Gym	A.M.

<u>COURSE DESCRIPTION</u>	<u>TEACHER</u>	<u>PLACE</u>	<u>TIME</u>
Boating and Water Skiing Safety Boating rules of the road and engine maintenance, skiing equipment selection and techniques Cost: 0	Mr. Curry	Biology Room	P.M.
Fresh Water Fishing Background on game fish, tackle, casting, safety No fee under 16 \$2.25 for license over 16	Mr. Curry	Biology Room	A.M.
Bridge A course teaching the new players how to bid, play offensively, and defensively in this popular card game of skill. Cost: 75¢ or 1 deck of cards	Miss Daily	Library	P.M.
Basic Grammar and Writing Skills Basic essentials of grammar, sentence structure. Course designed for strengthening writing skills. Cost: 0	Mrs. Carey	A.V. Room	A.M.
Nature Study Nature walks with emphasis on tree and bird identification Cost: 0	Mr. Bullerman	State Parks	P.M.
Conservation Careers Students will be placed with the Army Corp of Engineers at Lake Shelbyville to explore the careers of conservation. Cost: Lunch	Mr. Bloor	Federal Projects	All day
Hour House Students will be presented with materials about drug and alcohol education. Emphasis is placed on long term social problems. Course in presented by Hour House in Charleston.	Jan Beavers	English IV Room	A.M.
Cosmetology Students will be instructed in techniques of hair styling, make up and personal care. Cost: \$2:00	Mrs. Goodwin, Mrs. Titus	Study Hall	A.M.
Religious Discussions Students will have the opportunity to discuss the similarities and differences of the various religious philosophies of the area. A field trip of the area churches will be included.	Local Ministers Churches		A.M.
Advanced radio Students with advanced skills and techniques of radio operation will enjoy this course. Cost: 0	Mr. Galligan	Math Room	P.M.
Independent Art Students with art skills will be encouraged to work on individual art projects of their own choice. Cost: Individual supplies	Art Room		

<u>COURSE DESCRIPTION</u>	<u>TEACHER</u>	<u>PLACE</u>	<u>TIME</u>
Golf Basic lessons in golf instruction A field trip to play golf is planned. Cost: Green fees	Mr. Seng	Gym or Outside	P.M.
Antique Weapons I Study loading, shooting of antique weapons Approximate cost: \$1.00	Mr. Berger	I. A. Shop	A.M.
Antique Weapons II Study loading, and the use of antique weapons Approximate cost: \$3.00	Mr. Borger	I. A. Shop	P.M.
Jobs Students who have a non-coop job may get special permission to work from the principal. Cost: 0	Mr. Tucker	All day or A.M. or P.M.	
Custodian Aide Any student who would like to know about school maintenance. Cost: 0	Mr. Bullerman	School	A.M.
Sewing skills Basic skills will be taught to beginning sewers. Included will be handwork, machine work, pattern selection. Cost: \$2:00	Mrs. Troutman	Home Ec. Room	A.M.
Welding Basic introduction to welding equipment and techniques.	Mr. Sims	Ag. Shop	P.M.
Career Sites--Students may visit specially arranged career sites of individual interest with the principal's permission.			
Hobby Sites--Students may select individual hobby interests not in the program with the principal's permission.			

Independent Study Request

I. Name and number of course _____

II. Outline description of the proposed project

a) List goals

b) Describe format to be used for project completion.

III. Requested by

Student's Signature

IV. Approved by

Faculty Member's Signature

Student Contract

I understand that I am responsible for all rules and regulations provided for in the student mini-course program. I also understand that I am responsible for all rules and regulations that may be outlined by the mini-course instructor. If I fail to meet all rules and regulations, I am subject to permanent removal from the program.

Signature

Program Evaluation

Students:

For the faculty of W.H.S., I would like to express our thanks for your cooperation during this week. The intentions of this week were to offer you experiences you might not otherwise be exposed to in the normal class schedule.

I hope you found this was an exciting and rewarding week. Please fill out the following evaluation form as honestly as you can. Any improvements that you can suggest will be appreciated.

Thank you,

Mr. Tucker

I. Circle Yes or No

- | | | |
|---|-----|----|
| 1. For the most part the courses were interesting. | yes | no |
| 2. The mini-course program should be continued (see part V) | yes | no |
| 3. Two hour class periods were too long. | yes | no |

II. Fill in the blank

1. The course I enjoyed the most was _____.
2. A course I could not take but wanted was _____.

III. List three courses not offered that you would like to see added to the program next year.

1. _____
2. _____
3. _____

IV. Discuss any improvement ideas you might have for the classes or the program.

V. If you answered Part V with a no response, please explain why you responded no.

CHAPTER IV

Teacher and Student Orientation Materials

Slide and Tape Dialogue

Windsor High School offers a valuable program to its 160 students. The doors are opened daily to an enthusiastic group of students who are greeted by a faculty that is ready to present an exciting learning experience to them.

Students are informed of the mini-course program weeks in advance of the actual starting date of the classes. Students are given the opportunity to self register for the approximately 50 course offerings prepared for them to meet their needs and interests.

The students are transported to learning stations in the Windsor, Mattoon, and Shelbyville areas or they stay at school to explore offerings in hobby areas, career interests or traditional classroom learning experiences.

Traditional offerings in regular classroom or approved independent study situations are:

- 1) Independent reading and paper writing
- 2) Laboratory procedures
- 3) Art
- 4) Basic French
- 5) and approved independent study projects

An exciting and popular part of the program is the area of hobby exploration. Students are given the opportunity to develop or expand an interest in:

- 1) Religious Discussion
- 2) Boating and Water Safety
- 3) Macrame
- 4) Fishing
- 5) Crocheting
- 6) Gardening
- 7) Nature Study
- 8) Weight Training
- 9) Cake Baking and Decorating
- 10) Antique Weapons
- 11) Hunting
- 12) Tumbling and Trampoline
- 13) Tennis
- 14) Golf
- 15) Self expression
- 16) Knitting
- 17) Dog Care
- 18) Quarter Horse Selection and Training
- 19) Livestock Judging
- 20) Welding
- 21) Small Engines
- 22) Guitar
- 23) Mind Games
- 24) Car Maintenance
- 25) Woodworking
- 26) Photography
- 27) Bachelor Homemaking
- 28) Skeet Shooting
- 29) and Bridge

An important area with exciting carry-over value is career awareness. Students are given the opportunity to explore careers of their choice in actual work situations. The career opportunities provided are:

- 1) Flower Arrangement
- 2) Library Aide
- 3) Shelbyville Hospital offers students the opportunity to explore health related careers.
- 4) Cook's Helper
- 5) Office Helper
- 6) Radio
- 7) Cosmetology
- 8) Nature careers through the Army Corps of Engineers at Lake Shelbyville
- 9) Teacher's Helper
- 10) Emergency Medical Technician
- 11) Fireman
- 12) Nursery School Helper
- 13) Special education careers at Armstrong Center in Mattoon
- 14) Cooperative work training agreements with area employers and the Hour House in Charleston offers an alcohol drug seminar.

From the mini-course program the faculty of Windsor High School have developed course offerings in the regular curriculum. These courses can provide valuable learning experiences as well as credit toward graduation. These courses are:

- 1) Photography
- 2) Guitar
- 3) Nursery school helper through a local nursery school
- 4) A cooperative work training program that provides 20 work stations

5) Teacher helper at the Windsor Grade School and

6) Library Aide

Other important parts of a busy day in the mini-course program are lunch and breaks.

Students leave the program looking at the school, faculty, and community from a different perspective. They have received, through the school and community, the opportunity to realize that the entire community is a learning situation that is available for them to experience.

Slide Orientation List

1. Windsor High School
2. Windsor High School
3. Welcoming Students
4. Enthusiasm
5. Faculty
6. Registration Information
7. Registration
8. Busing of Students
9. Busing of Students
10. Traditional Courses
11. Traditional Classroom Setting
12. Discussion
13. Independent Study
14. Laboratory Procedures
15. Art
16. French
17. Hobbies
18. Religious Discussion
19. Boating and Water Safety
20. Macrame
21. Fishing
22. Crocheting
23. Gardening
24. Nature Study
25. Weight Training
26. Cake Baking and Decorating
27. Antique Weapons
28. Hunting
29. Trampoline and Tumbling
30. Tennis
31. Golf
32. Acting
33. Self-expression
34. Knitting
35. Dog Care
36. Quarter Horse Selection
37. Livestock Judging
38. Welding
39. Small Engines
40. Guitar
41. Mind Games
42. Car Repair and Maintenance
43. Wood Working
44. Photography
45. Bachelor Homemaking
46. Skeet Shooting
47. Bridge
48. Careers
49. Flower Arrangement
50. Library Aide
51. Shelbyville Hospital
52. Health Careers
53. Cooks Helper
54. Office Helper
55. Radio
56. Cosmetology
57. Nature Careers at Lake Shelbyville
58. Teacher Aide
59. Emergency Medical Technician
60. Fire Fighter
61. Nursery School
62. Special Education
63. Cooperative Work Training
64. Careers
65. Guitar
66. Nursery School
67. Cooperative Work Training
68. Teacher Helper
69. Library Aide
70. Lunch
71. Breaks
72. Leaving School
73. School
74. Flag
75. Windsor High School

CHAPTER V

Program Observations and Recommendations

The mini-course program at Windsor High School has proven to be an exciting part of the school program. For the program to be effective, the principal must be willing to accept the challenge of overcoming the following problems:

- 1) The principal must organize an approach to convince the superintendent, board of education, community, students, and faculty that the program has worth for the school and community.
- 2) The principal must be prepared to solve faculty concerns. These concerns include:
 - a) The faculty member is often uncomfortable in a non-traditional setting.
 - b) The faculty member is often concerned that the incorporation of a non-traditional unit will cause a loss of time that will effect the instruction of course content. A faculty concern is loss of course content.
- 3) The principal must solve the problem of transportation. If the program is to be successful, transportation to learning stations is essential.
- 4) The principal must recruit people of the community to serve as lay teachers. The principal must be willing to approach the public and ask for their help.

- 5) The principal must determine solutions to the problems of how many days will the program last, when in the school year will the program be offered, and how often should the program be offered.

The problems can only be solved through the constant evaluation of the program and the updating of program goals.

The mini-course program can work for the school and community in many positive ways. It is the responsibility of the principal to use this program for the benefit of the school as a tool to enhance the relationship that should exist in school community relations. The program can be used:

- 1) as a public relations device to develop a positive understanding of the school by people incorporating the community in instruction and program organization.
- 2) to develop a better understanding between students and teachers. This non-traditional program approach allows for communication between teachers and students in areas of common interest and knowledge.
- 3) to develop a relationship between students and teachers that can help in future discipline problems through better understanding.
- 4) to develop a positive communication opportunities for interaction between teachers, non-certified staff, and the administration.

In the development of the program the principal must communicate with the faculty and staff if the program is to be successful.

- 5) to develop a powerful public relations tool. In developing the mini-course program, the principal must get community support. The principal, using the program, is able to approach members of the community to contribute their strengths and knowledge for the benefit of the students. The principal is able to communicate with

a large number of different publics that can be used in the program. The mini-course program provides a tool to allow for a positive communications channel. The principal is afforded an excellent opportunity to speak with civic and service groups. The program can be an excellent opportunity for school promotion.

- 6) the program can be used to aide the principal in the role of curriculum leader. The program can be used as a tool to develop class offerings in the board of education approved curriculum for credit for graduation. The program can also be used to develop programs of a service nature for the community.

For the mini-course unit to achieve maximum effectiveness, a quality teacher, student, and community orientation program must be developed. The administrator must develop this orientation program to clarify the goals and possible instructional strategies for program effectiveness (See Appendix B for goals and suggested instructional strategies). Orientation materials for instructors and students can include:

- 1) A student faculty handbook. This handbook should include:
 - a) registration procedures
 - b) organization and general administrative procedures
 - c) course requirements
 - d) course descriptions, cost of each class, meeting place, instructor, and time of meeting
- 2) Overhead transparencies that should help:
 - a) clarify program objectives
 - b) clarify administrator responsibilities
 - c) clarify instructor responsibilities

- d) in writing course descriptions for handbook implementation
- e) clarify student responsibilities (See Appendix C for sample transparencies).

3) a post-program tape and slide presentation can be used for future orientation. It can also be used as an effective tool in community and preprofessional speaking engagements to promote the school.

Before the program can be successfully implemented, an orientation of all those involved must be conducted. The principal is responsible for this orientation and must make every effort for it to be well planned and informative. An orientation that is less than successful can undermine the entire mini-course program. The orientation must illustrate the positive factors of the program. The orientation must make every effort to provide a well organized approach for teacher effectiveness and student understanding of the program.

SELECTED BIBLIOGRAPHY

Davis, O. L., ed. Perspectives on Curriculum Development 1977-1976.
Washington, D.C.: Association for Supervision and Curriculum
Development, 1976.

Findlay, Dale G., Nicholson, Everett W.; and Wood, Charles L.
The Secondary School Principal Manager and Supervisor.
Boston: Allyn and Bacon, 1979.

Hillson, Maurie, ed., and Hyman, Ronald T. ed. Change and Innovation In
Elementary and Secondary Organization. New Brunswick: Holt
Rinehart, and Winston, 1970.

APPENDIX A

TIMELINE

TIMELINE

Before March--Talks with teachers and students about ideas

Timeline objectives as used by Windsor High School.

- MARCH
- 1) Approval by the superintendent to begin development of the mini-course program
 - 2) Placement of the mini-course program idea on the school board meeting agenda for April.
- APRIL
- 1) Presentation of the program idea to the board of education for approval to continue development of the program.
- MAY
- 1) Presentation of the board approval to the faculty.
 - 2) Development of faculty instruction ideas for the upcoming school year. These ideas of instruction are only tentative.
 - 3) Discussion with students concerning courses of instruction they would like to have implemented.
 - 4) Individual discussions with faculties concerning:
 - a) Students' ideas concerning course offerings
 - b) Faculty ideas concerning organization and administration
 - c) Faculty development of tentative course descriptions.
 - 5) Initial lay people contacts concerning help in the program.
- JUNE,
JULY,
AND
AUGUST
- Continual contacts with lay people of the community and area for program help.
- SEPTEMBER
- Establishment of the dates of the program.
- OCTOBER
- 1) Faculty meeting in which teachers develop the course descriptions and other requirements of their individual mini-course offerings.
 - 2) Collection of course descriptions from community and area people who will help in the program.

- NOVEMBER
- 1) Development of student/instructor handbooks that include:
 - a) course descriptions
 - b) individual course requirements
 - c) registration procedures
 - d) disciplinary procedures if necessary
 - e) general program requirements of students
 - f) sample contract that must be signed by students agreeing to all general program requirements.
- DECEMBER
- 1) Distribution of any changes in the handbook.
 - 2) Registration process for all students.
 - 3) Consultations with the transportation director.
- JANUARY
- Implementation of the program.

APPENDIX B

INSTRUCTIONAL STRATEGIES AND
PRIMARY GOALS

INSTRUCTIONAL STRATEGIES FOR MINI-COURSE IMPLEMENTATION

- 1) Teachers provide course offerings of their individual interests and abilities.
- 2) Teachers recruit lay personnel as helpers or as resource people.
- 3) Teachers arrange field trips and or guest speakers to enrich their course offerings.
- 4) Lay teachers are recruited to provide services as instructors.
- 5) Career orientation sites are developed to allow students entry into the world of work.
- 6) Work sites are used by students in the cooperative work training program to expand entry into career orientation.
- 7) The program will develop career and hobby instructional sites not located in the local community.

TEN PRIMARY GOALS FOR A MINI-COURSE PROGRAM

- 1) To develop the concept that the world is a learning situation.
- 2) To develop the concept that the learning process never ends.
- 3) To develop a positive public relations tool for the community.
- 4) To develop better teacher/student relations and understanding through a non-traditional program.
- 5) To provide the student learning atmospheres not normally available in the traditional curricular program.
- 6) To provide the student the opportunity to explore career, hobby, and traditional learning opportunities.
- 7) To develop a lay teacher and community resource program.
- 8) To develop a program that provides for the student the complete freedom of choice in program selection.
- 9) To develop a program that allows for program growth in the traditional curriculum program.
- 10) To develop a program that allows for student recruitment in traditional curricular offerings and extracurricular activities.

APPENDIX C

SAMPLE OVERHEAD TRANSPARENCIES